

**APPLICATION FOR  
SOUTH DAKOTA STATE BOARD OF EDUCATION STANDARDS  
APPROVAL OF A NEW, AMENDED, OR DELETED  
EDUCATOR PREPARATION PROGRAM**

INSTITUTION: Northern State University DATE: January 16, 2025

NAME/TITLE OF DEAN/CHAIR OF TEACHER EDUCATION:

Dr. Anna Schwan, Dean of the Millicent Atkins School of Education

I certify that all information contained in this application is complete and accurate.

Signature 

**Section I. Action Requested**

New Program Approval

Amendment of Approved Program

Innovative/Experimental Program

Deletion of Approved Program—Stop here and simply attach a letter explaining the request for the deletion.

**Section II. Education Program Certification Level**

- \_\_\_\_\_ Birth through Grade Three Early Childhood
- \_\_\_\_\_ Birth through Grade Three Early Childhood Special Education
- \_\_\_\_\_ K-8 Elementary Education
- X   5-12 Secondary Education \_\_\_\_\_ (major)
- \_\_\_\_\_ K-12 Education \_\_\_\_\_ (major)
- \_\_\_\_\_ Administrative Program \_\_\_\_\_
- \_\_\_\_\_ School Service Specialist \_\_\_\_\_
  
- \_\_\_\_\_ Certification Only (check major areas)

- K-12 Art Education
- K-12 Comprehensive School Health Education
- K-12 Educational Technology/Computer Education
- K-12 Health
- K-12 Music Education
- K-12 Physical Education
- K-12 South Dakota Indian Studies Education
- K-12 World Language Education
- 5-12 Agriculture Education
- 5-12 Business Education
- 5-12 Career and Technical Education
- 5-12 Drama/Theater
- 5-12 Family and Consumer Sciences Education
- 5-12 Industrial Technology
- 5-12 ELA (Mass Comm/Journalism)
- 5-12 5-12 ELA (Speech/Debate)
- 5-12-Mathematics Education
- 5-12 Mathematics/Science Composite
- 5-12 Science Education
- 5-12 Social Science Education

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### **Section III. Program Justification & Objectives**

Attach a narrative that:

- Explains the justifications for this new or amended program, and
- Includes the objectives of this new or amended program.

### **Section IV. Program Requirements**

Attach programs of study that identify *all* of the requirements for the completion of this new or amended program.

### **Section V. Compliance with Program Standards**

Attach:

- A matrix that defines how the required courses/experiences of this new or amended program will meet the specific program standards; and
- Verification of compliance to *all* applicable program standards; and
- An institutional response to the program standards, including a correlation of standards to course objectives; and
- *All* applicable course descriptions and syllabi.

### **Section VI. Faculty**

Identify:

- The current faculty who will teach this new or amended program, their teaching assignments, and their relevant professional preparation and expertise; and
- Additional or vacant faculty positions and assignments, and indicate when the supporting documentation for them will be submitted.

### **Section VII. Library Facilities**

Describe:

- The library media and technology resources currently available for this new or amended program; and
- Plans for the acquisition of new library and technology resources to support and sustain the program, if applicable.

### ***Section III. Program Justification & Objectives***

Northern State University's pursuit of authorization to certify in a broader range of content areas reflects a forward-thinking strategy to address critical educational and workforce challenges while expanding career pathways for its students. Many of Northern's content majors align seamlessly with certification endorsements, enabling these majors to pair effectively with the Bachelor of Science in Secondary Education as part of the university's innovative dual degree program. This approach not only meets the needs of aspiring educators but also positions Northern as a leader in addressing the nationwide secondary teacher shortage.

Therefore, Northern State University's Millicent School of Education respectfully requests approval from the South Dakota Board of Education to approve the BSEd in Secondary Education with the authority to certify in a dual-degree content area.

The justification for this initiative stems from the significant teacher shortages impacting South Dakota, particularly in specialized subject areas. Expanding certification options would empower Northern to train a more diverse pool of future educators, ensuring that schools have access to highly qualified professionals capable of inspiring and educating students across a wider array of disciplines. This effort aligns with statewide priorities to bolster the education workforce and improve student outcomes.

The objectives of this initiative include increasing access to teacher preparation programs for prospective educators, enhancing the university's ability to attract and retain students with diverse academic interests, and supporting local school districts in addressing their staffing needs. By equipping teachers with certifications in high-demand areas, Northern will contribute to the overall quality and adaptability of education in South Dakota, ensuring that all students benefit from a comprehensive and rigorous academic experience.

Ultimately, this authorization would reinforce Northern State University's leadership in teacher education and its commitment to fostering innovation, responsiveness, and excellence in secondary education. By preparing educators certified in an expanded array of content areas, Northern is addressing immediate workforce challenges while investing in the long-term success of schools and communities throughout the region.

#### **BSEd in Secondary Education Program Outcomes**

- Graduates will show a strong understanding of their subject and use it to create and teach lessons that are engaging, inclusive, and help all students learn in different types of classrooms.
- Graduates will create classrooms that support the different ways students think, feel, and learn, giving everyone a fair chance to succeed and grow.
- Graduates will create clear lesson plans that combine their subject knowledge, teaching methods, and technology to keep students engaged and help them meet learning goals.
- Graduates will use diverse instructional strategies to help learners understand content deeply, make connections, and apply knowledge meaningfully.

- Graduates will use different types of assessments to track student progress, give feedback, and adjust teaching to support all students' learning needs.
- Graduates will create welcoming classrooms where students feel supported, work well together, stay engaged in learning, and motivate themselves to succeed.
- Graduates will work with teachers, families, and communities to help students succeed and ensure fair, high-quality education for all.
- Graduates will regularly reflect on their teaching, use data and research, and seek professional growth to become better teachers and help students achieve more.
- Graduates will create lessons that link key ideas to real-world problems, helping students think critically, be creative, and work together to solve challenges in their communities and the world.

#### ***Section IV. Program Requirements***

BSEd in Secondary Education

<b>Prefix and Number</b>	<b>Course Title</b>	<b>Credits</b>
EDFN 102	Intro to Education	3
SPED 100	Intro to Persons with Exceptionalities	3
EPSY 302	Educational Psychology	3
EPSY 296	Field Experience	0
INED 411	South Dakota Indian Studies	3
EDFN 440	Classroom Management	3
SPED 441	Inclusive Methods for Diverse Learners	2
EPSY 428	Child and Adolescent Development	3
EDFN 445	Methods of Teaching English & Academic Content to English Learners	3
SEED 420	5-12 Teaching Methods	3
SEED 460	Elevating Content Literacy in Innovative Classrooms	3
ELRN 485	Classroom Technology	3
EDFN 472	School Law and Ethics for Educators	2
SEED 396	Field Experience	1
SEED 496	Field Experience	1
SEED 488	Student Teaching	6

This comprehensive coursework demonstrates that the program fulfills the requirements of South Dakota Administrative Rule 24:53:07:07, ensuring candidates graduate with the competencies necessary to excel as secondary education professionals. Specifically:

- *Competency in the teaching of content area literacy and instructional methods in the content area specific to the discipline*
  - SEED 420: 5-12 Teaching Methods ensures students develop robust instructional strategies tailored to their content area through both theoretical exploration and hands-on application. The integration of content-specific methodologies ensures alignment with disciplinary standards.

- SEED 460: Elevating Content Literacy in Innovative Classrooms focuses on equipping future educators with advanced literacy techniques, integrating technology and multimedia to enhance secondary learners' comprehension and engagement.
- SEED 496: Field Experience focuses on content-specific field experience, meaning that students work within their subject area (e.g., math, science, English) and engage in instructional practices tailored to their discipline. This allows them to practice methods taught in SEED 420: 5-12 Teaching Methods and apply them directly to the teaching of their subject.
- *Knowledge of the developmental characteristics of the student with disabilities*
  - SPED 100: Introduction to Persons with Exceptionalities provides a foundational understanding of various exceptionalities, the legal and ethical implications in special education, and the unique developmental needs of students with disabilities.
  - SPED 441: Inclusive Methods for Diverse Learners prepares educators to differentiate instruction and collaborate with stakeholders to meet the needs of students with disabilities in inclusive settings.
- *Knowledge of the developmental characteristics of the middle and secondary level learners*
  - EPSY 428: Child and Adolescent Development covers the physiological, psychological, and social changes that occur from birth through adolescence, with a specific focus on middle and secondary learners' developmental stages.
  - SEED 420: 5-12 Teaching Methods bridges this developmental knowledge with practical teaching strategies, ensuring instructional practices are age-appropriate and developmentally informed.
- *Knowledge of curriculum development that uses the South Dakota K-12 content standards*
  - EDFN 445: Methods of Teaching English and Academic Content to English Learners emphasizes curriculum planning that respects cultural diversity and aligns with South Dakota K-12 content standards, ensuring students achieve meaningful learning outcomes.
  - SEED 420: 5-12 Teaching Methods engages students in authentic curriculum design, incorporating the South Dakota standards to foster lifelong learning and student achievement.
- *Verification of studies in specific areas of middle-level curriculum and learner characteristics*
  - SEED 420: 5-12 Teaching Methods ensures pre-service educators can create engaging and differentiated curriculum tailored to the unique needs of middle-level learners.
  - EPSY 428: Child and Adolescent Development provides an in-depth understanding of how developmental stages influence learners' needs and behaviors in middle and high school settings.
  - SEED 460: Elevating Content Literacy in Innovative Classrooms incorporates literacy-focused strategies that address the interdisciplinary needs of middle-level learners.

Students pursuing the Bachelor of Science in Education (BSEd) in Secondary Education are required to simultaneously complete a degree in an approved content area. This dual-degree structure ensures that graduates not only develop pedagogical expertise but also gain in-depth knowledge and proficiency in their chosen discipline, equipping them to effectively teach and engage secondary learners in their

specific subject area. To ensure content proficiency, the educator preparation program will require candidates to pass the corresponding endorsement Praxis content exam.

### ***Section V. Compliance with Program Standards***

Matrix of Program Standards (InTASC/Coursework/Program Objectives)

Program InTASC Standards	NSU Coursework/Experience	Objectives Addressed
#1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	<ul style="list-style-type: none"> <li>• SPED 100</li> <li>• SEED 420</li> <li>• EPSY 302/296</li> <li>• SEED 496</li> <li>• SEED 488</li> <li>• EPSY 428</li> </ul>	Graduates will create classrooms that support the different ways students think, feel, and learn, giving everyone a fair chance to succeed and grow.
#2 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none"> <li>• SPED 100</li> <li>• EDFN 440</li> <li>• SEED 420</li> <li>• SPED 441</li> <li>• EDFN 445</li> <li>• INED 411</li> <li>• EPSY 428</li> </ul>	Graduates will create classrooms that support the different ways students think, feel, and learn, giving everyone a fair chance to succeed and grow.
#3 The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	<ul style="list-style-type: none"> <li>• EDFN 440</li> <li>• EPSY 302</li> <li>• SEED 420</li> <li>• SEED 496</li> <li>• SEED 488</li> <li>• SPED 441</li> <li>• EDFN 445</li> </ul>	Graduates will create welcoming classrooms where students feel supported, work well together, stay engaged in learning, and motivate themselves to succeed.
#4 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	<ul style="list-style-type: none"> <li>• SEED 420</li> <li>• EPSY 302</li> <li>• SEED 460</li> <li>• SEED 496</li> <li>• SEED 488</li> <li>• SPED 441</li> <li>• EPSY 428</li> <li>• EDFN 445</li> <li>• ELRN 485</li> </ul>	Graduates will show a strong understanding of their subject and use it to create and teach lessons that are engaging, inclusive, and help all students learn in different types of classrooms.
#5 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	<ul style="list-style-type: none"> <li>• SEED 420</li> <li>• SEED 460</li> <li>• SEED 496</li> <li>• SEED 488</li> <li>• INED 411</li> <li>• SPED 441</li> <li>• ELRN 460</li> </ul>	Graduates will create lessons that link key ideas to real-world problems, helping students think critically, be creative, and work together to solve challenges in their communities and the world.

#6 The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	<ul style="list-style-type: none"> <li>• SEED 420</li> <li>• INED 411</li> <li>• SEED 460</li> <li>• EDFN 445</li> <li>• SEED 496</li> <li>• SEED 488</li> <li>• EDFN 440</li> </ul>	Graduates will use different types of assessments to track student progress, give feedback, and adjust teaching to support all students' learning needs.
#7 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<ul style="list-style-type: none"> <li>• ELRN 485</li> <li>• EPSY 302</li> <li>• SEED 420</li> <li>• SEED 460</li> <li>• EDFN 445</li> <li>• SEED 496</li> <li>• SEED 488</li> </ul>	Graduates will create clear lesson plans that combine their subject knowledge, teaching methods, and technology to keep students engaged and help them meet learning goals.
#8 The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	<ul style="list-style-type: none"> <li>• SPED 441</li> <li>• SEED 420</li> <li>• SEED 460</li> <li>• EPSY 302</li> <li>• EPSY 428</li> <li>• EDFN 445</li> <li>• SEED 488</li> </ul>	Graduates will use diverse instructional strategies to help learners understand content deeply, make connections, and apply knowledge meaningfully.
#9 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	<ul style="list-style-type: none"> <li>• EDFN 472</li> <li>• EDFN 445</li> <li>• SEED 488</li> <li>• SPED 441</li> </ul>	Graduates will regularly reflect on their teaching, use data and research, and seek professional growth to become better teachers and help students achieve more.
#10 The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	<ul style="list-style-type: none"> <li>• EDFN 440</li> <li>• SPED 441</li> <li>• EDFN 445</li> <li>• EDFN 472</li> <li>• SEED 488</li> <li>• EPSY 428</li> </ul>	Graduates will work with teachers, families, and communities to help students succeed and ensure fair, high-quality education for all.

Please see APPENDIX A for Course Descriptions and Syllabi

[SPED 100 Introduction to Persons with Exceptionalities](#)

A survey of the various exceptionalities and implications of education; the history and philosophy of special education; and state and federal legislation affecting special education.



### [EDFN 102 Introduction to Education](#)

This course focuses on education in the multicultural society of the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education often have been conflicting and the outcomes of schooling complicated. The course will urge you to develop new understandings of the role and nature of schools and teaching, as well as to construct alternative perspectives on and approaches to examining educational issues. Additionally, students will complete classroom observations.

### [EPSY 296 Field Experience](#)

Applied, monitored, and supervised field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study established by the student, instructor, and field-based supervisor. Due to the presence of a field experience supervisor, a lower level of supervision is provided by the instructor in these courses than is the case with an internship or practicum course.

### [EPSY 302 Educational Psychology](#)

A comprehensive study of the fundamental psychological facts, principles and theories that apply to the nature of the learner and the learning process.

### [INED 411 South Dakota Indian Studies](#)

A basic knowledge of Indian history with emphasis on the Lakota, Dakota, and Nakota speaking people. Current cultural issues are presented including values, family structures, traditional religion, fine arts, legends, economics, governmental policies, treaties, acts and related areas. Focuses on teaching methods, content and materials to equip students to teach bi-culturally.

### [EDFN 440 Classroom Management](#)

This course is designed to explore the principles and practices of effective classroom management. It also examines methods of establishing a safe, orderly, and equitable learning environment that fosters positive social interaction, active engagement in learning, and self-motivation.

### [SPED 441 Inclusive Methods for Diverse Learners](#)

This course addresses the roles and responsibilities of special and general educators as they instruct individuals with special needs and individuals from diverse cultural and linguistic backgrounds. The major focus of the course is to identify research-based practices, such as collaboration, differentiation, and Response to Intervention (RTI) practices, designed to promote achievement of diverse students in contemporary classrooms.

### [EPSY 428 Child and Adolescent Development](#)

An overview of human physiological, psychological, and social changes occurring from birth throughout adolescence with emphasis on the developmental characteristics of elementary, middle, and secondary level learners.

### [EDFN 445 Methods of Teaching English and Academic Content to English Learners](#)

This course introduces practical and valid methods for teaching English Learners. Students will examine strategies and techniques for simultaneously teaching language skills and appropriate content. New ways of planning will be considered with respect to learners' language and cultural differences resulting in authentic and meaningful assessment. The course will also address criteria for successful program assessment.

### [SEED 420 5-12 Teaching Methods](#)

This course is designed to prepare caring, competent, and confident professionals for 21st-century middle and secondary education by providing general teaching methods and strategies. It focuses on planning and developing instruction that respects learner differences and devising appropriate assessment methods. Students will explore rich philosophical and innovative pedagogical strategies through theoretical exploration and hands-on application, investigating authentic curriculum design and effective teaching methods tailored to adolescents and older teens. The course content and learning activities are individualized for different education majors, integrating technology, media, instructional aids, and resources relevant to each content area.

### [SEED 460 Elevating Content Literacy in Innovative Classrooms](#)

This course explores advanced methods to elevate content literacy in secondary classrooms while integrating innovative instructional design techniques. Participants will engage in a synthesis of theoretical study and practical application, uncovering cutting-edge strategies to utilize technology, multimedia resources, and collaborative learning techniques to enhance all facets of literacy.

### [ELRN 485 Classroom Technology](#)

This course prepares students to use the latest classroom technologies to effectively support learning in face-to-face settings. Students also learn about current issues with the use of technology in K-12 educational settings. Technologies featured in this course are chosen based on current best practice by K-12 teachers. Students will also learn and use an authentic project-based learning approach to design effective learning experiences using current and future technologies.

### [EDFN 472 School Law and Ethics for Educators](#)

Addresses the legal foundations of P-12 education in American society and the application of legal principles to promote educational equity and provide safe and supportive learning environments. Topics include an analysis of laws relating to general and special education, employment and continuing contract, confidentiality, church/state conflicts, control over the curriculum, teachers' legal responsibilities, and students' rights. Also addressed is the Code of Professional Ethics for Teachers.

### [SEED 496 Field Experience](#)

This course provides students with a structured, content-specific field experience focused on intentional, experiential learning. During this experience, students will deepen their knowledge of instructional methods within their discipline by actively engaging in a content-area classroom. Working closely with cooperating teachers in a collaborative, team-teaching environment, students will have the opportunity to apply their learning in real-time, refining their skills in lesson planning, classroom management, and instructional delivery. This hands-on approach allows students to connect theory to practice while developing practical expertise under the guidance of field-based supervisors. This experience is taken in conjunction with SEED 420 5-12 Teaching Methods.

### [SEED 488 Student Teaching](#)

Students preparing for teaching in the secondary school will observe, participate, and teach under the supervision of the regular classroom teacher in the content area in an approved middle or secondary school.

## ***Section VI. Northern State University Faculty in BSEd Secondary Education***

See APPENDIX B for CVs

<b>Faculty Member</b>	<b>Courses Taught</b>	<b>Preparation/Expertise</b>
Leslie Sauder	EDFN 102 Introduction to Education	<a href="#">Dr. Leslie Sauder</a>
Natasha Opp	SPED 100 Intro to Persons w/Exceptionalities	<a href="#">Natasha Opp</a>
Cheryl Wold	SPED 441 Inclusive Methods for Diverse Learners	<a href="#">Dr. Cheryl Wold</a>
Cheng Hsien Wu	EPSY 302 Educational Psychology EPSY 428 Child & Adolescent Development	<a href="#">Dr. Cheng Hsien Wu</a>
Brett Schwan	EDFN 472 School Law and Ethics for Educators	<a href="#">Brett Schwan</a>
Pamela Geernaert	INED 411 South Dakota Indian Studies	<a href="#">Dr. Pamela Geernaert</a>
Nicole Schutter	EDFN 440 Classroom Management	<a href="#">Dr. Nicole Schutter</a>
Tara Hill	EDFN 445 Methods of Teaching English & Academic Content to English Learners	<a href="#">Tara Hill</a>
Christian Pirlet	SEED 420 5-12 Teaching Methods ELRN 485 Classroom Technology	<a href="#">Dr. Christian Pirlet</a>
Anna Schwan	SEED 460 Elevating Content Literacy in Innovative Classrooms	<a href="#">Dr. Anna Schwan</a>

## ***Section VII. Library Facilities***

Northern State University's Williams Library provides a wide variety of print and electronic resources to support NSU's Education programs. The print education collection underwent a thorough examination during FY19, which led to the elimination of materials that were not updated or current. Purchases of print education materials comprise approximately 20% of the library's print material budget. In addition, electronic resources to support education include top-tier databases such as *Education Research Complete*, *Psych/Soc Articles with Full Text*, and *Academic Search Complete*. Within these databases are thousands of full text scholarly journals, which are used heavily by students in the Millicent Atkins School of Education.

Additional video and audio materials are available remotely for educators via several on-demand online databases. For materials that are not available in NSU databases or on site, a robust interlibrary loan program exists. Articles, books, and other support materials can be obtained from libraries across the region.



**SPED 100: Introduction to Exceptional Students (3 Credits)  
Fall, 2024 Online**

**Course Information:**

**Course meeting time and location:** This is an online class that does not require face-to-face meeting.

**Instructor's name:** Natasha Opp

**Office location:** Jewett Regional Science Education Center 223

**NSU Phone Number:** 605-626-2939

**Office hours:**

Monday: 7:45 - 8:45 am, 2:00-3:00 pm

Tuesday: 11:30-12:30 pm

Wednesday: 7:45 - 8:45 am

Thursday: 11:30-12:30 pm

Friday 7:45 - 8:45 am

**Scheduling Appointments:**

If you're unable to meet with me during my office hours, please feel free to reach out to me via email and we can work together to find a time that works for both of us. I'm also happy to schedule meetings via Zoom if that works best for you!

**Personal Zoom Link:** <https://northern.zoom.us/j/7805042087>

**NSU Email Address:** [Natasha.Opp@northern.edu](mailto:Natasha.Opp@northern.edu)

**Email Response Time:** I will always try to respond to your email within 48 hours Monday -Friday. If it has been more than 48 hours and you have not heard back from me, please do not hesitate to email me again!

**Catalog Course Description** A survey of the various exceptionalities and implications of education; the history and philosophy of special education; and state and federal legislation affecting special education.

**Course Prerequisites:** None

## **Required Textbooks and Supplementary Materials:**

Friend, Marilyn (2018). *Special education: Contemporary perspectives for school professionals*. (5th ed.). Boston, MA: Pearson. ISBN: 0134895002

**Attendance Policy:** This is an online course. Though ‘attendance’ will not be regularly taken as it would in a face-to-face section, students will demonstrate their attendance through their interaction and completion of all the weekly components and tasks assigned in D2L. Students should be checking both D2L and their email regularly.

**Technology Skills Needed:** Students will need to be able to use basic computer and technology skills in order to complete and submit assignments throughout this course. All assignments, discussions, and materials will be posted on D2L and students will submit assignments as Word, PDF, or Powerpoint documents. Please complete a D2L system check prior to beginning the course. In addition to use of D2L, students will also need to be able to use resources such as YouTube, GoogleSlides, and Padlet.

### **Tech Support:**

NET Services is your contact for any technical issues ( including D2L)

Phone: 1-605-626-2283

Email: [help@northern.edu](mailto:help@northern.edu)

**Description of Instructional Methods:** This course is designed to provide students with a basic understanding of types of disabilities/exceptionalities and the impact that they have on students, which is crucial for all teachers. Consistent assignment completion and participation is expected and required, just as it will be required to attend your job daily as an educator, so please be prepared! This course is set up in D2L, which is where all content including course materials, assignment details, rubrics, and supplemental materials can be found. As you are taking this class online, I REQUIRE students to complete the assigned readings each week to make sure they are getting the full knowledge needed. Students will be expected to read both digital and print materials provided by the instructor as assigned. Most module elements will be available at the start of the semester. Students are able to work ahead if they wish, but should be warned that module elements will be changed and updated throughout the semester, so working ahead should be done recognizing this possibility.

***Assignments will be due to be submitted to D2L by Sundays 11:59 pm.***

**Cheating and Plagiarism Policy:** Cheating and other forms of academic dishonesty and misconduct including plagiarism and AI-generated submissions run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

[NSU Student Handbook](#)

[SDBOR \(South Dakota Board of Regents\) policy](#)

**Assignment or Exam Make-Up Policy:** Students are expected to submit all work on time. Late work may be subject to up to a 10% point deduction. That being said, I understand that life sometimes requires grace and flexibility. I am happy to grant assignment extensions and offer flexibility on a case-by-case basis as long as students are communicating with me in advance. I feel strongly that a late assignment is better than no assignment, as my goal is for you to truly be able to learn and grow through the semester. Please just remember to be open and communicate with me throughout the semester, I will always try to meet you halfway as long as I can see a clear and conscious effort on your part.

**Course Goals:**

1. Students will gain a basic understanding for each of the thirteen disability categories of the Individuals with Disability Act (IDEA).
2. Students will develop an understanding of historical factors that have shaped special education services within the public school system.
3. Students will gain exposure to Individualized Education Plans (IEPs) and be able to identify the basic structure and where to find key information.
4. Students will develop an understanding of basic accommodations, supports, and strategies that may be used to support students with exceptionalities in the classroom.

**Measurable Student Learning Outcomes:**

<p>Students will identify and describe the major legal, legislative, and historical events that have shaped education and current instructional practices for students with disabilities in the United States.</p>	<p>SDDOE: 24:53:04                  InTASC: 2                  CAEP: 1                  CEC: 1, 2, 5, 6</p>	<ul style="list-style-type: none"> <li>● Midterm &amp; Final Exam</li> <li>● Discussion Posts</li> <li>● Media Reflection Discussion</li> <li>● In-Class Activities</li> </ul>
<p>Students will label and describe learner characteristics of the 13 disability categories under the Individuals with Disabilities Education Act (IDEA).</p>	<p>SDDOE: 24:53:04                  InTASC: 2                  CAEP: 1                  CEC: 1</p>	<ul style="list-style-type: none"> <li>● F.A.T. City Reflection</li> <li>● Media Reflection Discussion</li> <li>● Midterm &amp; Final Exam</li> <li>● Disability Awareness Project</li> <li>● In-Class Activities</li> </ul>

Students will identify types of supports, accommodations, and services that can be provided to aid students with exceptionalities.	SDDOE: 24:53:04 InTASC: 3 CAEP: 1 CEC: 1, 2, 3	<ul style="list-style-type: none"> <li>● Media Reflection Discussion</li> <li>● Midterm and Final Exam</li> <li>● Disability Awareness Project</li> <li>● In-Class Activities</li> </ul>
Students will discuss the roles of professionals from several fields of study working with students with disabilities and their families.	SDDOE: 24:53:04 InTASC: 9, 10 CAEP: 1 CEC: 1, 2, 3, 7	<ul style="list-style-type: none"> <li>● Midterm &amp; Final Exam</li> <li>● Media Reflection Discussion</li> <li>● Disability Awareness Project</li> <li>● In-Class Activities</li> </ul>

### Course Assessments

Assessment/Project	Points	Due Date
<p><b>Students with Exceptionalities Background Project:</b> Students will reflect upon their personal experiences with persons with exceptionalities, their prior knowledge in the field of special education, and how special education will apply to their future as educators through a project of their choice. Assignment directions and rubric can be found on D2L or accessed <a href="#">HERE</a>.</p>	30 points	<b>due Sun, Sept. 8, 11:59 PM</b>
<p><b>F.A.T. CityVideo Discussion/ Reflection:</b> Students will watch the film <i>Frustration, Anxiety, Tension City</i> as shared by the instructor. Upon completion of the film, students will submit a written or video reflection of the film, what purpose/points are made, and how they may apply some of the knowledge learned.</p>	30 points	<b>due Sun. Oct. 6, 11:59 PM</b>
<p><b>Midterm Assessment:</b> Students will take a 50 point multiple choice and short answer exam through D2L. Students must use Lockdown Browser to take the exam and should ensure that this is downloaded and that they are able to access the test prior to beginning the exam. There is no time requirement on the exam and bonus opportunities are available.</p>	50 points	<b>Complete Midterm Assessment by 10/20 @ 11:59 PM</b>

Assessment/Project	Points	Due Date
<p><b>Media Reflection Project:</b> Students will select a movie, book, or TV series that relates to an exceptionality. Students will reflect on how the exceptionality is depicted, it's possible impact on cultural perceptions of disabilities, and connect the media to specific information presented through class and textbook readings. Assignment directions and rubric can be found in D2L or accessed <a href="#">HERE</a>.</p>	30 points	<b>due Sun, Nov. 24, 11:59 PM</b>
<p><b>Disability Awareness Project:</b> Students will create a project (fact sheet, pamphlet, presentation, video, etc.) that aims to inform others about a disability or disorder of their choice. Their project must demonstrate a depth of knowledge in the disability chosen and show overall creativity and organization. Students will present this to their classmates. Assignment directions and rubric can be found in D2L or accessed <a href="#">HERE</a>.</p>	50 points	<b>due Sun, Dec. 8, 11:59 PM</b>
<p><b>Final Exam:</b> Students will take a 50 point, multiple choice and short answer exam using Lockdown Browser on D2L. This is a cumulative exam that will assess information from all chapters. There is no time requirement on the exam and bonus opportunities are available.</p>	50 points	<b>Complete Final Exam by Monday, Dec. 16, 11:59 PM</b>
<p><b>Weekly Module Activities:</b> Students will be given short activities each week in order to reflect their learning from the readings and supplied materials. These activities may include discussion posts, reflection projects, surveys, reading quizzes, and other activities.</p>	10-20 points each	<b>due Sundays at 11:59</b>
<p><b>Discussion Posts &amp; Peer Responses:</b> Throughout the class students will be expected to participate in discussion activities through D2L. Students must post an initial response to the discussion question sharing their reflections and perspectives, then must create a meaningful response to at least 2 peers' posts to be completed by Sunday at 11:59 pm.</p>	15 points each	<b>due Sundays at 11:59</b>
<p><b>Chapter Open-Book Quizzes:</b> Throughout the class, students will have several open-book quizzes over information presented in the powerpoints and chapter readings. These quizzes are worth 10 points each and have no time requirements. Students are encouraged to use their book &amp; powerpoints to help them answer the questions. Each quiz may be retaken up to 3 times.</p>	10 points each	<b>due Sundays at 11:59</b>



Assessment/Project	Points	Due Date
<p><b>(Optional Bonus Opportunity)</b></p> <p><b>IRIS Module: Family Engagement: Collaborating with Families of Students with Disabilities</b></p> <p>- Students will also have the opportunity to earn up to 20 extra credit points for this course by completing this IRIS module focusing on how to understand and connect with parents of students with disabilities in order to form a stronger collaborative relationship. Students will submit their responses to the assessment questions found at the end of the module.</p>	<p>(bonus) <b>20 points</b></p>	<p><b>(Optional) must be submitted by Sunday, December 8 @ 11:59 PM</b></p>

**Project Options:**

In this course, projects may be presented in a variety of ways. Students may choose what form they prefer to represent their knowledge and learning with. The instructor will provide project rubrics & expectations ahead of time, but information presentation is left to the discretion and creativity of the learner. The purpose of these assignments are to allow students to present their knowledge in the format that they feel best represents their learning. Some possible options for projects include:

- 2-3 page paper (double-spaced)
- PowerPoint or GoogleSlides presentation
- Prezi Presentation
- Padlet or Jamboard
- Video Presentation

**Performance Standards/Grading Policy:**

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 59% and below

**Course Outline/Schedule**

The tentative schedule for this course is outlined below. Please note, the instructor reserves the right to modify the schedule at any time.

Date	Topics & Activities	Assignment Due Date
<p><b>Week 1</b> 8/26 - 9/1</p>	<p><b>Module 1:</b> Syllabus &amp; Introductions Chapter 1: Understanding Special Education</p>	<p><u>Module 1 activities:</u></p> <ul style="list-style-type: none"> <li>● Introduction Discussion</li> <li>● Syllabus Quiz</li> </ul> <p><b>due Sun, Sept. 1, 11:59 PM</b></p>
<p><b>Week 2</b> 9/2 - 9/8</p>	<p><b>Module 2:</b></p>	<p><u>Module 2 activities:</u></p> <ul style="list-style-type: none"> <li>● “Guess Who” Discussion</li> </ul>

Date	Topics & Activities	Assignment Due Date
	Chapter 2: The Personnel and Procedures of Special Education <b>*Campus closed 9/2 - Labor Day</b>	<ul style="list-style-type: none"> <li>• <b>Students with Exceptionalities Background Project</b></li> </ul> <b>due Sun, Sept. 8, 11:59 PM</b>
<b>Week 3</b> 9/9 - 9/15	<b>Module 3:</b> Chapter 3: Multicultural Perspectives & Chapter 4: Collaboration in Special Education	<u>Module 3 activities:</u> <ul style="list-style-type: none"> <li>• Case Study Discussion</li> <li>• Culture &amp; Collaboration Padlet</li> </ul> <b>due Sun, Sept. 15, 11:59 PM</b>
<b>Week 4</b> 9/16 - 9/22	<b>Module 4:</b> Chapter 5: Specific Learning Disabilities	<u>Module 4 activities:</u> <ul style="list-style-type: none"> <li>• Accommodation Activity</li> <li>• Chapter 5 Open-book Quiz</li> </ul> <b>due Sun, Sept. 22, 11:59 PM</b>
<b>Week 5</b> 9/23 - 9/29	<b>Module 5:</b> Chapter 6: ADHD	<u>Module 5 activities:</u> <ul style="list-style-type: none"> <li>• ADHD Podcast Discussion</li> <li>• Chapter 6 Open-book Quiz</li> </ul> <b>due Sun, Sept. 29, 11:59 PM</b>
<b>Week 6</b> 9/30 - 10/6	<b>Module 6:</b> Chapter 7: Emotional Behavior Disorders	<u>Module 6 activities:</u> <ul style="list-style-type: none"> <li>• Behavior Strategy Padlet Activity</li> <li>• <b>F.A.T. City Video Discussion/Reflection</b></li> </ul> <b>due Sun. Oct. 6, 11:59 PM</b>
<b>Week 7</b> 10/7 - 10/13	<b>Module 7:</b> Chapter 8: Intellectual and Developmental Disabilities	<u>Module 7 activities:</u> <ul style="list-style-type: none"> <li>• Chapter 8 Discussion</li> <li>• Midterm Study Guide</li> </ul> <b>due Sun, Oct. 13, 11:59 PM</b>
<b>Week 8</b> 10/14 - 10/20	Review & Midterm Test <b>*Campus closed 10/14 - Native American Day</b>	<b>Complete Midterm Assessment by 10/20 @ 11:59 PM</b>
<b>Week 9</b> 10/21 - 10/27	<b>Module 8:</b> Chapter 10: Autism Spectrum Disorder	<u>Module 8 activities:</u> <ul style="list-style-type: none"> <li>• Autism Video Discussion</li> <li>• Chapter 10 Open-book Quiz</li> </ul> <b>due Sun, Oct. 27, 11:59 PM</b>
<b>Week 10</b> 10/28 - 11/3	<b>Module 9:</b> Chapter 9: Speech & Language Disorders	<u>Module 9 activities:</u> <ul style="list-style-type: none"> <li>• Language Component Activity</li> <li>• <b>IRIS Module: Related Services</b></li> </ul> <b>due Sun, Nov. 3, 11:59 PM</b>
<b>Week 11</b> 11/4 - 11/10	<b>Module 10:</b> Chapter 11: Deafness and Hearing Impairments Chapter 12: Visual Impairments	<u>Module 10 activities:</u> <ul style="list-style-type: none"> <li>• Ch. 11 &amp; 12 Discussion</li> <li>• SDSBVI Speaker Reflection</li> </ul> <b>due Sun. Nov. 10, 11:59 PM</b>
<b>Week 12</b> 11/11 - 11/17	<b>Module 11:</b> Chapter 13: Orthopedic Impairments, Traumatic Brain Injury & Other Health Impairments <b>*Campus closed 11/11 - Veterans Day</b>	<u>Module 11 activities:</u> <ul style="list-style-type: none"> <li>• Accessibility Review Discussion</li> <li>• Chapter 13 Open-book Quiz</li> </ul> <b>due Sun, Nov. 17, 11:59 PM</b>

Date	Topics & Activities	Assignment Due Date
<b>Week 13</b> 11/18 - 11/24	<b>Module 12:</b> Chapter 14: Multiple Disabilities Chapter 15: Gifted and Talented Students	<u>Module 12 activities:</u> <ul style="list-style-type: none"> <li>• Chapter 15 Discussion</li> <li>• <b>Media Reflection Project</b></li> </ul> <b>due Sun, Nov. 24, 11:59 PM</b>
<b>Week 14</b>	<b>No new content - Thanksgiving Break</b>	<ul style="list-style-type: none"> <li>• Work on Disability Awareness Project</li> </ul>
<b>Week 15</b> 12/2 - 12/8	<b>Module 13:</b> Transition & adult special education services	<u>Module 13 activities:</u> <ul style="list-style-type: none"> <li>• Transition Discussion</li> <li>• <b>Disability Awareness Project</b></li> </ul> <b>due Sun, Dec. 8, 11:59 PM</b>
<b>Week 16</b> 12/9 - 12/11	Review for final	
<b>Final Exam</b>	Final Exam must be taken by Monday, Dec. 16	<b>Complete Final Exam by Monday, Dec. 16, 11:59 PM</b>

**ADA Statement:** Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible. Contact: Kelly Weismantel, Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2nd Floor, Phone 605-626-3007, Fax 605-626-3399, Email Kelly.Weismantel@northern.edu. Please note: if your home institution is not the institution you are enrolled at for a course (host institution), then you should contact your home institution’s Office of Accessibility services. The accessibility services at the home and host institution will work together to ensure your request is evaluated and responded to.

**Academic Freedom:** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in teaching is fundamental for the protection of the rights of faculty members in teaching and of students in freedom in learning. It includes the freedom to perform one’s professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

**Attendance Confirmation:** All students are required to complete the online Attendance Confirmation through Self-Service Banner at the start of the Fall and Spring semesters. Note: There is no confirmation for summer terms. No Financial Aid refunds will be processed until the Attendance Confirmation is completed, and registrations could be canceled if not completed by Thursday, September 5, 2024. Tuition and fees must be paid in full by Friday, September 6, 2024. Please contact the Finance Office in the Krikac Administration Building, (605) 626-2566, or email nsustudentaccounts@northern.edu, if you have any questions.

**Complaint Procedure:** Northern State University seeks to resolve student concerns and complaints in a fair and prompt manner. Students may file a concern or complaint using the Concerns and Complaints webpage. SARA complaints from out-of-state students may be filed using the SARA Complaint Resolution form.

**Diversity Statement:** Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

**Grade Appeal Policy:** A student who wishes to appeal a final grade may utilize the Student Academic Appeal Process described in the NSU Student Handbook.

**Student Success Services and Supports:** The NSU Student Success Center provides a network of support to help you reach your academic and personal goals. We offer a wide range of services, including the following:  
Academic Advising; Academic Coaching & Support; American Indian Circle Program; Career Services; Navigate (see below); Study Spaces—Individual & Group; success workshops and programming; TRIO Student Support Services; and Tutoring & Supplemental Instruction (SI).

As your instructor, I am personally committed to supporting your academic success in this course. I can connect you to any of the services listed above. In addition, if you demonstrate any academic or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through NSU's student success program, Navigate. If you receive feedback, please visit with me. You can also seek assistance from your professional advisor or other resource staff members. My goal is to make your learning experience in this course as meaningful and successful as possible. If you have questions regarding any of these services, please ask me or contact the Student Success Center at [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu) or 605-626-7782.

**Land Acknowledgement:** Northern State University acknowledges that we are on the traditional land of the "Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people," and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future. As inspired by:  
<https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

**Academic Dishonesty and Misconduct:** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copy answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State Universities policies and procedures on academic dishonesty can be found in the NSU Student Handbook. The Board of Regents policies can be found in Board of Regents Policy 2:33 and Board of Regents Policy 3:4. The consequences for cheating and academic dishonesty are outlined in the above mentioned policies.

**Acceptable Use of Technology:** While Northern State University strives to provide access to computer labs and other technology, it is the student's responsibility to ensure adequate access to technology required for a course. This may include access to a computer (not Chromebooks, iPads, etc.), webcam, internet, adequate bandwidth, etc. While utilizing any of the information technology systems students, faculty, and staff should observe all relevant laws, regulations, Board of Regents Policy 7:1, and any institutional procedural requirements.

**Emergency Alert:** Communication In the event of an emergency arising on campus under Board of Regents Policy 7:3, Northern State University will notify the campus community via the emergency alert system. It is the responsibility of the student to ensure their information is updated in the emergency alert system. The student's cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

**Freedom in Learning:** Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.



**EDFN, 102-NO2, Introduction to Teaching (HyFlex), 3 credits  
Fall, 2024**

**Instructor's Information**

**Instructor's name** Dr. Leslie Sauder

**Instructor's contact information**

**Instructor's preferred name** Dr. Sauder or Professor Sauder

**Office location** Library 216

**Office hours** Monday/Wednesday 11am-1pm, Tuesday/Thursday 9:30-10:30am

**NSU Email Address** Leslie.sauder@northern.edu

**Email Response Time** I will typically respond to email within 12 hours with the exception of weekends and holidays.

**Scheduling Appointments** Students may call or email to set up an appointment outside of office hours. During office hours students may stop in without an appointment.

**NSU Phone Number** 605-626-2232

**Course Information**

**Meeting Time and Location** Tuesday and Thursday 8:00-9:15am MJ 145

**Catalog Course Description** This course focuses on education in the multicultural society of the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education often have been conflicting and the outcomes of schooling complicated. The course will urge you to develop new understandings of the role and nature of schools and teaching, as well as to construct alternative perspectives on and approaches to examining educational issues. Additionally, students will complete classroom observations, receive an introduction to the PPAT, and understand the expectations of NSU School of Education.

**Course Prerequisites** none

**Required Textbooks and Supplementary Materials**

Teachers, School & Society: A Brief Introduction to Education, 6th edition By Sadker, Zittleman & Koch

- Book ISBN: 9781260804287 (bound), 9781264169917 (loose-leaf)
- E-book or Print version

Other materials provided on D2L

## Course Policies

**Syllabus** The syllabus is a guide for the course and subject to change. These changes may include, but are not limited to, course content/assignments, total points for class assignments (if assignments are dropped/added), and due dates.

**Attendance Policy** You are in training to be a professional educator and with that responsibility comes certain expectations. Students are expected to attend class. Some activities done in class require in-class participation and are not able to be made up outside of class. An exception will be made for students that have university excused absences. Students are responsible for obtaining any materials missed during class.

**HyFlex Attendance Policy** HyFlex courses are designed to provide students with the flexibility to attend class in the manner that best suits their needs. Students may attend class in person, on-line via zoom (synchronous), or on-line (asynchronous). Students do not need to let the professor know in advance how they will be attending class. **Students must understand that on-line learning requires the student to take more control over their learning.** Assignments that may be done in groups in class will be completed individually on-line. **If a student attends the class solely asynchronously, it is their responsibility to keep up to date with daily or weekly assignments. Not completing assignments by their due date will be reflected in their attendance.** Students attending class in person will receive credit for in person discussion, students attending on-line will complete their discussions on-line.

**Technology Skills Needed** Students need a computer/laptop, internet access, access to D2L, word or google docs, and PowerPoint or other presentation resources. **Documents submissions are not supported with Mac documents and must be submitted as PDF, word document/PowerPoint, or google document/slides.**

**Description of Instructional Methods** Instruction will be presented through lecture, PowerPoint, or other presentation sources, and other may include in-class activities such as discussion, small group presentations, activities, or digital resources.

**Assignment or Exam Make-Up Policy** Assignment turned in late will be docked 10% per day late, with the exception of pre-authorized late assignments. If, through email, you have contacted the professor and requested an extension, the assignment will not be docked points if turned in by the agreed upon due date. Assignment extensions are to be made prior to the due date and not after and are at the discretion of the professor. Assignments submitted more than 2 weeks late, without prior approval, will not be accepted.

All late assignments must be submitted by November 22<sup>nd</sup>, 2024.

## Course Goals

- Learn about current and historical trends, issues, and individuals who have influenced school curricula and the development of schools in the United States.
- Demonstrate an understanding of the characteristics of effective schools.
- Learn about governance, structure, and the laws and crucial court cases that influence education practices and programs.
- Understand the relationships between key educational philosophies and the development of education in the United States.
- Gain knowledge of the legal and civil rights and responsibilities of students and teachers.

- Learn about the attributes and ethical standards of a professional educator, specifically the importance of maintaining a climate of openness, inquiry, fairness, and support.
- Understand how schools respond to social issues that affect the learner in today's society.
- Recognize how multiculturalism impacts schools and learners.
- Explore career options in education.
- Reflect and describe personal philosophy and beliefs about education, preferred teaching and learning style through the development of professional goals based on students' needs that strengthen the effectiveness of instruction.

### Measurable Student Learning Outcomes

SLO	Standards
1. Identify the major historical, social, and political forces that shape our schools and educational practices.	CAPE 1 InTASC 3, 9, 10
2. Identify the major influences, issues, ideologies, and individuals who have influenced the structure of the U.S. Education system.	CAEP 1 InTASC 1, 3, 7, 8, 10
3. Identify and analyze major trends dealing with curriculum and instructional practices.	CAEP 1 InTASC 1, 2, 3, 7, 8, 10
4. Recognize the structure and functions of local, state, and federal education systems.	CAEP 1 InTASC 2, 3, 4, 5, 8, 10
Human Values	Learning Outcome
Students will learn about historically evolving opinions and attitudes concerning ethical awareness, justice, and societal norms.	1
Students will learn how to compare their own values and attitudes to those of other cultures.	2
Students will learn about the influence global communications or media may have on their own values and those of others.	3



## Course Assessments

Assignments	Points
Student Information page	5
Weekly Assignments (16 x 10 points)	160
SmartBook Quizzes (11 x 10 points)	110
Class Participation/Discussion posts (21 x 5 points)	105
Classroom Observation	70
Mini Lesson Plan	100
Philosophy of Education Statement	75
Final Exam	50
Total Points Possible	675

A 540-600  
 B 480-539  
 C 420-479  
 D 360-419  
 F 359-

- **Student Information Page:** This assignment helps the instructor get to know students, their experiences, and goals to best tailor the course to your needs. Students will receive full points for completing and submitting the form.
- **Class participation:** Students will receive points for participating in class discussions and activities. **HyFlex class participation: Students who do not attend class in person will be required to complete a discussion post for each class (21 x 5 points).**
- **Weekly Assignments:** Each week students will complete an assignment; some assignments will be individual, and some will be group based. **Due to the HyFlex format of this class, students who attend class synchronously or asynchronously will complete all assignments individually (10 points x 20 assignments).**
- **SmartBook Quizzes:** Most weeks students will complete a 10-point quiz about the content of the chapter they read that week.
- **Classroom Observation:** Students are expected to observe a classroom for 1 hour during the semester. This observation is not limited to the Aberdeen school district but must be completed during the current semester. If you need assistance finding a teacher to observe let the professor know (70 points).
- **Mini-Lesson Plan:** Students will plan and present a short lesson that is aligned with content standards. There are 3 parts to this assignment: Initial planning (25 points), Lesson plan (50 points), Presentation (25 points). **HyFlex: You will record your lesson using Panopto, because you will not be interacting with the class your presentation for your lesson should include how**

**you would interact with a class, what assignment/activity you would have students complete and any questions/discussion you would have.**

- **Philosophy of Education Statement:** Students will write a short paper explaining their philosophy of education and supporting their ideas using class materials and other sources. Students will turn in an initial draft for feedback and then revise, update, and submit a final draft near the end of the semester.
- **Final Exam:** reviewing content learned throughout the semester.

**Performance Standards/Grading Policy** The assignments and projects for the course are detailed in the following sections. Completed assignments will be submitted through the D2L Dropbox. Assignments are weighted equally and assigned a point value. Students' scores will be determined using scoring guides/rubrics. Final grades will be determined based on the above grading scale.

### **Dispositions**

The Teacher Education Program has an obligation to ensure that all completers have achieved proficiency in three primary areas: content knowledge; pedagogy skills; and dispositions. The first two areas are assessed via formative and summative measures like classroom assignments, lesson plans, field evaluations, and Praxis tests. The third area, dispositions, while as important as pedagogy and content knowledge, is more difficult to assess as this area encompasses the many "soft skills" effective teachers possess.

The classroom dispositions process was developed by faculty and staff using the InTASC standards as a starting point and is facilitated by the SOE Assessment Coordinator. The individual indicators further describe the dispositional categories and the expectations for all candidates in the TEP. In the fall of 2018, the TEP began assessing students in selected education courses. Now, faculty for all education courses submit dispositional ratings for all students at the midpoint and again at the end of the term. A student self-assessment survey, which is sent to all declared education majors at the end of each term, is used to gauge the level of understanding students have regarding their own dispositional performance as well as what is expected of them. Please see the Teacher Education Handbook for the complete dispositions policy: [https://portal.sdbor.edu/nsu-fac-staff/campusresources/Policy%20Documents/2.3.1 Teacher Education Handbook.pdf#search=teacher%20education%20handbook](https://portal.sdbor.edu/nsu-fac-staff/campusresources/Policy%20Documents/2.3.1%20Teacher%20Education%20Handbook.pdf#search=teacher%20education%20handbook)

## **CLASSROOM DISPOSITIONS**

### **I. Demonstrates Professionalism**

- 1 Exhibits punctuality and attendance
- 2 Meets deadlines
- 3 Keeps appointments
- 4 Comes to class prepared and with needed materials
- 5 Addresses other appropriately
- 6 Dresses professionally when indicated (e.g. presentations)

### **II. Shows Initiative**

- 1 Participates in discussions and activities
- 2 Works independently
- 3 Takes pride in his/her work

- 4 Goes beyond minimum requirements
- 5 Demonstrates perseverance
- 6 Willing to try new things
- 7 Seeks solutions to problems instead of complaining
- 8 Demonstrates leadership qualities

### **III. Demonstrates Effective Written Communication Skills**

- 1 Adheres to assignment guidelines
- 2 If required, formats papers in correct APA style
- 3 Uses correct spelling and grammar
- 4 Justifies perspective based on research and experience
- 5 Composes correspondence in a professional manner

### **IV. Demonstrates Effective Oral Communication Skills**

- 1 Speaks appropriately (e.g. on topic, logical, correct language and grammar)
- 2 Listens respectfully while others are speaking
- 3 Respectfully disagrees by defending perspective with logic and calm

### **V. Exhibits an Appreciation and Value for Diversity**

- 1 Shows respect for others regardless of differences
- 2 Does not use stereotypes or demean others
- 3 Remains open to learning about differences
- 4 Contributes positively to the development of a safe classroom environment

### **VI. Collaborates Effectively with Faculty and Peers**

- 1 Demonstrates respect for faculty and peers
- 2 Does not exhibit a sense of entitlement
- 3 Interacts with others in a friendly, professional manner
- 4 Uses diplomacy in negotiations with others
- 5 Accepts and implements constructive feedback

### **VII. Is a Reflective Learner**

- 1 Reflects accurately on performance and identifies areas for growth
- 2 Solicits feedback from faculty and peers
- 3 Seeks appropriate resources to improve skills & knowledge
- 4 Accepts responsibility for own behaviors & performance

### **VIII. Practices Professional Ethics**

- 1 Understands the ethics of teaching, as defined in SDCL 13-43-45
- 2 Is able to perceive an ethical dilemma and its potential consequences
- 3 Reports any potential ethical issues to the appropriate overseers
- 4 Recognizes stakeholders and their views w/in context of ethical dilemma
- 5 Can identify alternate course of actions/solutions to an ethical dilemma

**Course Outline/Schedule** Course schedule is subject to change. Changes will be in the D2L course first, so **always refer to D2L for the most current schedule and due dates**. Assignments and due dates will be discussed in class, however, if you miss class, it is your responsibility to review any changes to the course schedule. Asynchronous students be sure to watch weekly lectures for course content and updates or changes to the course schedule.

**\*\*All chapter readings should be done prior to class on Tuesday\*\***

Week	Class Content	Student Learning Objectives
Week 1 August 26-30	What is the purpose of education?  Course syllabus Introductions <b>Assignment: Freire's Fourth Letter</b> <b>2 Discussion Post (synchronous and asynchronous)</b> Thursday: Guest speaker – Mr. Tim Moffett	SLO: 4
Week 2 September 2-6	What is the role of a teacher? <b>Chapter 1 Quiz</b> <b>Assignments: Planning for the Teaching Profession</b> <b>Stages of Teacher Development</b> <b>2 Discussion Post (synchronous and asynchronous)</b>	SLO: 1,3 Human Values: 1,2
Week 3 September 9-13	What is the history of schooling in the U.S.?  <b>Chapter 5 Quiz</b> <b>Assignments: Multicultural history group presentations and Audience Learning MC History 2</b> <b>Discussion Post (synchronous and asynchronous)</b>	SLO: 1,2,3 Human Values: 1
Week 4 September 16-20	How do you develop a philosophy of education?  Introduce Philosophy of Education Statement <b>Chapter 6 Quiz</b> <b>Assignment: Philosophy Survey and Score sheet</b> <b>2 Discussion Post (synchronous and asynchronous)</b>	SLO: 2 Human Values: 2,3
Week 5 September 23-27	What role does economics play in educational equity?  <b>Chapter 7 Quiz</b> <b>Assignments: Scavenger Hunt</b> <b>School Board Activity</b> <b>First Draft: Philosophy of Education statement</b> <b>2 Discussion Post (synchronous and asynchronous)</b>	SLO: 1,2,4 Human Values: 1,3

Week 6 September 30- October 4	What are my ethical responsibilities?  <b>Chapter 8 Quiz</b> <b>Assignments: Academic Dishonesty</b> <b>News Article</b> <b>2 Discussion Post (synchronous and asynchronous)</b>	SLO: 2, 3, 4 Human Values: 1, 2, 3
Week 7 October 7-11	What is the role of culture and language in education? Precious Knowledge video <b>Chapter 3 Quiz</b> <b>Assignment: Cultural memoir</b> <b>1 Discussion Post (synchronous and asynchronous)</b>	SLO: 1, 2, 3, 4 Human Values: 1, 2, 3
Week 8 October 14-18	How can I create home-school connections?  <b>Chapter 4 Quiz</b> <b>Midterm Evaluation</b> <b>Assignment: Family Unit</b> <b>2 Discussion Post (synchronous and asynchronous)</b>	SLO: 1, 2 Human Values: 1, 3
Week 9 October 21-25	Who and What shape the curriculum?  <b>Chapter 10 Quiz</b> <b>Assignments: Mini-Lesson Plan Prep</b> <b>What's going on today</b> <b>2 Discussion Post (synchronous and asynchronous)</b>	SLO: 1, 3 Human Values: 2
Week 10 October 28- November 1	How can my instruction support and represent ALL students? Mini-lesson Plan Due 11/15 <b>Chapter 2 Quiz</b> <b>2 Discussion Post (synchronous and asynchronous)</b>	SLO: 3 Human Values: 2, 3
Week 11 November 4-8	How can my instruction support and represent ALL students? Nov. 5: No Class – Assessment Day <b>Mini-Lesson Due 11/15</b> <b>Philosophy of Education Statement Final draft due</b> <b>1 Discussion Post (synchronous and asynchronous)</b>	SLO: 3 Human Values: 2, 3
Week 12 November 11-15	Where is education heading in U.S. society? <b>Chapter 9 Quiz</b> <b>Assignment: Purpose of School Survey</b> <b>Mini-lesson Plan</b> <b>2 Discussion Post (synchronous and asynchronous)</b>	SLO: 2, 3, 4
Week 13 November 18-22	Chapter 11 and Present Mini-Lessons (Thursday) <b>2 Discussion Post (synchronous and asynchronous)</b>	

Week 14 November 25-29 No class 27-29	Present Mini-Lessons <b>1 Discussion Post (synchronous and asynchronous)</b>	
Week 15 December 2-6	Present Mini-Lessons Final Exam Review <b>1 Discussion Post (synchronous and asynchronous)</b>	
Week 16 December 9-18	Class on Tuesday – Final Exam review <b>Final Friday December 13<sup>th</sup> @ 9:45</b> <b>HyFlex Final: Final exam will be open from Thursday December 12<sup>th</sup> @ 8am – Friday December 13<sup>th</sup> @ 11:59pm.</b>  Students must complete the final exam between 8am on the 12 <sup>th</sup> and 11:59pm on the 13 <sup>th</sup> . Due to the nature of HyFlex no student is required to attend the final in person. However, if you elect to complete the final in person you must in the classroom for the start of the final at 9:45am on Friday December 13 <sup>th</sup> .	

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## **EPSY 296 Field Experience 0 credits Fall 2025**

### **Instructor's Information**

**Instructor's name**  
**Instructor's contact information**  
**Office location**  
**Office hours**  
**NSU Email Address**  
**Email Response Time**  
**Scheduling Appointments**  
**NSU Phone Number**

### **Course Information**

#### **Meeting Time and Location**

This experiential learning course requires 60 hours of fieldwork in a secondary classroom aligned with the candidate's content area. The schedule will be coordinated collaboratively among the teacher candidate, the cooperating teacher, and the university supervisor.

#### **Catalog Course Description**

Applied, monitored, and supervised field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study established by the student, instructor, and field-based supervisor. Due to the presence of a field experience supervisor, a lower level of supervision is provided by the instructor in these courses than is the case with an internship or practicum course.

#### **Course Prerequisites**

None.

#### **Required Textbooks and Supplementary Materials**

None.

### **Course Policies**

#### **Attendance Policy**

Students must complete a two-day observation experience in the age level and content area specified by the student's major for successful completion of this field experience.

### **Technology Skills Needed**

Students should be familiar with the D2L platform and be proficient in word processing skills to complete and submit necessary assignments for the field experience.

### **Description of Instructional Methods**

Instructional methods for this course emphasize active, hands-on learning through collaboration and team teaching. Students will engage in co-planning and delivering lessons, observing and reflecting on best practices, and implementing classroom management strategies. They will apply content-specific teaching techniques, receive real-time feedback from cooperating teachers and supervisors, and refine their instructional delivery to meet diverse student needs.

### **Assignment or Exam Make-Up Policy**

Assignments are expected to be submitted by the stated due date. If an extension is needed, it must be requested and approved in advance of the absence or deadline. Late submissions without prior approval may not be accepted or may incur a penalty, at the instructor's discretion.

### **Course Goals**

- Observe and identify evidence-based instructional strategies and classroom management techniques used by experienced teachers.
- Analyze how teachers engage students, manage diverse learning needs, and create a productive classroom environment.
- Reflect on observed teaching practices in relation to theoretical concepts learned in coursework and consider their potential application in future teaching experiences.

### **Measurable Student Learning Outcomes**

- Students will demonstrate an understanding of evidence-based instructional strategies by recognizing and describing their use in a classroom setting.
- Students will analyze the effectiveness of classroom management and student engagement techniques by interpreting teacher and student interactions in the observed environment.
- Students will synthesize observations with theoretical knowledge by identifying how specific practices align with educational principles and adapting these insights to their own teaching development.

### **Course Assessments**

*Reflective Observation Analysis.* Description: Students will complete a structured analysis of their 2-day classroom observation, focusing on instructional strategies, classroom management, and the alignment between observed practices and theoretical concepts. The analysis will include:

- A description of specific teaching methods and their effectiveness.
- An evaluation of classroom management techniques and their impact on the learning environment.
- A reflection on how observed practices connect to or differ from the theoretical knowledge gained in coursework.
- Identification of at least two insights or strategies they can incorporate into their own teaching practice.

### **Performance Standards/Grading Policy**

Successful completion of the various assigned tasks and field experience placement will result in satisfactory completion of the course (grade S), while unsuccessful completion of the tasks will result in an unsatisfactory grade (grade U).

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**Northern State University**  
**EPSY 302 N01 Educational Psychology (3 credits)**  
**Fall 2024 HyFlex**

**Course meeting time and location**

This class is offered as a HyFlex (hybrid-flexible) class. Class will meet live in-person and virtually on Tuesdays and Thursdays at 9:30am-10:45am in MJ203, via Zoom, and on D2L. Students may attend class in person or alternatively participate in online activities.

**Instructor's contact information**

ChengHsien Wu, Ph.D.  
ChengHsien.Wu@northern.edu  
Phone: 605-626-3159  
Office: Gerber 140  
Office Hours:

Monday	Tuesday	Wednesday	Thursday
9:30am-11:30am	11:00 to 12:01pm	9:30am-11:30am	11:00 to 12:01pm

I am also available by appointment. Please email me to set up an appointment either in person or via zoom.

I am responsive to email and understand your needs. I usually respond to your email from within a few minutes to a couple of hours. My email response may slow down in the weekends.

**About ChengHsien Wu**

I am a certified K-6 grade teacher in Taiwan. After 4-year teaching, my husband and I pursued the graduate program in the US. I received my master's in Educational Psychology at West Virginia University and my doctorate in Curriculum, Literacy, and Cultural Studies at WVU. Before I came to Northern State University, I had been the full professor of Education Department from Oklahoma Panhandle State University for 9 years. South Dakota will be my fourth state and I look forward to learning different cultural perspectives from you, NSU, and our area!

**Catalog Course Description**

A comprehensive study of the fundamental psychological facts, principles and theories that apply to the nature of the learner and the learning process.

**Required Textbooks and Supplementary Materials**

*Required textbook:*

Snowman J., McCown R. (2015). *Psychology Applied to Teaching*, 14th Edition. Cengage Learning, Boston, MA. ISBN-13: 9781305390683

*Optional textbook:*

APA 7th Manual Made Easy: *Full Concise Guide Simplified for Students* : Updated for the APA 7th Edition, Appearance Publishers, Appearance. ISBN:9798733612270

Textbooks are available in the NSU online bookstore: Northern.TextbookX.com

**This course will be delivered in a Flipped HyFlex Model.**

This course is being offered as a HyFlex course, which means you are welcome to attend in-person, synchronously via Zoom, or asynchronously through D2L.

1. In-person: if you choose this format, I will see you face to face in NGB203. You will have your notes ready, participate in class activities, and have fun with me and your classmates.
2. Synchronous Online: If you choose this mode, you attend class virtually, in real-time. You will have your notes ready, participate in class activities, and have fun with me and your classmates via zoom.
3. Asynchronous Online: In this participation mode, you will participate in learning on your own time and complete coursework online. You will have fun and interact with peers and me in the discussion board or other activities on D2L.

**Instructional Methods:**

I will use the concept of flipped classroom for this course. You will read designated reading materials and take notes prior to each lecture period no matter what class format you choose.

In class, I will clarify and respond to your inquiries from the designated readings. I will also facilitate the class discussion and activities to reinforce your learning.

**HyFlex Attendance Policy**

I am here to help you but you will be the one taking actions to succeed in this class. You are expected to attend all scheduled classes (attendance will be taken regularly). If you choose to attend remotely (via zoom or lecture recordings), make sure your computer set-up is ready for it – webcam, microphone, high-speed internet. Keep current on class recordings, if not attending the live class (either in person or online). Check your email and D2L regularly and daily. Communicate with me if you have any questions!

**Class Recordings**

Due to the nature of HyFlex class, I will be recording all class sessions. The recordings of this course are intended solely to enable asynchronous attendance and supplement synchronous instruction. These recordings will be posted in D2L, unless otherwise specified. Recordings will be retained for one year and then deleted.

No part of any class recording is to be distributed, circulated, or shared with parties not enrolled in the course. Doing so would violate SDBOR policies 7:1 (Acceptable Use) and 7:7 (Personally Identifiable Information) as well as violate federal FERPA policy.

**Measurable Student Learning Outcomes**

At the end of this course students will:

1. Discuss the concepts and developmental principles that create variability and uniqueness among individual learners (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10)
2. Demonstrate how psychology and teaching are correlated, analyze the strengths and limitations of psychological and educational research (InTASC S1, S4, S5, S10)
3. Understand how cognitive and personality development including differences in learning styles influence people based on gender, culture, exceptionalities, and socioeconomic status (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10)
4. Name behaviorism and social learning theory that affect learning differences among people from a variety of races, genders, cultures, religions, sexual orientations, and socioeconomic status (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10)
5. Identify differences in individual motivation in terms of the social ecological system. (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10)
6. Discuss the various learning instructions, student assessment and impact of NCLB. (InTASC S6, S7, S8)

### **Course Requirement**

- A. The class will use the concept of flipped classroom, which means you will need to finish reading assignments before class.
- B. Students will be required to read the textbook and research papers.
- C. Students will be required to present research papers/concepts related to topics from educational psychology in class.
- D. Students will be required to complete essays/writing assignments/reflections related to concepts and/or perspectives from educational psychology.

### **Course Assessments**

#### *Class participation:*

Each class period will have an activity or problem set based on the recordings. The sets for in-person, synchronous on-line, or asynchronous will all be the same. These will be made available on D2L within the day's module. Regular attendance and active participation are expected. You are expected to attend class a minimum of 90 percent of the time. For a three-hour-credit class, you can have three absences of one hour each. You will not gain points from attending and participating beyond specified assignments. Students are also expected to read the syllabus and pay close attention to the course schedule as additional instructions are embedded in assignments.

#### *Notes from designated reading materials*

You will need to take notes or mind maps after reading and digesting the designated reading materials. You will need to bring the notes/mind maps to class.

#### *Oral Presentations*

You will also be required to present several academic research papers. Research papers will be assigned each time. The requirements for the paper presentation are to provide a review for the class, offer your insights, and engage in discussion with classmates. Your presentations should be formal, which means that you should be well prepared and practiced. If you require any special equipment, please discuss your needs with me one week before your presentation.

#### *Reflections/writing assignments*

During the opening class session, I will discuss the scope of the course. You will need to read research reports about the issue, summarize the articles, and then critique the articles based on what you have read and discussed in this course.

#### *Writing*

The writing assignment is designed to allow you to demonstrate that you have done the reading, actively participated in discussions, and attempted to integrate what you have read and heard over the course of the semester. You may also find the O.W.L. user-friendly:

<http://owl.english.purdue.edu/owl/resource/560/01/>

### **Grading**

Weekly Notes 30%

Class Participation/Discussions 25%

Oral Presentations 25%

Reflections/writing assignments 20%



Assignments will be graded on an A-F scale.

Grading will be based on a percentage of accrued points using the following scale:

100 - 90 = A    69 - 60 = D

89 - 80 = B    Below 60 = F

79 - 70 = C

Meeting minimum requirements for assignments will result in average scores. Demonstrating an understanding of the material and serious thought about the material and class discussion through clear writing will result in good to excellent scores. Class participation will be of great assistance to any student who finds him/herself on the grade margins.

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**Student Success Services and Supports** The NSU Student Success Center provides a network of support to help you reach your academic and personal goals. We offer a wide range of services, including the following:

Academic Advising; Academic Coaching & Support; American Indian Circle Program; Career Services; Navigate (see below); Study Spaces—Individual & Group; success workshops and programming; TRIO Student Support Services; and Tutoring & Supplemental Instruction (SI).

As your instructor, I am personally committed to supporting your academic success in this course. I can connect you to any of the services listed above. In addition, if you demonstrate any academic or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through NSU’s student success program, **Navigate**. If you receive feedback, please visit with me. You can also seek assistance from your professional advisor or other resource staff members. My goal is to make your learning experience in this course as meaningful and successful as possible. If you have questions regarding any of these services, please ask me or contact the Student Success Center at [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu) or 605-626-7782.

**Emergency Alert Communication** In the event of an emergency arising on campus under [Board of Regents Policy 7:3](#), Northern State University will notify the campus community via the emergency alert system. It is the responsibility of the student to ensure their information is updated in the emergency alert system. The student’s cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

**Diversity Statement** Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

**Land Acknowledgement** Northern State University acknowledges that we are on the traditional land of the “Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people,” and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future. As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

### **Social Justice Statement**

I understand what you mean when you suffer from the systemic discrimination. I know how you feel when you are treated unfairly in the matter of racial inequity. I used to be, I am, and probably will still go through the same conflicts and upset as you do when social injustices happen. However, I will keep fighting for myself and for you. I stand with you. I am committed to social justice. The research I do, the courses I teach, and the way that I engage with the communities of which I am a member who speak to that commitment. I will strive to make this course welcoming to everyone by acknowledging the diversity in the room and attempting to

make sure that all voices are heard. If at any point, students feel uncomfortable or marginalized, they should first consider whether the discomfort is due to the nature of the course content and the ways that U.S. society is structured around race/ethnicity, social class, gender, and sexual orientation. If after some consideration, students feel that they are not simply struggling with new or difficult concepts but being discriminated against in any way, they should communicate with me so that we can resolve the problem. Everyone should feel welcome to learn in my classroom.

### **Fall 2024 Academic Calendar**

August 26 -Classes Begin  
September 2-Labor Day  
October 14-Native American Day  
November 11- Veteran Day  
November 27-29-Thanksgiving Break  
December 11-Reading Day  
December 12-18-Final Examinations  
December 14-Winter Commencement

### **COURSE SCHEDULE**

#### **The week of August 25 Introduction**

Review Syllabus and introduction  
Chapter 1

#### **The week of September 1 Teaching is an art?!**

Library Tour on Tuesday, September 3rd

Chapter 1

Additional Article

Anderson-Loy, L. (2015 Winter). *Why Teaching is not Exact Science. American Educator*, 22-28.

Registration meeting on Wednesday, September 4

Writing assignment/reflection—Teaching is an art?!

Articles: Chapter 1, First year to survive, Teaching is not science, Inequality in schooling, Racial Athlete Stereotype, Understanding implicit bias, Refugee education, The role of schooling, Walking the talk, and link for the low income family- Link of the example of what the sociologists reveal regarding the low-income students

1. Read the chapter 1, 8 research papers and one link

2. The questions to guide your thoughts into discussion or writing

Theme of readings/guiding questions-teaching is an Art/Science?!

- a. Think of what “teaching” means to you regarding pedagogical or administrative perspectives?
- b. The reason you become a teacher.

- c. In your mind, what's the connections between the chapter 1 and 8 articles?
- d. What parts do you agree from readings? Describe your reasons.
- e. What parts do you disagree from readings? Beef up your arguments.

#### Asynchronously student

1. Turn in the notes from the readings!
2. Record yourself to present your mind maps.
3. Watch the zoom recording.
4. Post the zoom reflection on the discussion board.

### **The week of September 8 Developmental Characteristics and Theories: Erikson/ Piaget**

#### Chapter 2&3

#### Chapter 2

We will play “school”, which means you will be the teacher to teach me and your fellow students the following contents in the chapter 2. (let's reverse the role, YAY!)

I will be both your student to learn how you explain these theories and the “facilitator” to assist in your teaching.

Everyone will be my and your teacher so each of you need to prepare well before class.

Below are instructions for the class and please read carefully.

1. Read these pages from chapter 2—P28-35, P38-45, P50-55, P58-64
2. Take notes for each concept-I will look at your notes and give you grade
3. Link concepts to your experiences and provide examples

For example: give examples of what “zone of proximal development from Vygotsky” means in your learning or even teaching.

Examples for “Industry vs inferiority” from Erikson's psychosocial development stages.

Examples for Piaget's cognitive development stages and other examples from Moral development etc.....

4. You need to think how you will teach your class these concepts and what explanations you can use to retrieve our similar background knowledge

5. You will need to turn in your notes in class and you are welcome to email me before class!

#### Additional Article and Resources

##### Cultural Identity and Teaching

Kaiser, T., & Diewald, M. (2014). *Social origin, conscientiousness, and school grades: Does early socialization of the characteristics orderliness and focus contribute to the reproduction of social inequality? Research in Social Stratification and Mobility*, 38, 93-105.

Caughy, M., & Tresch, M. (2014). *Cultural Socialization and School Readiness of African American and Latino Preschoolers. Cultural Diversity and Ethnic Minority Psychology*, Nov 3, 2014. Publisher: Educational Publishing Foundation, Database: PsycARTICLES

Piaget, J. La causalité chez l'enfant (Children's understanding of causality)... Reprinted from *The British Journal of Psychology* (1928), 18, 276-301.

<https://www.youtube.com/watch?v=TRF27F2bn-A>

<http://www.simplypsychology.org/Erik-Erikson.html>

*How can teachers build and present culture in their classrooms based on Erikson's theory in terms of your specialization?*

### Essay

American students score lower than many European and Asian students on standardized tests, critics argue that US formal schooling begin earlier than age five and should focus on basic reading and math skills. In lights of Piaget's theories, what do you think of this proposal?

### Asynchronously student

1. Turn in the notes from the readings!
2. Record yourself to present your mind maps.
3. Watch the zoom recording.
4. Post the feedback to peer on the discussion board.

## **The week of September 15 Developmental Characteristics and Theories: Vygotsky/ Moral Development/Presentations**

**Presentations-Vygotsky/Moral Development/ Noddings/ Gilligan**

Chapter 2&3

### Additional Article and Resources

Vygotsky, L. (1978), *Interaction between learning and development, Mind and Society*, 79-91.

Vygotsky, L. (1966), *Play and its role in the mental development of the child, Journal of Russian and East European Psychology*, 12(6), 62-76.

Eisenberg, N., & Hofer, C., & Sulik, M. J., & Liew, J. (2014). *The development of prosocial moral reasoning and a prosocial orientation in young adulthood: Concurrent and longitudinal correlates. Developmental Psychology*, 50(1), 58-70.

<https://www.youtube.com/watch?v=InzmZtHuZPY>

Kim, M. (2013). Cultivating Teachers' Morality and the Pedagogy of Emotional Rationality. *Australian Journal of Teacher Education*, 38(1), 12-26.

Luco, A.C. (2014). The Definition of Morality: Threading the Needle. *Social Theory and Practice: An International and Interdisciplinary Journal of Social Philosophy*, 40(3), 361-389.

Keefer, M.W. (2013). Understanding Morality from an Evolutionary Perspective: Challenges and Opportunities, *Educational Theory*, 63(2), 113-133.

Skoe, E.E.A. (2014). Measuring care-based moral development: The ethic of care interview. *Behavioral Development Bulletin*, 19(3), 95-104.

Simpson, B., Harrell, A., & Willer, R. (2013). Hidden Paths from Morality to Cooperation: Moral Judgments Promote Trust and Trustworthiness. *Social forces*, 91(4), 1529-1548.

Gilligan's article

[https://www.learnatnorth.org/karchibald/PSYC200/Articles/Gilligan\(1977\)\\_In%20A%20Difference%20Voice.pdf](https://www.learnatnorth.org/karchibald/PSYC200/Articles/Gilligan(1977)_In%20A%20Difference%20Voice.pdf)

Noddings, N. (2003). *Happiness and education*. Cambridge University Press, 43, 236-240.

<http://books.google.com/books?hl=en&lr=&id=ose5vtvDoBoC&oi=fnd&pg=PR9&dq=moral+development&ots=Sz0S524k6a&sig=PArMtEUOCOfmNNw-ndFt6eKLq0Y#v=onepage&q=moral%20decelopment&f=false>

Despicable me (2010)

*How can you apply Vygotsky's theory in the classroom setting or in the family environment?*

*What factors might account for the positive atmosphere in nurturing students' character education?*

Asynchronously student

1. Turn in the notes from the readings!
2. Record yourself to present your mind maps.
3. Watch the zoom recording.
4. Post the zoom reflection on the discussion board.

### **The week of September 22 Age Level Characteristics**

Chapter 3

**No classes on Thursday, September 26 February 9 due to my older son's move-in at California**

1. Read the chapter 3 regarding the age-level characteristics--there are five age groups in this chapter.
2. Learn the different characteristics in physical, social, emotional, cognitive aspects across five age groups.
3. Pick 2 age groups which are related to your major level-for example: you may pick two groups from preschool, primary, or elementary grade if you plan to be a second grade teacher
4. Take notes to write down your summary for two groups of your choice. --You can list what you have learned as long as your notes can demonstrate your understanding of the content from the chapter 3.

Asynchronously student

1. Turn in the notes from the readings!
2. Record yourself to present 2 groups of your choice.
3. Watch the zoom recording.
4. Post the zoom reflection on the discussion board.

### **The week of September 29 Constructivist Theory and Approaches to Instruction /Presentation**

Chapter 10 & 13

1. Read the assigned pages from the chapter 10.  
p346-p355 (Constructivism)  
p360-366(Problem Solving)
2. Think of a "thing" or skill you know well or even master
3. Then, recall when was your first time to know it, to learn it, and even to master it. Flash back the process of how you learn and the length of time to master it.
4. Do you twist or customize the thing or skill to become your "unique" ownership? Describe the process of adjustment.
5. Explain your thing to your peer-try to teach them this knowledge and get their feedback ( We will do this activity in class!)



#### Additional Articles

- Applefield, M. J., Huber, R. & Moallem, M. (2001). *Constructivism in theory and practice: toward a better understanding*. *The High School Journal*, 84(2), 35–69.
- Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). *Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching*, *Educational psychologist*, 41(2), 75-86.
- Edelson, DC, Gordin, D.N., & Pea, R.D. (1999). *Addressing the challenges of inquiry-based learning through technology and curriculum design*, *Journal of the Learning Sciences*, 8(4) 391-450.
- McCombs, B. L., (2001). *What do we know about learners and learning? The learner-centered framework: Bringing the educational system into balance*, *Educational Horizons*, 79(4), 182-193.
- Shulman, L. S. (1986). *Those Who Understand: Knowledge Growth in Teaching*, *Educational Researcher*, 15(2), 4-14.

*In terms of your experiences, do you agree that writing objectives and providing them to students are worthwhile use of a teacher's time? Defend your position and explain your ideas.*

#### Writing assignment/ reflection

##### Asynchronously student

1. Turn in the notes from the readings!
2. Record yourself to present your mind maps.
3. Watch the zoom recording.
4. Post the zoom reflection on the discussion board.

#### The week of October 6 Continue Constructivist Theory and Approaches to Instruction

##### Chapter 10 & 13

1. Read chapter 13
2. Take notes from page 468-496 (behavioral approach; cognitive approach-information-processing & constructive ; humanistic approach; social approach)
3. Placement meeting on Wednesday, October 9

#### Action Research Project

Below are the procedures and expectation for this assignment (You need to read carefully)

1. Pick one scenario of your choice- secondary or elementary
2. Read the action research information from p3-till the end
3. Finish the FIRST 4 QUESTIONS in your scenario—
  - A. Explain well of what focus you will emphasize for your case (Question #1)
  - B. Describe your participant's cognitive stages (Piaget)/ moral stages(Kohlberg)/ Psychosocial stages (Erikson& Marcia) (Question #2)
  - C. Generate research question(s) with the ideas from the action research for your inquiry (Question #3)

- D. Illustrate how your instructions based on Vygotsky's theory and Noddings' concepts will work—provide the procedures of your intervention (like the lesson plan but more theory-based explanations.)(Question #4)
4. This assignment is due on Friday, September 29<sup>th</sup> via email.  
**PS: You will obtain a higher grade if you follow instructions above with the combination of theories.**

#### Asynchronously student

1. Turn in the notes from the readings!
2. Record yourself to present your mind maps.
3. Watch the zoom recording.
4. Post the zoom reflection on the discussion board.

### **The week of October 13 Addressing Cultural and Socioeconomic Diversity / Midterm Evaluation**

#### **Presentations-various cultural and socioeconomic groups**

#### Teaching Presentation

1. Present your research paper, chapter 5, and thought from the video (link is below) by choosing one of the concepts (chapter 13) below  
behavioral approach; cognitive approach-information-processing & constructive; humanistic approach; social approach
2. You will score higher when you “bring in” all these elements above.  
Think of how I demonstrated my thing by mentioning the concepts. I am lenient when I graded your thing but will use the rubrics to assess your presentation this time.  
You can see all the rubrics on D2L.

#### Notes

1. Notes from page 468-496 (behavioral approach; cognitive approach-information-processing & constructive ; humanistic approach; social approach)—you should have it already.
2. Notes from chapter 5
3. Notes from the video link- <https://vimeo.com/118814429> (You need to watch this around 40-minute program.)
4. Notes from your assigned research paper

#### Chapter 5

#### Additional Articles

Lisa Delpit, “The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children”

Ogbu, J.U. (1992). Understanding Cultural Diversity and Learning, *Educational Researcher*, 21(8), 14-24

Lareau, A. (2003). *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press.

Gay, G. (2002). *Preparing for culturally responsive teaching*. *Journal of Teacher Education*, 53(2), 106-116.

Nieto, S. (1999). *The light in their eyes: Creating multicultural learning communities*. New



- York: Teachers College Press.
- Villegas, A. M., & Lucas, T. (2002). *Preparing culturally responsive teachers rethinking the curriculum. Journal of teacher education, 53*(1), 20-32.
- Nieto, S. (2000). Placing equity front and center some thoughts on transforming teacher education for a new century. *Journal of Teacher Education, 51*(3), 180-187.
- Sean Reardon, *No Rich Child Left Behind, New York Times*, Retrieved from April, 2014  
*Equality of Educational Opportunity—Race, Gender, and Special Needs*
- De Jong, E. J. (2002). *Effective bilingual education: From theory to academic achievement in a two-way bilingual program. Bilingual Research Journal, 26*(1), 65-84.
- Alanís, I. (2000). *A Texas two-way bilingual program: Its effects on linguistic and academic achievement. Bilingual Research Journal, 24*(3), 225-248.
- Wilson, W. J. (2010). *Why both social structure and culture matter in a holistic analysis of inner-city poverty. The Annals of the American Academy of Political and Social Science, 629*(1), 200-219.
- Sassi, K., & Thomas, E. E. (2008). Walking the talk: Examining privilege and race in a ninth-grade classroom. *English Journal, 25*-31.
- Ridley, K., & Wales, R. (2014). *Examining privilege. Independent School, 73*(4), 50-55.
- Grissom, J.A., Kern, E.C., & Rodriguez, L.A (2015). *The “Representative Bureaucracy” in Education: Educator Workforce Diversity, Policy Outputs, and Outcomes for Disadvantaged Students, Educational Researcher (44)*, 185-192.
- Beyer, L. E., & Apple, M. W. (1998). *The curriculum: Problems, politics, and possibilities.* SUNY Press.
- Goldenberg, C., & Wagner, K. (2015). *Bilingual education: Reviving an American tradition. American Educator (4)*, 28-32.
- Thomas, T., Jessica J. Gross, G. (2015). *Racial Athletic Stereotype Confirmation in College Football Recruiting, The Journal of Social Psychology, 155*(3), 238-254.
- Staats, C. (2015 Winter). *Understanding Implicit Bias: What Educators Should Know. American Educator, 29*-33.
- <http://www.aft.org/ae/winter2012-2013/kahlenberg>

Administration  
Evaluation

#### Asynchronously student

1. Turn in the notes from the readings!
2. Record yourself to present your research papers.
3. Watch the zoom recording.
4. Respond to peer questions on the discussion board.

#### **The week of October 20 Continue Addressing Cultural and Socioeconomic Diversity**

Chapter 5/ **PAFE 296 experiences**

***Classroom observations on Monday and Tuesday from October 21-22—you will be in the placed school for two-day class observations***

#### Essay (Pick one question)

1. Consider your current teaching situation.

- In what ways does your teaching take into consideration your students' family and cultural backgrounds? Give specific examples.
  - In what ways might you augment your instruction, curriculum, or assessment to incorporate more of your students' families and cultures?
2. Think of a time when race/culture became an issue in a class you were teaching or observing, or in which you were a student. You may describe a time when race/culture posed challenges to teaching or learning, or you may describe an instance of culturally responsive pedagogy. Answer the following questions:
    - What happened?
    - How did the race/culture issue become an issue of teaching/learning?
    - How was it resolved or addressed, or how could it have been resolved or addressed?
  3. Reflect on some of the strategies you currently use to get to know your students (e.g., who they are, what they are interested in, where they come from, what their family life is like). Brainstorm some additional strategies you can use to better know your students.

#### Asynchronously student

1. Turn in the notes from the readings!
2. Record yourself to present your mind maps.
3. Watch the zoom recording.
4. Post the zoom reflection on the discussion board.

#### **The week of October 27 Behavioral Learning Theory and Information-Processing Theory** Chapter 7, 8, &13

1. Bring your notes for the chapter 13—we will talk about the concept of behavior instructions. Please review this concept before class.
2. Read chapter 7-p239-245. Chapter 8-p265-279. —They are related to behaviorism.
3. Take notes of the designated pages from chapter 7 and 8
4. Think of how you connect or link your experiences to these concepts! I will have you share your thoughts in class!
5. Share your "worst punishment" in your life now.
6. Still remember your classmates' "thing"?
7. What thing would you never ever forgot--in your long term memory?

#### Additional Articles and Resources

- Bargh, J.A. & Ferguson, M. J. (2000). *Beyond behaviorism: on the automaticity of higher mental processes*, *Psychological Bulletin*, 126(6), 925-945.
- Ragsdale, K., Bersamin, M. M., Schwartz, S. J., Zamboanga, B. L., Kerrick, M. R., & Grube, J. W. (2014). Development of sexual expectancies among adolescents: Contributions by parents, peers and the media. *The Journal of Sex Research*, 51(5), 551-560.
- <https://www.youtube.com/watch?v=wW7pvVMmZ6k>

*As you think about how your behavior has been shaped, would you agree or disagree? Why do you think we use punishment so frequently?*

### Asynchronously student

1. Turn in the notes from the readings!
2. Record yourself to present your mind maps.
3. Watch the zoom recording.
4. Post the zoom reflection on the discussion board.

### The week of November 3 Social Cognitive Theory and Motivation

Chapter 9, 11 &13

1. Review Chapter 13-Cognitive approach from page 471-482 (you read it before the spring break and please review the contents before the class to bring back your memory.)
2. Read chapter 9 with the following concepts from page 296-320
  - a. Triadic reciprocal causation model
  - b. Self control/self regulation/self efficacy
  - c. Learning tactics/strategies
3. Take notes for these 3 concepts above and turn it in after class.
4. Guiding questions for your reading
  - a. How do you connect these concepts to your learning? What do you learn from these reading?
  - b. Think of how you apply self-regulation to help you accomplish your goal. Any examples?
  - c. Share examples of learning tactics/strategies your teacher or yourself utilize in learning.
  - d. How do you as the teacher apply these concepts into your teaching?

### Additional Article and Resources

Social cognitive theory- Bandura

Pintrich, P.T. (2003). *A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts*, *Journal of Educational Psychology*, 95(4), 667-686.

Schmidt, W.H., Burroughs, N.A., Zoido, P., & Houang, R.T. (2015). *The Role of schooling in perpetuating educational inequality: An international perspective*. *Educational Researcher*, 44(7), 371-386.

Bertrand, M., & Marsh, J.A. (2015). *Teachers' sensemaking of data and implications for equity*. *American Educational Research Journal*, 52(5), 861-893.

<https://www.youtube.com/watch?v=RO9v3pWYVfE>

<https://www.youtube.com/watch?v=-Dxk-lNkwjk>

### Essay (Pick one question)

1. Psychologists have proposed a number of different ways of thinking about motivation, including one method that involves looking at whether motivation arises from outside (extrinsic) or inside (intrinsic) the individual. Describe examples of behaviors that are the result of extrinsic motivation and intrinsic motivation in the classroom setting.

2. Should the development of self-regulated learning skills be left to parents and out-of-school experiences, or should this be a primary goal of our education system? Defend and explain your position. If the latter, when should it begin?

#### Asynchronously student

1. Turn in the notes from the readings!
2. Record yourself to present your mind maps.
3. Watch the zoom recording.
4. Post the zoom reflection on the discussion board.

### **The week of November 10 Continue Social Cognitive Theory and Motivation**

Chapter 9, 11 &13

#### Chapter 11- Motivation

1. Behavioral view of motivation
  2. Social cognitive view of motivation
  3. Other cognitive view of motivation
  4. Humanistic view of motivation
  5. The role of self-perceptions in motivation
- These theories are from page 386 to page 413

I break down the 5 theories for small components.

The list below shows TWO topics you will present next Tuesday.

We will play the drawing tomorrow so you will learn which topics you will present!

Your teaching/presentation has to include the 3 guidance questions in 2 minutes.

Guidance for 2-minute presentation and teaching

1. Explain the concept
2. How you relate your experiences to this concept.  
Provide examples
3. How you will apply this concept to teaching instructions  
Provide tangible examples

#### Behavioral view of motivation

1. Overall review-need to review Skinner's theory (page 240-241, 244, 386)
2. Limitations-extrinsic motivation (page 386)
3. Limitation-intrinsic motivation-explain Figure 11-2 (page 387)

#### Social cognitive view of motivation

1. Overall review-need to review Bandura's social cognitive theory (page 300, 388)
2. Important of self-efficacy-choice of learning goals (page 388-399)
3. Outcome expectations and attributions (page 390)

#### Other cognitive views of motivation

1. Need for conceptual organization-need to review Piaget's theory at the same time (page 391)
2. The need for achievement-think of modeling and observation (page 317, 318, 391)
3. Attribution theory (page 391-392)
4. Changes in beliefs about ability (page 393)

5. Types of beliefs about ability (page 393-394)
6. The effect of interest on intrinsic motivation (page 395)
7. Factors that influence personal interest (page 395-396)
8. Factors that influence situational interest (page 396)
9. Flow and engagement (page 397)
10. Limitation of cognitive views (page 397-398)

#### The humanistic view of motivation

1. Maslow's theory of growth motivation (page 407-408)
2. Implication and limitation (page 408-409)
3. Overall review

#### The role of Self-perception in motivation (Cheng- hsien volunteers to present this concept)

1. Overall review and explain Table 11-2 (page 410)
2. The role of academic self-concept in motivation and learning-explain Figure 11-3 (page 411)
3. Motivation and identity (page 412-413)

#### Chapter Review (Cheng-hsien volunteers to be the King)

1. Queen and/or King to overall review of motivation from 5 theories

#### Asynchronously student

1. Turn in the notes from the readings!
2. Record yourself to present your topic.
3. Watch the zoom recording.
4. Post the zoom reflection on the discussion board.

### **The week of November 17 Problem solving, Classroom Management and Assessment**

#### Chapter 10, 12, &14

Please read the "WHOLE chapter 12-classroom management" before our class meet.

Take notes of the chapter 12.

Then some guidance questions to help you reflect after the reading and movie watch.

- a. What are two things that you think really made a difference in Ron Clark's classroom that helped the students be very successful.
- b. How is this different than our schools?
- c. How would you feel applying this strategy?
- d. What is your opinion about Clark's rules?
- e. How are they helpful to him as a teacher?
- f. How would having rules in a classroom be helpful to you?

#### Additional Articles and Resources

Brouwers, A., & Tomic, W. (2000). *A longitudinal study of teacher burnout and perceived self-efficacy in classroom management*, *Teaching and Teacher education*, 16(2), 239-253.

Wolf, D., Bixby, J., Glenn, J., & Gardner, H. (1991). *To use their minds well: Investigating new forms of student assessment*, *Review of research in education*, 31-74.

Dugal, A. (2014). What's Working About Healthy Relationships Programs in Schools. *Our Schools/Our Selves*, 23(3), 77-89.

Rancourt, D., Conway, C. C., Burk, W. J., & Prinstein, M. J. (2013). Gender composition of

preadolescents' friendship groups moderates peer socialization of body change behaviors. *Health Psychology*, 32(3), 283.

Shi, B., & Xie, H. (2012). Socialization of Physical and Social Aggression in Early Adolescents' Peer Groups: High-status Peers, Individual Status, and Gender. *Social Development*, 21(1), 170-194.

Nicotera, N., Williams, L. R., & Anthony, E. (2013). Ecology of Youth Collective Socialization. *Social Work Research*, 37(3), 227-236.

<http://www.jstor.org/discover/10.2307/1001461?uid=2&uid=4&sid=21104371829667>

<https://www.youtube.com/watch?v=Ao1jaBpTjgM>

<https://ed.gov>

<https://www.youtube.com/watch?v=fqf3gaTUE8M>

*Tell me about the concept and the examples you heard or experienced of bullying. As a teacher, how do you respond to bullying and what instructions will you apply?*

**Writing assignment/ reflection-constructive response**

**Asynchronously student**

1. Turn in the notes from the readings!
2. Record yourself to present your mind maps.
3. Watch the zoom recording.
4. Post the feedback to peer on the discussion board.

### **The week of November 24 Movie relevant to Classroom Management and Thanksgiving Break**

The Ron Clark Story (2006)

**Essay (Pick one question)**

1. What are two things that you think really made a difference in Ron Clark's classroom that helped the students be very successful. How is this different than our schools? How would you feel applying this strategy?
2. What is your opinion about Clark's rules? How are they helpful to him as a teacher? How would having rules in a classroom be helpful to you?

### **The week of December 1 Reflective Teacher and Evaluation**

Chapter 15& Chapter 16

**Additional Articles**

Mintrop, H., & Trujillo, T. (2005). *Corrective Action in Low Performing Schools: Lessons for NCLB Implementation from First-Generation Accountability Systems, education policy analysis archives*, 13(48), 1-30.

Guilfoyle, C. (2006). *NCLB: Is there life beyond testing?*, *Educational Leadership*, 64(3), 8.

Brookfield, S. (1995). The getting of wisdom: *What critically reflective teaching is and why it's important, Becoming a critically reflective teacher*, 1-28.



Darling-Hammond, L. (2007). *Race, inequality and educational accountability: The irony of 'No Child Left Behind'*. *Race Ethnicity and Education*, 10(3), 245-260.

*What makes a great teacher? It is a question that every aspiring and practicing teacher should ask and it is also a question that every aspiring and practicing teacher who seeks to improve her/his profession does ask.*

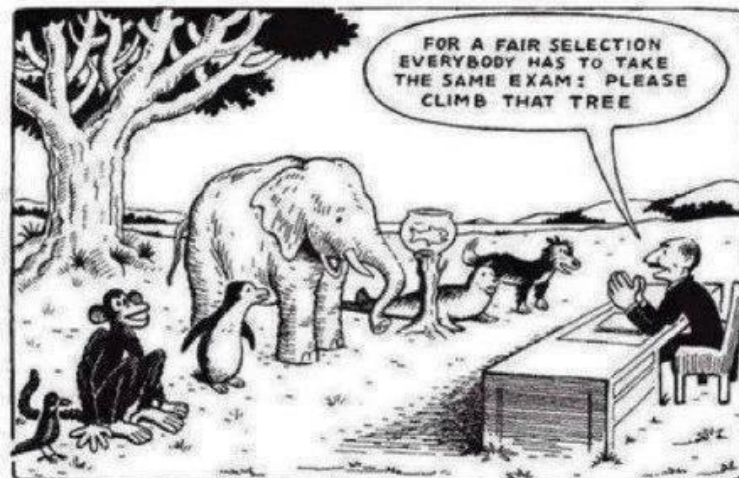
### Writing assignment/reflection-constructive response

#### Asynchronously student

1. Turn in the notes from the readings!
2. Record yourself to present your mind maps.
3. Watch the zoom recording.
4. Post the zoom reflection on the discussion board.

#### The week of December 8 Finals Week

**Finals-Thursday, December 12 from 2:15 to 4:15pm.**



## Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

*- Albert Einstein*



**NORTHERN**  
STATE UNIVERSITY

**Northern State University**  
INED 411/511, 3 Credit Hours  
Fall 2024

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**Course Meeting Time and Location : TC 368**

**Instructor's Contact Information:**

**Instructor's name:** Dr. Pamela Monaghan-Geernaert

**[Optional] Instructor's preferred name** Dr. G

**Office Location** TC 362

**Office Hours** Monday 10:30-3:30, Tuesday and Thursday 2-3pm, Wednesday 5:00-6:00,

**NSU Email Address** [pamela.geernaert@northern.edu](mailto:pamela.geernaert@northern.edu)

**Email Response Time :** all emails will be answered within 24 hours between Monday – Friday. Emails after 4pm on Friday will be answered on Monday.

**Scheduling Appointments** Please email me to set up an appointment if you can not attend office hours

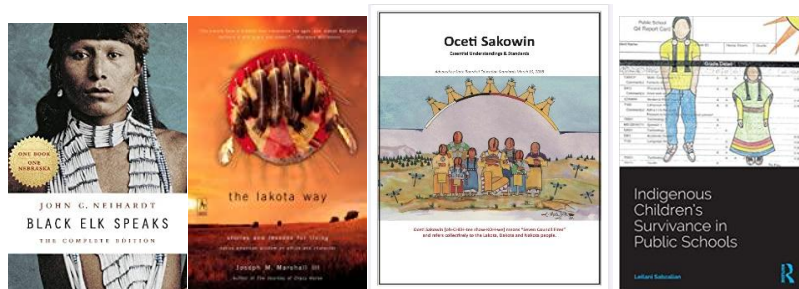
**NSU Phone Number** 605 678 2929

**Catalog Course Description** A basic knowledge of Indian history with emphasis on the Lakota, Dakota, and Nakota speaking people. Current cultural issues are presented including values, family structures, traditional religion, fine arts, legends, economics, governmental policies, treaties, acts and related areas. Focuses on teaching methods, content and materials to equip students to teach bi-culturally.

**Additional Course Description** This course will incorporate the OSEU curriculum and the Wolakota project. "Wolakota" means peace, balance and coming together. The WoLakota project aides educators into better implementation of the Oceti Sakowin Essential Understandings (OSEU) via Culturally Responsive Practices. Implementation of the OSEU increases elements of Oceti Sakowin identity within the school environment and practice, supporting learning for native students and promoting deeper cultural understanding among non-native students and teachers.

**Course Prerequisites** There are no prerequisites for this course

**Required Textbooks and Supplementary Materials**



<https://doe.sd.gov/contentstandards/documents/18-OSEUs.pdf>



Sabzalian, L. (2019) Indigenous Children's Survivance in Public Schools. Routledge, NY & London

Marshall, J. M. (2001). The Lakota way: Stories and lessons for living. New York, NY: Penguin

Neihardt, J. G. (2014). Black Elk speaks: The complete edition. Lincoln, NE: University of Nebraska Press

**Assignment or Exam Make-Up Policy** All assignments are due by 7pm on the due date. Assignments must be turned into the drop box in D2L. Extensions may be given under certain circumstances with permission of the instructor.

## Course Goals

This course is designed to meet the requirements of the South Dakota Department of Education teacher certification requirements for Indian Studies, see <http://doe.sd.gov/certification/requirements.aspx> .

## Measurable Student Learning Outcomes

Students will be able to

- 1) Establish an awareness of cultural dynamics of racial stereotyping
- 2) Examine the culture of the Lakota/Dakota people including their world view, values, kinship & environment.
- 3) Understand the Indian/white encounters historically and in the present.
- 4) Describe U.S. federal Indian policy
- 5) Apply OSEU principles and standards to SD curriculum

## Course Assessments

### Your teaching self (50 points )

For many of you, this course will motivate you to reflect on the ways you teach and your influence on the students and the community around you. For this assignment, you will introduce yourself as a teacher and what that means to you. You will create either a 3-5 minute video of yourself or a 3-5 slide power point (or prezi) (best done in Panopto software in D2L) with voice over that tells the class who you are.

In essence you are creating your "culturally aware teaching self". To prepare for your introduction - review the chapters topics in your book. Decide what chapter headings or topics match with characteristics about yourself. You should think of yourself and describe yourself with the following questions in mind. (please do not simply answer these questions – but tell us a thoughtful story):

- 1) What does being a good teacher mean to you?
- 2) How best can you be culturally aware of bias in your teaching?
- 3) What personal characteristics and experiences can help shape you in this course and as a teacher?
- 4) What do you hope to accomplish personally and professionally from taking this course?

Put your answers to the above questions together in a "story" that you will either film or create in power point with voice over. Practice it a few times before recording. Submit the final version to the discussion board so you can share who you are with the class.

### Test Your Implicit Biases (100 points)

To better understand implicit or unconscious bias, psychologists at Harvard University, the University of Virginia, and the University of Washington have designed an implicit bias test known as the [Implicit Association Test, or IAT](#). The test is designed to help detect the implicit or subconscious biases that shape our thinking.

One of the conclusions that researchers of implicit bias have reached is that all of us, to some degree or another, possess biases that affect how we perceive the world. At the same time, researchers have found that our conscious attitudes and beliefs can change in spite of these biases.

For the assignment:

1. Write a personal definition of Bias. (do not simply cite a definition)
2. Watch the video <https://www.youtube.com/watch?v=1JVN2qWSJF4>
3. Write a minimum half page response to the video. How do you think you are affected by implicit bias?
4. Choose the Light skin/Dark Skin implicit bias test. [Implicit Association Test, or IAT](#).
5. Before you take the test, record what you expect to find out from taking the test. ( at least one paragraph)
6. After you have taken the test, reflect on the results and whether anything surprised you? How did it make you feel? ( write a minimum one page response)
7. Complete your reflection by thinking of at least 3 ways that you can mitigate your bias in the classroom or in your community. Try to be as specific as possible.

### **Understanding history (100 points)**

1. In your own words define Sovereignty
2. Watch: <https://americanindian.si.edu/nk360/plains-treaties/index.cshtml#staging>
3. Create a Mind Map using coggle ( <https://coggle.it/>) of all the factors that are related to Sovereignty for Native Nations in the USA . Use this link to help you ( <https://coggle.help/article/70-create-mind-maps-with-coggle>) . Save your mind map as a PDF and post to the discussion board.
4. Write a 4 page report on the history of how tribal sovereignty was granted to tribes in South Dakota and how tribal sovereignty is demonstrated today with local tribe(s). \* You may want to pick a specific tribe and delve into their political system or have a more general discussion of tribal politics

**Instructional Unit Development (1 unit for 411 students 2 units for 511 students) (200 points each )** Prepare an instructional unit that demonstrates an accurate inclusion of South Dakota Native American culture into the classroom and is directly linked to at least one Oceti Sakowin Standard, see <http://indianeducation.sd.gov/ocetisakowin.aspx> . You must identify an appropriate grade level for the units and the relevant Oceti Sakowin standard. Lesson plan should be a careful outline of a major teaching them. Activities should be outlined for a minimum of 5 concurrent sessions. Materials, procedures and assessment should be clear. Submit this assignment to the D2L Dropbox .

Check here for tips

<https://www.thoughtco.com/what-is-a-thematic-unit-2081360#:~:text=%20Tips%20for%20Creating%20Thematic%20Units%20%201,central%20theme%2C%20and%20creating%20engaging%20cross-curriculum...%20More%20>

<https://www.edutopia.org/sites/default/files/2018-09/edutopia-finley-planning-curric-unit.pdf>

<https://www.wikihow.com/Write-a-Unit-Plan>

**Create and present a lesson plan – (1 lesson plan for 411 students, 2 lesson plans for 511 students) ( 150 points for lesson plan and 50 points for teaching demo)** Create a lesson plan using the guidelines and philosophy in the Oceti Sakowin guide book. The lesson plan should be a very precise plan in 5-10 min increments of what you would be doing in your lesson. Think of your lesson plan as a step by step guide for a substitute teacher. I should be able to look at your lesson plan and have everything I need to be able to teach whatever lesson you are proposing. Ask yourself: How can you teach the lesson incorporating the Oceti Sakowin Essential Understanding guidelines? What Standards would you be addressing? How can you make the lesson culturally inclusive? Specifically outline where, how and why this work incorporates what you have learned in class. You may choose to use the Lesson Plan template under content in D2L if you like. Here is some helpful information

**Teaching Demo of your class.** For this class you will prepare a 15 minute teaching demonstration of one of your lesson. This demo will highlight the Oceti Sakowin Essential Understanding you used in the lesson. You will film your teaching demo and submit it to the dropbox. You will not have to teach the lesson to the class. This demo will be online so please plan accordingly.

<https://www.wikihow.com/Make-a-Lesson-Plan>

<https://www.classcraft.com/blog/features/how-to-build-a-great-lesson-plan-with-a-template/>

<https://www.classcraft.com/blog/features/how-to-build-a-great-lesson-plan-with-a-template/>

**DAPL – Dakota Access Pipeline – (150 points)**

Watch: <https://www.cnn.com/2016/09/07/us/dakota-access-pipeline-visual-guide/>

Watch: <https://www.awakethefilm.org/>

Complete this chart:

<https://static01.nyt.com/images/blogs/learning/pdf/2016/GroupsHaveInterestDakotaAccessPipelineLN.pdf>

Analyzing sides (this work is done in the discussion board)

- 1) You will be assigned a position and you will need research the information necessary to argue your position. Please realize you may or may not be advocating for a position you personally support.
- 2) Record a 3-5 minute report of DAPL from your position (role)
- 3) Watch 3 other videos. One of those videos should be from the same position as you were assigned and two videos from other perspectives
- 4) Respond to the two divergent views from other students recordings from your role's perspective using the ABC method (Acknowledge, Build, Challenge) (see link below). You may do this in a written post to their video or in a video response (remember to stay in character)

Summarize and evaluate (this work is what you turn in to D2L )

- 5) Write a minimum 3 page reflection paper : Is completing the pipeline — or stopping the pipeline — necessarily a win-lose situation? Is there a compromise solution that might please both protesters and pipeline supporters? And if not, is there a resolution that at least might be deemed fair and equitable considering all of the circumstances? Are there any ideas that have support from multiple groups? Can the class come to a consensus?

**Reflection Paper (100 points each)**

The Reflection paper will give you an opportunity to reflect on material that has either sparked your curiosity or challenged your beliefs or ideas about teaching. The reflection paper should be a reflection on the entire course

and how the readings have guided you through the semester. This paper must be submitted through D2L on the day it is due. The paper should be about 4 pages in length.

**Discussion Posts (100 points)** – Discussion questions will be posted weekly. You will be asked to respond to the thread, incorporating your reading and your experience. Posts should be well written and researched. Discussion questions will be posted periodically. You will be asked to respond to 2 students on the thread, incorporating your reading and your experience. Posts should be well written and researched.

**How to respond to a discussion post.**

**Style**

Although you may have experience using this type of asynchronous communication through texting or Facebook, your posts should be composed of complete and grammatically accurate sentences.

**Length**

Initial posts should be between **200 and 250 words** (about 2 paragraphs). Try to only develop one idea per post to facilitate the development of threads.

**Content**

**“I agree” is not enough:** Avoid postings that are limited to 'I agree' or 'great idea', etc. “I agree” type of answers crowd the discussion board and make it harder for everybody to navigate the discussion.

If you agree (or disagree) with a posting then say why you agree/disagree by supporting your statement with concepts from the readings or by bringing in a related example or experience. Make each post count! Again, ask yourself whether your post brings value to the discussion.

**Quote your sources:** Take advantage of the asynchronous nature of the discussion forum to look up any source you quote and make sure to cite these sources by mentioning the last name of the author, the publication and the year. No need to use a particular style.

**Stick to the point:** Address the questions as much as possible (don't let the discussion stray).

**Connect to prior knowledge:** Bring in related prior knowledge (work experience, prior coursework, readings, etc.)

**Take it beyond the readings:** Do quote the readings but don't stop there. Do your best to add value to the discussion. Ask questions you really want to find answers to, discuss what you found intriguing, confusing, share your top takeaways.

**Assignments at a Glance**

<b>Assignment Name</b>	<b>Due Date</b>	<b>Point Value</b>
Your Teaching Self	Aug 29	50
Implicit Bias	Sept 10	100
Understanding History	October 1	100
Unit Plan 1 (all students)	Oct 15	200
Unit Plan 2 (Grad students)	Oct 24	200
Lesson Plan 1 (all students)	Nov 5	150
Lesson Plan 2 (Grad students)	Nov 14	150
DAPL	Nov 21	150
Teaching Demo	Dec 5	50
Reflection Paper	Dec 14	100
Discussion Posts	On going	100

### **Performance Standards/Grading Policy**

Final Course Grades will be assigned according to this scale:

For students enrolled in 411		For students enrolled in 511	
900 – 1000 points	= A	1260-1400	= A
800 - 899	= B	1120-1259	= B
700- 799	= C	980-1119	= C
600-699	= D	840-979	= D
599 and below	= F	below 840	= F

### **Written Assignments:**

- Typed and double-spaced, with normal margins and no extra spaces between sections or paragraphs;
- Free of spelling, typing, punctuation, and grammatical errors;
- Free of sentence fragments, run-on sentences, and awkward or nonsensical word choices;
- Well-organized, consisting of clear paragraphs, each of which starts with an introductory topic sentence followed by one or more sentences that develop the idea introduced by the topic sentence.

**Cheating and Plagiarism Policy** Plagiarism occurs when you present someone else's ideas, words, or work as your own without giving them proper credit. Self-plagiarism, which involves submitting your own previously submitted work without proper acknowledgment, is also considered a form of academic dishonesty. This behavior is not only considered unethical but also has negative consequences for your learning experience and personal development.

Engaging in plagiarism, including self-plagiarism, has several harmful effects. Firstly, it undermines the integrity of the educational system. By presenting someone else's work as your own, you devalue the efforts of your peers and compromise the fairness of the learning environment. Secondly, plagiarism hinders the development of critical thinking and analytical skills that are essential in sociology and in your overall academic growth. By not engaging with the research and ideas of others, you miss out on the opportunity to broaden your perspectives and expand your intellectual abilities.

When caught plagiarizing, the consequences can be severe. Educational institutions take plagiarism seriously and often impose penalties such as academic warnings, failing grades, academic probation, or even expulsion. These repercussions can have a lasting impact on your academic record, personal reputation, and future opportunities. Employers and graduate schools value integrity and originality, so discovering a history of plagiarism can have serious implications for your professional prospects.

### **AI-Generated Materials:**

In recent years, technological advancements have introduced new tools and resources that can assist us in various aspects of our lives, including academic endeavors. However, it is important to address one area where caution must be exercised: the use of Artificial Intelligence, or AI, to generate course assignments.

AI has the capability to generate text and content based on patterns and algorithms. While this may seem tempting to use for generating assignments, it is essential to understand that relying solely on AI to produce your course assignments is considered academic dishonesty for several reasons:

- Assignments generated by AI often involve the use of pre-existing texts or content. Submitting these assignments as your own work without proper attribution is a clear case of plagiarism.
- Assignments are designed to assess your understanding of the subject matter and your ability to think critically. By relying on AI-generated content, you bypass the process of engaging with the course material, conducting research, and formulating your own ideas. This deprives you of the opportunity to develop your critical thinking skills and demonstrate your understanding of the subject.
- Education is not solely about earning grades; it is about personal growth and acquiring knowledge. Using AI to generate assignments undermines this process by substituting your own efforts with automated content creation. You miss out on the chance to learn, explore, and engage with the subject matter, which ultimately hampers your overall academic and personal development.
- Academic institutions have policies and guidelines in place to maintain fairness and uphold academic integrity. Taking shortcuts by using AI to generate assignments violates these principles and goes against the ethical standards expected of students. It compromises the educational system's credibility and devalues the achievements of those who put in genuine effort.
- AI algorithms learn from existing data, including potentially biased sources. Consequently, the information generated by AI may carry biases or be factually incorrect. Dependence on AI-generated content without critically evaluating its accuracy can compromise the integrity and credibility of your work.

o For a real life example of how using AI-generated text can go very wrong in a professional context, I highly recommend watching Legal Eagle's YouTube video: How to Use ChatGPT to Ruin Your Legal Career.

Furthermore, it is crucial to recognize that relying solely on AI-generated assignments does not guarantee a good grade. Instructors assess your understanding of the subject matter, your ability to think critically, and your application of knowledge. AI-generated content may lack depth, coherence, and accuracy, which can adversely impact your grades and overall academic performance. To excel academically and maintain integrity, it is essential to actively engage with your coursework, conduct thorough research, and cultivate your own ideas. Seek guidance from instructors and utilize credible academic resources to enhance your understanding. By taking this approach, you not only uphold academic integrity but also foster genuine learning, critical thinking, and academic excellence

**ADA Statement** Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible. Contact: Kelly Weismantel, Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2 nd Floor, Phone 605-626-3007, Fax 605-626-3399, Email [Kelly.weismantel@northern.edu](mailto:Kelly.weismantel@northern.edu).

**Freedom in Learning** Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

**Academic Freedom** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning. It includes the freedom to perform one’s professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

**Attendance Confirmation and Fee Payment Due Dates** All students are required to complete the online Attendance Confirmation through Self-Service Banner at the start of the Fall and Spring semesters. Note: There is no confirmation for summer terms. No Financial Aid refunds will be processed until the Attendance Confirmation is completed, and registrations could be cancelled if not completed **Attendance Confirmation: Sept 5, 2024** Tuition and fees must be paid in full by Sept 5, 2024. Please contact the Finance Office in the Krikac Administration Building, (605)626-2566, or email nsustudentaccounts@northern.edu if you have any questions.

### **Academic Success Support**

The NSU Student Success Center provides a network of support to help you reach your academic and personal goals. We offer a wide range of services, including the following: Academic Advising; Academic Coaching & Support; American Indian Circle Program; Career Services; Navigate (see below); Study Spaces—Individual & Group; success workshops and programming; TRIO Student Support Services; and Tutoring & Supplemental Instruction (SI). As your instructor, I’m personally committed to supporting your academic success in this course, so I can connect you to any of the services listed above. In addition, if you demonstrate any academic or behavioral concerns, I’ll discuss the issues with you and attempt to resolve them. I may also provide feedback through NSU’s student success program, Navigate. If you receive feedback, please visit with me. You can also seek assistance from your professional advisor or other resource staff members. My goal is to make your learning experience in this course as meaningful and successful as possible. If you have questions regarding any of these services, please ask me or contact the Student Success Center at studentsuccess@northern.edu or 605-626-7782.

**Diversity Statement** Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

**Land Acknowledgement** Northern State University acknowledges that we are on the traditional land of the “Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people,” and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future. As inspired by:  
<https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

## Weekly Schedule

Date	Topic	Assignment Due
Aug 27	Introduction – course Overview Read: The Lakota Way – Chapter 2 Perseverance (Wowacintanka) Pgs 20-36 Read: Black Elk Speaks – Chapter 1-3 pg 1-29	Discussion Post # 1 : Describe a time when you had to persevere academically. What did you learn about yourself in this process?
Aug 29	Native American Boarding schools 101 <a href="https://www.youtube.com/watch?v=YlG2-7yI3mc">https://www.youtube.com/watch?v=YlG2-7yI3mc</a>	Your Teaching Self Introductory Video to D2L & Discussion Board (50 points)
Sept 3	Read: Oceti Sakowin – pg 1-3 Read: Indigenous Children’s Survivance – Introduction pg 1-42 Cultural Responsive Teaching UCLA <a href="https://www.youtube.com/watch?v=9fezsm3OLbs">https://www.youtube.com/watch?v=9fezsm3OLbs</a>	Discussion Post # 2: Sabzilian quotes on page 6 that “there is a danger in allowing colonization to be the only story of Indigenous Lives” what do you think she means? Why is this important from a teaching perspective?
Sept 5	Read: The Lakota Way -Chapter 1 – Humility (unsiiciyapi) pg 1-19 Watch: Native American Students Respond to American Education <a href="https://www.youtube.com/watch?v=oM-aVROi4DQ">https://www.youtube.com/watch?v=oM-aVROi4DQ</a>	Discussion Post # 3: Describe a time when you showed humility in your teaching (whether formal or informal)?
Sept 10	Read: Oceti Sakowin – OSEU 1: Land and Environment Read: Black Elk Speaks – Chapter 4 -8 pgs 30-56	Implicit Bias Test (100 points) Complete and reflect on the implicit bias test
Sept 12	Read Oceti Sakowin – OSEU 2: Identity and Resiliency Read: Black Elk Speaks Chapter 8-10 pgs 56-86 Listen: Wolakota project : David Bald Eagle speaks <a href="https://www.wolakotaproject.org/all-wolakota-elder-interviews-audio-versions/">https://www.wolakotaproject.org/all-wolakota-elder-interviews-audio-versions/</a>	
Sept 17	Read: Indigenous Children’s Survivance: Chapter 1 Pilgrims and Invented Indians. Pg 43-68 Watch : Resiliency Ted Talk <a href="https://www.youtube.com/watch?v=Xy0ohyZWCNw">https://www.youtube.com/watch?v=Xy0ohyZWCNw</a>	Discussion post # 4: Describe how you might use the ideas of resiliency of Native Americans in general to resiliency in classroom learning.
Sept 19	Read: Oceti Sakowin – OSEU 3: Culture and Language Read: The Lakota Way : Chapter 3 Respect (wawoohola) pgs 37-55	
Sept 24	Watch: Rising Voices – the Language Conservatory <a href="https://www.youtube.com/watch?v=Wj-jackHWCw">https://www.youtube.com/watch?v=Wj-jackHWCw</a>	Understanding History (100 points) Complete the mind map and paper on Tribal Sovereignty
Sept 26	Read: Oceti Sakowin – OSEU 4: Kinship and Harmony Watch: Kinship Patterns: OSEU Victor Douville	



	<a href="https://www.youtube.com/watch?v=aGH5tNetYnE">https://www.youtube.com/watch?v=aGH5tNetYnE</a> Lydia Wirlwind Soldier <a href="https://www.youtube.com/watch?v=fYtfRd5SzxQ">https://www.youtube.com/watch?v=fYtfRd5SzxQ</a>	
Oct 1	Read: Black Elk Speaks Chapter 11-15 pgs 87-116 Read: Indigenous Children’s Survivance – Chapter 2 Halloween Costumes and Native Identity	Unit Plan # 1 due – all students  Discussion Post # 5 What was the purpose of the student’s letter to Spirit Halloween Store? What was the outcome? What did the students learn?
Oct 3	Read: Oceti Sakowin – OSEU 5: Oral Traditions and Stories Read: The Lakota Way Chapter 7 – Truth (Wowicake) pgs 111-124	
Oct 8	Watch: 13-16 Four Iktomi Stories – Duane Hollow Horn Bear <a href="https://www.youtube.com/watch?v=FKemHhD9Q3A">https://www.youtube.com/watch?v=FKemHhD9Q3A</a>	Unit Plan # 2 (for GRADUATE STUDENTS ONLY) (using OSEU standards)
Oct10	Read: Black Elk Speaks Chapter 16-19 pgs 117-140	Discussion Post # 6 Describe how you could incorporate storytelling into a lesson. How could this enhance the lesson?
Oct 15	Read: Indigenous Children’s Survivance – Chapter 3 Native Sheroes and Complex Personhood.	Discussion Post # 7 Find a book that you believe would be culturally relevant to your students (topic/grade you hope to teach) include a link to the book, why you included it and how you would read/teach it.
Oct 17	Read: Oceti Sakowin – OSEU 6: Sovereignty & Treaties	Lesson Plan due – All students
Oct 22	Read: The Lakota Way Chapter 6 Sacrifice (Icicipi) pgs 93-110 and Chapter 9 Bravery (Woohitike) pgs 141-158	
Oct 24	Read Black Elk Speaks Chapter 20-22 pgs 140-156	DAPL (150) The challenges of a pipeline.
Oct 29	Read: Indigenous Children’s Survivance- Chapter 4 Little Anthropologists 115-14	Discussion Post # 8 Black Elk has a gift from a young age. However, he sees himself as different and a tremendous burden is on him. How could his story relate to minority or first generation students in the classroom – include support.
Oct 31	Read: Indigenous Children’s Survivance – Chapter 5 Native Heritage Month Pg 147-175	
Nov 5	Read Black Elk Speaks Chapter 23-26 pages 156-169	Presentation of Lesson Plans (50 points)
Nov7	Watch: Ted Talk Kitchener. Creating environments for Indigenous youth to live and succeed.	Presentation of Lesson Plans (50 points)

	<a href="https://www.youtube.com/watch?v=zwLR23fHBQU">https://www.youtube.com/watch?v=zwLR23fHBQU</a>	Discussion Post # 9 In traditional Quest stories the hero brings something back to the community. What does Black Elk try to bring back? Was he successful, why or why not? What was your quest in this class? Was it realized? Why or why not
Nov 12	Read: Oceti Sakowin – OSEU 7: Way of Life and Development Watch: How a struggling school doubled their graduation rate <a href="https://www.youtube.com/watch?v=8QEUnIWAsTI">https://www.youtube.com/watch?v=8QEUnIWAsTI</a>	Lesson Plan 2 (GRAD only)
Nov 14	Read: The Lakota Way Chapter 8 Compassion (Waunsilapi) pgs 125-140	
Nov 19	Read: Indigenous Children’s Survivance: Education on the Border of Sovereignty pg 175-199	Discussion Post # 10 The project with the Forest Service doesn’t turn out how the teacher and students wanted it to with “symbols” of Native American Culture . What was the “real” lesson here.
Nov21	Read: The Lakota Way Chapter 11 Generosity (Canteyuke) pgs180-195	
Nov 26	Read: Indigenous Children’s Survivance Conclusion pg 199-236	
Nov 28	Thanksgiving	
Dec 3	Read: The Lakota Way Chapter 12 Wisdom (Woksape) pgs 196-205	Discussion Post # 11 How has this course changed or influenced how you will be as a teacher. Give specific exams from chapters/stories/videos throughout the semester
Dec 5		
Dec 10	Read: The Lakota Way Chapter 5 Love (cantognake) pgs. 76-92	Reflection Paper (100 points) – Discuss how the readings (or a specific section ) have challenged or confirmed ideas you have about teaching. Give specific examples from the reading(s) and from your life.

[Other Resources](#)

<https://www.edutopia.org/article/providing-deeper-context-lessons-indigenous-peoples>





## EDFN 440/540: Classroom Management 2 Credit Hours – Fall 2024

### Instructor's Information

Dr. Nicole Schutter  
Beulah Williams Library, Room 214  
[Nicole.Schutter@northern.edu](mailto:Nicole.Schutter@northern.edu)  
605.626.2570 (office)  
Email Response Time: 24-48 hours during the work week.  
Grading Timeframe: within 1-2 weeks of due date.

### Office/Student Drop-in Hours

Mondays/Wednesdays 9:20-10:50am  
Tuesdays/Thursdays 8:00-9:30am  
Please email me to schedule an appointment outside of office/student drop-in hours.

### About Your Instructor

Welcome to EDFN 440/540: Classroom Management! I am excited to get to know you and work with you this semester. I began my career in education in January 2004 as a fifth-grade teacher. From there, I taught in middle school science and language arts. I have had the privilege of teaching within a variety of schools (sizes, demographics, etc.) in Eastern South Dakota. In 2016, I made the transition from classroom to administration when I became the first principal of Mike Miller Elementary School in Aberdeen, SD. For six years, I had the opportunity to serve a great student body, amazing families, and wonderful staff. In 2022, I made the move to higher education, and I have enjoyed working with the teacher candidates and principal candidates in my courses since! Beyond my passion for education and the teaching profession, I spend most of my time with my family. I enjoy traveling, reading, and simple luxuries, such as coffee. I love sharing my successes and challenges in the classroom, both as a teacher and administrator, and I wish you success this semester.

### Course Information

#### Meeting Time and Location

***This class is a multi-modality HyFlex course, giving you choice and ownership in your educational experience throughout the semester.*** Additionally, this course is a writing-intensive course.

**Face-to-Face meeting:** Tuesdays/Thursdays, 10:00am-11:05am – LB 141A/CETL Pedagogy Lab

**Synchronous meeting:** Tuesdays/Thursdays, 10:00-11:05am CST via Zoom  
(<https://northern.zoom.us/j/91690916244?pwd=vDngPTV9scAM8cqEzohBdbiRV9Rqut.1>) from 10:00-11:05am CST.

**Asynchronous meeting:** Course materials are available on D2L. Full attendance and successful completion of the course asynchronously requires more than logging on to D2L.

\*Additional information regarding expectations for the various HyFlex options is explained in the “Attendance Policy” section.

**Catalog Course Description** This course is designed to explore the principles and practices of effective classroom management. It also examines methods of establishing a safe, orderly, and equitable learning environment that fosters positive social interaction, active engagement in learning, and self-motivation.

**Course Prerequisites** Admission to the Millicent Atkins School of Education Teacher Education Program

### **Required Textbooks**

#### The Classroom Management Book:

Wong, H., & Wong, R. (2018). The classroom management book (2nd ed.). Wong Publications. Mountain View, CA.

\*This book should be first day access texts, paid for through your tuition. You should have access to the e-text via D2L.

### **Supplementary Materials**

Additional materials provided in class and/or via D2L.  
APA Manual (7<sup>th</sup> Edition)

## **Course Policies**

### **Attendance Policy**

You are preparing to be a professional educator and with that responsibility comes certain expectations regarding your active participation in this course. This course offers you the opportunity to determine which modality works best for you and design the educational opportunities to best meet your needs while learning the necessary skills to be an effective classroom manager. Because this is a HyFlex course, you can participate face-to-face, synchronously online, or asynchronously online. While the modality through which you participate is up to you, I expect you to be an active participant in the course. You will participate in class by reading the assigned readings, watching necessary videos, submitting comments to discussion forums, and completing assignments in a timely fashion. Please check e-mail and D2L daily. Please also plan to commit approximately three to four hours per week outside of class time to complete the necessary reading and assignments for our class. Due to the field experience that occurs during this semester and is granted course release, our class schedule is shortened to eleven weeks, so please keep this in mind as you begin to build effective work habits throughout the semester. Please give serious consideration to how you learn when picking your participation modality throughout the semester.

### **Technology Skills Needed**

Students should have access to the Internet, familiarity with D2L, composing word documents, and attaching items. The course syllabus, supplementary content, and videos will be available on D2L. Students will also submit all assignments, projects, tests, and quizzes through D2L. All assignments must be uploaded as a Word Document or a PDF. I expect students to consistently read the “News” on the D2L homepage for this course as well as check and respond to their NSU e-mail.

Note: Students are encouraged to have a backup plan in case of Internet connection issues or your computer malfunctions. For example, access to computers and Internet at local library; locate free Wi-Fi access such as coffee shop; etc. Please complete a D2L system check and familiarize yourself with the platform prior to starting the course.

### **Description of Instructional Methods**

In this course, instruction will be delivered through a variety of methods. This includes, but is not limited to, lectures (which will be recorded and posted to D2L), class discussion, discussion posts, responding to videos, readings, responses to scholarly articles, partner and group work, in-class activities, and personal reflections relevant to observations within the classroom setting and pertaining to the course learning outcomes. Because this course is HyFlex, you are encouraged to choose the learning modality that works best for you (face-to-face, synchronously online, or asynchronously online). The instructional delivery, however, will only be effective if you actively engage in the course materials.

### **Recording Policy**

Because this course is a HyFlex course, the face-to-face meetings of the class will be recorded by Dr. Schutter and uploaded to D2L. Recordings containing student video, audio, or names must never be shared outside of those enrolled in the course. This includes recordings used with cell phones, laptops, iPads, and other devices and any applications (apps) located on such devices, including social media applications. Doing so could violate FERPA. Recordings created in the regular operations of Northern, both academic and business, are considered property of the SDBOR and may be accessed by Northern Technology Services staff (if needed) and department chairs/deans (upon request). There may be class assignments and activities during which recording will be necessary, such as recording the micro-lesson for the purpose of student reflection. In these cases, only the appropriate individuals will have access to the recording.

### **Assignment or Exam Make-Up Policy**

The assignments are listed in the tentative daily activities. All assignments are equally weighted and assigned a point value. Point values are noted within the Dropbox for each assignment as well as in the tentative outline at the end of the syllabus. Late work must be approved by the instructor and will be subject to partial credit. Assignments that are less than 48 hours late will be "charged" 10%. For example, if your assignment is due on Thursday and you hand it in on Friday. You earn a 98%, but because it is late your grade will be 88%. Assignments more than 48 hours late will be charged 20%. For example, if your assignment is due on Thursday and you turn it in the following Tuesday. You earn a 98%, but because it is late your grade will be 78%. There will be no late final exams accepted.

### **Course Goals**

- Create an environment for a community of learners.
- Establish procedures for the safe, orderly function of a learning environment.
- Develop child self-monitoring strategies for responsible behavior.
- Improve competence to plan, implement, and assess classroom management strategies to facilitate children's learning, develop positive attitudes toward learning, and demonstrate a caring attitude toward protecting the dignity of others.

### **Measurable Student Learning Outcomes**

1. Create a management plan that is safe and fair, demonstrates understanding of how students learn, and promotes equity in the instructional environment.

2. Apply knowledge of student learning differences to promote fairness yet maintain consistent behavior standards.
3. Explain the relationship between good instructional planning and classroom management to support appropriate behavior.
4. Organize a classroom environment and implement a variety of procedures to prevent classroom problems while using a range of various models of classroom management to encourage cooperation and purposeful learning.
5. Articulate a variety of methods and strategies for engaging students and motivating them to learn.
6. Explain the role of the teacher in creating a classroom structure and environment that promotes all students' learning.

### **Teacher Preparation Program Standards Applied to This Course**

#### **CAEP (Council for the Accreditation of Educator Preparation) Standards**

Standard #1 – Content and Pedagogical Knowledge

Standard #2 – Clinical Partnerships and Practice

Standard #3 – Candidate Quality, Recruitment, and Selectivity

Standard #4 – Program Impact

Standard #5 – Provider Quality Assurance and Continuous Improvement

#### **InTASC (Interstate Teacher Assessment & Support Consortium) Standards**

##### ***The Learner & Learning***

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

##### ***Content Knowledge***

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

##### ***Instructional Practice***

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. *Professional Responsibility*

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Millicent Atkins School of Education – Classroom Dispositions**

The Teacher Education Program has an obligation to ensure that all completers have achieved proficiency in three primary areas: *content knowledge*; *pedagogy skills*; and *dispositions*. The first two areas are assessed via formative and summative measures like classroom assignments, lesson plans, field evaluations, and Praxis tests. The third area, dispositions, while as important as pedagogy and content knowledge, is more difficult to assess as this area encompasses the many “soft skills” effective teachers possess.

The classroom dispositions process was developed by faculty and staff using the InTASC standards as a starting point and is facilitated by the SOE Assessment Coordinator. The individual indicators further describe the dispositional categories and the expectations for all candidates in the TEP. In the fall of 2018, the TEP began assessing students in selected education courses. Now, faculty for all education courses submit dispositional ratings for all students at the midpoint and again at the end of the term. A student self-assessment survey, which is sent to all declared education majors at the end of each term, is used to gauge the level of understanding students have regarding their own dispositional performance as well as what is expected of them. Please see the Teacher Education Handbook for the complete dispositions policy:

[https://www.northern.edu/sites/default/files/2.3.1\\_teacher\\_education\\_handbook.pdf](https://www.northern.edu/sites/default/files/2.3.1_teacher_education_handbook.pdf)

The dispositional categories and individual indicators are as follows below:

#### I. Demonstrates Professionalism

- Exhibits punctuality and attendance
- Meets deadlines - Keeps appointments
- Comes to class prepared and with needed materials
- Addresses other appropriately
- Dresses professionally when indicated (e.g. presentations)

#### II. Shows Initiative

- Participates in discussions and activities
- Works independently
- Takes pride in his/her work
- Goes beyond minimum requirements
- Demonstrates perseverance
- Willing to try new things
- Seeks solutions to problems instead of complaining
- Demonstrates leadership qualities

#### III. Demonstrates Effective Written Communication Skills



- Adheres to assignment guidelines
  - If required, formats papers in correct APA style
  - Uses correct spelling and grammar
  - Justifies perspective based on research and experience
  - Composes correspondence in a professional manner
- IV. Demonstrates Effective Oral Communication Skills
- Speaks appropriately (e.g. on topic, logical, correct language and grammar)
  - Listens respectfully while others are speaking
  - Respectfully disagrees by defending perspective with logic and calm
- V. Exhibits an Appreciation and Value for Diversity
- Shows respect for others regardless of differences
  - Does not use stereotypes or demean others
  - Remains open to learning about differences
  - Contributes positively to the development of a safe classroom environment
- VI. Collaborates Effectively with Faculty and Peers
- Demonstrates respect for faculty and peers
  - Does not exhibit a sense of entitlement
  - Interacts with others in a friendly, professional manner
  - Uses diplomacy in negotiations with others
  - Accepts and implements constructive feedback
- VII. Is a Reflective Learner
- Reflects accurately on performance and identifies areas for growth
  - Solicits feedback from faculty and peers
  - Seeks appropriate resources to improve skills & knowledge
  - Accepts responsibility for own behaviors & performance
- VIII. Practices Professional Ethics
- Understands the ethics of teaching, as defined in SDCL 13-43-45
  - Is able to perceive an ethical dilemma and its potential consequences
  - Reports any potential ethical issues to the appropriate overseers
  - Recognizes stakeholders and their views w/in context of ethical dilemma
  - Can identify alternate course of actions/solutions to an ethical dilemma

### **Course Assessments**

Material is posted to the Course Content section of D2L and is arranged in modules. These materials will serve much as the facilitation of learning in a traditional class; that is, it will augment the material assigned. An assignment schedule outlining due dates and necessary materials for assignment completion can be found in the Course Content section of D2L.

This course is a writing intensive course. As such, you will engage in multiple writing assignments, have drafts of some of these assignments due before final submission, and receive grammatical and writing style assistance to improve your writing skills and written communication. **All assignments must use 12 pt. Times New Roman font, double-spaced, and contain 1" margins. Additionally, all assignments must cite relevant sources (APA) both in-text and include a References page.** For assistance with APA style, please visit the [Purdue website](#). When submitting assignments via Dropbox in D2L, please submit as a PDF or Word document. Please label the assignment with your first initial and last name, followed by the assignment name. For example, if Dr. Schutter were turning in the Preliminary Philosophy, it would be saved/labeled as "NSchutter\_PreliminaryPhilosophy" in D2L.

**In-class activities.** A variety of activities related to course topics and materials will be completed in class. These activities may be completed individually, with a partner, or in small groups. These activities will vary in point value and complexity.

**Avatar Simulation Experience.** You will participate in a classroom management simulation this semester. You will schedule a 1:1 session and participate on your own device. Please register for the simulation by September 27 and complete the simulation by November 8. A reflection of your simulation experience will be due November 15 by 11:59pm.

**Bio Page.** Please complete the Bio Page to help me get to know you, your interests, and your schedule better. The information within this assignment helps me understand your perspective and the various strategies and skills you will need based on the content area(s) and grade level(s) you hope to teach. This assignment is worth 10 points and is due in D2L on September 1 by 11:59pm.

**Preliminary Philosophy of Student Behavior Management.** Answer the following questions regarding your beliefs about students' behavior. Cite references as necessary within the paper. This assignment should be approximately 2 pages in length, is worth 20 points, and is due in D2L by 11:59pm on September 8.

1. What is the most common cause of student misbehavior?
2. When students misbehave, what type of teacher response or consequence is the most effective? Why?
3. In what aspect of comprehensive classroom management do I possess the most skills?
4. In what aspects of comprehensive classroom management do I feel least skilled?
5. How do I differentiate between management and discipline?

**Theory Research.** Chapter 2 summarizes the work of several theorists with ideas helpful for understanding children and their behavior. Select a theorist from your reading and further investigate his/her important work in education. Summarize the theory briefly (not more than 1 page) and then write a narrative that explains the relevance of the theory to your work in managing your classroom. In other words, what will you do differently as a result of your deeper understanding of the theory? Your paper should be 2-3 pages and must include references and a Reference page. This assignment is worth 30 points and is due in D2L by 11:59pm on September 15.

**Brain Game Reflection.** Upon completion of The Brain Game in class, please summarize and reflect upon your experiences during the game. What information or experiences will you apply when working with your students and their families? What aspects of the game were most impactful? With which theory(ies) do you see connection in terms of meeting students' psychological needs? This assignment should be a minimum of one page in length, is worth 20 points, and is due in D2L by 11:59pm on September 22.

**Creating I-Messages.** To test your knowledge of I-messages, change each of these five statements into an I-message. This assignment is worth 10 points and is due at the end of class on September 29.

1. Late again! What's the matter with you?
2. I don't want to hear another word out of anyone.
3. No book again? How do you expect to learn anything?
4. How can you be so inconsiderate as to stand there drinking water for so long when you know other children want a drink?

5. If you get in trouble on the playground one more time, you can miss the rest of your recesses this month!

**Implicit Bias.** Take the [Harvard Implicit Bias Test](#). Select a test from the menu of options on the website. Once you have finished and learned your results, write a reflection. In your reflection, discuss your results, to what extent you believe in the accuracy of such a test, and what your results mean for you as an educator in 21st century classrooms. Your paper should be 2 pages in length. This assignment is worth 20 points and is due by 11:59pm on October 6.

**Values, Expectations, and Behavior Standards.** First, in paragraph form, discuss your personal values and beliefs for effective classroom management. Then, based on your values and beliefs, decide what you expect from your students. Develop a list of 10 expectations for your students. Then, utilizing Figures 6.1, 6.2, and 6.3, develop 3-5 behavior standards (rules) for your classroom. These will differ from your expectations; however, they may incorporate the expectations you have for your students. Explain how these behavior standards (rules) are different from the procedures you will have in place in your classroom. This assignment is worth 30 points and is due by 11:59pm on October 13.

**Lesson outline.** Utilizing your knowledge of instructional strategies that enhance students' motivation to learn, develop a lesson outline that illustrates your proficiency in applying these strategies. You must address:

1. Measurable learning outcomes. (5 points)
2. An outline of the activity(ies). (5 points)
3. A summary of the lesson that specifically explains how you are attending to the students' academic needs articulated in Module 8. (15 points)
4. Specific classroom procedures that will assist in the effective delivery of the lesson. (15 points)

A template for this assignment is available in D2L. This assignment is worth 40 points and is due by 11:59pm on October 20.

**Responding to Disruptive Behavior.** Draft an outline of the procedure(s) you would like to use for responding to disruptive behavior in your classroom. Write your thoughts out in enough detail that you could teach it to your students, post it in your classroom, and communicate it with your families. Progressive discipline plans work well, but it's important to remember the purpose of discipline – to correct the behavior and teach the student the replacement behavior needed. However, there are times when consequences are appropriate and need to be communicated with the students and families. This assignment is worth 20 points and is due by 11:59pm on October 27.

**Classroom Management Plan.** Synthesize what you have learned in this course in the form of a final management plan for your future classroom. The project must be in narrative form, but it can include pictures or graphics throughout. All of the requirements have been addressed throughout this course. Refer to the text and PowerPoints! You should include a minimum of two sources, which should be cited within the plan, and you must include a Reference page. Divide each section with an appropriate heading – a template is available on D2L. A draft of this plan is due by 11:59pm on November 2. This assignment is worth 260 points and is due by 11:59pm on November 24.

- Articulate your view of an effective teacher. Give me an indication of what I can expect from you as a professional.

- A summary that articulates your philosophy of management and discipline and how the two differ. What are your beliefs and ideals about the classroom management? (This should be a revision/modification of your preliminary philosophy of student behavior.)
- Students' psychological needs and the theory research that supports these needs
- Relationships in schools – teachers, students, peers, families, etc.
- Values, expectations, and behavior standards
- Procedures for you, your students, and the classroom (a minimum of 15 total)
- Engagement, motivation, and maximizing on-task behavior
- Responding to inappropriate or off-task behavior
- The impact of school-wide management and discipline procedures

**Graduate Component (EDFN 540).** The purpose of this research paper is to explore theory of behavior management and student discipline as well as examine it from a more empirical perspective. Dive deeper into theory and research a theorist who is key in the area of behavior management and/or student discipline systems. Your chosen theorist should encompass your developing beliefs about classroom management as it is important to establish a philosophy about student discipline that is grounded in research. Your paper should be 5-7 pages, APA style with in-text citations and a reference page. References should include sources outside the required text and at least 2 articles that include empirical evidence (articles that have method/results sections). This paper is due December 6 by 11:59pm.

**Final Exam/Culminating Project will be held Thursday, December 12 from 2:15-4:15pm.**

\*Since this is a HyFlex course, you will have the option of presenting your final project in person or submitting the presentation via D2L

*Final Project:* A presentation reflecting upon your Classroom Management Plan. More information will be provided in class and on D2L.

### **Performance Standards/Grading Policy**

The breakdown on assignments and points achieved will be determined using the following rubric and grading scale. The assignments are listed in the tentative daily activities. All assignments are equally weighted and assigned a point value. Point values are noted within the Dropbox for each assignment as well as within the daily activities at the end of the syllabus.

Late work must be approved by the instructor and will be subject to partial credit. Please see the Assignment or Exam Make-Up Policy above.

### **Grading scale**

90%	A
80%	B
70%	C
60%	D

### **Tentative Course Outline/Schedule**

\*The instructor reserves the right to modify/amend the course outline and schedule. Students will be notified of any modifications. Additional course content/materials will be added to the schedule as well.

<b>Module/Dates</b>	<b>Course Content/SLO, Standards</b>	<b>Assessments</b>
<b>Module 1: Course Intro; Defining Classroom Management</b>  <i>August 26-September 1, 2024</i>	Course Syllabus Wong pp. 2-14  MSLO #6; CAEP #1; INTASC #3, 9	Bio Page due 9/1 by 11:59pm
<b>Module 2: Role of Classroom Management</b>  <i>September 2-8, 2024</i>	Wong pp. 15-29  MSLO #3, 6; CAEP #1; INTASC #3, 9, 10	Preliminary Philosophy due 9/8 by 11:59pm
<b>Module 3: Students' Basic Psychological Needs</b>  <i>September 9-15, 2024</i>	Chapter 2 – Jones text – on D2L Wong text pp. 30-75  MSLO #1, 2, 5, 6; CAEP #1; INTASC #1, 2, 3, 7, 9, 10	Theory Research due 9/15 by 11:59pm
<b>Module 4: Role of Relationships – Teacher &amp; Student</b>  <i>September 16-22, 2024</i>	Wong text pp. 76-111  MSLO # 1, 2, 6; CAEP #1; INTASC #1, 2, 3, 9, 10	Brain Game Reflection due 9/22 by 11:59pm
<b>Module 5: Role of Relationships – Students' Peer Relationships</b>  <i>September 23-29, 2024</i>	Wong text pp. 112-161	Sign up for Mursion Avatar Simulation by 9/27  I-Messages due 9/29 by 11:59pm
<b>Module 6: Role of Relationships – Working with Families</b>  <i>September 30-October 6, 2024</i>	Wong text pp. 162-207  MSLO #1, 2, 6; CAEP #1; INTASC #1, 2, 3, 9, 10	Implicit Bias Assignment due 10/6 by 11:59pm
<b>Module 7: Developing Standards for Classroom Behavior</b>  <i>October 7-13, 2024</i>	Wong text pp. 208-241  MSLO #1, 2, 3, 4, 5, 6; CAEP #1; INTASC #2, 3, 4, 5, 6, 7, 8, 9, 10	Values, Expectations, & Behavior Standards due 10/13 by 11:59pm
<b>Module 8: Enhancing Students' Motivation to Learn</b>  <i>October 14-20, 2024</i>	Wong text pp. 242-268  MSLO #1, 2, 3, 4, 5, 6; CAEP #1; INTASC #2, 3, 4, 5, 6, 7, 8, 9, 10	Lesson Plan Outline due 10/20 by 11:59pm
<b>Module 9: Responding to Behavior that Disrupts Learning</b>  <i>October 21-27, 2024</i>	MSLO #1, 2, 3, 4, 5, 6; CAEP #1; INTASC #3, 9, 10	Responding to Disruptive Behavior due 10/27 by 11:59pm

<b>Module/Dates</b>	<b>Course Content/SLO, Standards</b>	<b>Assessments</b>
<b>Module 10: Resolving Behavior Problems</b> <i>October 28-November 3, 2024</i>	MSLO #4, 5, 6; CAEP #1; INTASC #3, 9, 10	Classroom Management Plan draft due 11/3 by 11:59pm
<b>Module 11: Individual Change Plans</b> <i>November 4-10, 2024</i> *No Class – 11/5 (Assessment Day)	MSLO #1, 2, 3, 4, 5, 6; CAEP #1; INTASC #2, 3, 9, 10	Mursion Avatar Simulation completed 11/8 by 11:59pm
<b>Module 12: Field Experience</b> <i>November 11-17, 2024</i>	CAEP #2	Mursion Avatar Simulation reflection due 11/15 by 11:59pm
<b>Module 13: Field Experience</b> <i>November 18-24, 2024</i>	CAEP #2	Classroom Management Plan due 11/24 by 11:59pm
<b>Module 14: Field Experience</b> <i>November 25-December 1, 2024</i>	CAEP #2	
<b>Module 15: Field Experience</b> <i>December 2-10, 2024</i>	CAEP #2	Graduate Research Component due 12/6 by 11:59pm
<b>Module 16: Final</b> <i>December 11-18, 2024</i>		<b>Final Exam – Thursday, December 12; 2:15-4:15pm: LB 141A</b>

## Northern State University Policy Statements

**Academic Freedom** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in teaching is fundamental for the protection of the rights of faculty members in teaching and of students in freedom in learning. It includes the freedom to perform one’s professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

**Attendance Confirmation** All students are required to complete the online Attendance Confirmation through Self-Service Banner at the start of the Fall and Spring semesters. Note: There is no confirmation for summer terms. No Financial Aid refunds will be processed until the Attendance Confirmation is completed, and registrations could be canceled if not completed by September 5, 2024.

Tuition and fees must be paid in full by September 6, 2024. Please contact the Finance Office in the Krikac Administration Building, (605) 626-2566, or email [nsustudentaccounts@northern.edu](mailto:nsustudentaccounts@northern.edu), if you have any questions.

## Complaint Procedure

Northern State University seeks to resolve student concerns and complaints in a fair and prompt manner. Students may file a concern or complaint using the [Concerns and Complaints webpage](#). SARA complaints from out-of-state students may be filed using the [SARA Complaint Resolution form](#).

**Diversity Statement** Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

### **Grade Appeal Policy**

A student who wishes to appeal a final grade may utilize the Student Academic Appeal Process described in the [NSU Student Handbook](#).

**Student Success Services and Supports** The NSU Student Success Center provides a network of support to help you reach your academic and personal goals. We offer a wide range of services, including the following:

Academic Advising; Academic Coaching & Support; American Indian Circle Program; Career Services; Navigate (see below); Study Spaces—Individual & Group; success workshops and programming; TRIO Student Support Services; and Tutoring & Supplemental Instruction (SI).

As your instructor, I am personally committed to supporting your academic success in this course. I can connect you to any of the services listed above. In addition, if you demonstrate any academic or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through NSU's student success program, **Navigate**. If you receive feedback, please visit with me. You can also seek assistance from your professional advisor or other resource staff members. My goal is to make your learning experience in this course as meaningful and successful as possible. If you have questions regarding any of these services, please ask me or contact the Student Success Center at [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu) or 605-626-7782.

**Land Acknowledgement** Northern State University acknowledges that we are on the traditional land of the "Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people," and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future. As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

### **South Dakota Board of Regents Policy Statements**

**Academic Dishonesty and Misconduct** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copy answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State Universities policies and procedures on academic dishonesty can be found in the [NSU Student Handbook](#). The Board of Regents policies can be found in [Board of Regents Policy 2:33](#) and [Board of Regents Policy 3:4](#). The consequences for cheating and academic dishonesty are outlined in the above mentioned policies.

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**ADA Statement** Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible.

Contact: Kelly Weismantel, Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2<sup>nd</sup> Floor, Phone 605-626-3007, Fax 605-626-3399, Email [Kelly.Weismantel@northern.edu](mailto:Kelly.Weismantel@northern.edu).

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**NORTHERN**  
STATE UNIVERSITY

**Northern State University**

**SPED 441-NT1-Inclusive Methods for Diverse Learners 2 Credits**  
**Fall 2024**

**Course Information:**

**Course Meeting Time and Location:** Online August 26-December 18, 2024

**Instructor's Contact Information:**

Instructor Name: Dr. Cheryl Wold

Email: Cheryl.Wold@northern.edu

Phone: 605-626-2418

Office: Jewett Science Center 219

Office Hours: Monday 1:00-2:50 p.m.; Tuesday 2:00-2:50 p.m.; Wednesday 10:00 -11:50 a.m.;  
and Thursday 10:00-10:50 a.m.

**Scheduling Appointments:**

Please email me if you would like to arrange a meeting via Zoom at any other time. Please feel free to communicate via email or by phone.

**Email Response Time:** Two days during the workweek (Monday-Friday)

**Grading Response Time:** Two weeks from the due date

**Catalog Course Description:** This course addresses roles and responsibilities of special and general educators as they instruct individuals with special needs and individuals from diverse cultural and linguistic backgrounds. The major focus of the course is to identify research-based practices, such as collaboration, differentiation, and Response to Intervention (RTI) practices, designed to promote achievement of diverse students in contemporary classrooms.

**Course Prerequisites:** None

**Required Textbooks:**

Mastropieri, M.O. & Scruggs, T.E. (2018). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction*. (6<sup>th</sup> Ed.). Pearson.

**Attendance Policy:**

Online course attendance is determined by the submission dates for: assignments, assessments, discussion postings, etc. Logging into D2L is insufficient to verify/validate attendance for online courses.

**Technology Skills Needed:**

Basic computer skills such as creation of Word documents and Power Point Presentations are required. Students should have internet connectivity and be able to navigate D2L effectively to post assignments and participate in discussions. They should be able to film and post an introductory video.

**Technical Support**

NET Services is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below.

**Phone:** 1-605-626-2283

**Office:** MJ 303

**Email:** [help@northern.edu](mailto:help@northern.edu)

**Description of Instructional Methods:**

PowerPoint, video presentations, discussion, and application formats are used in this course. Participation takes the form of responding to content and application questions, analysis of the reading assignments and student completion of assignments and presentations. The tools used for interacting with students in this course include Zoom, videos, weekly updates, and online discussions.

**Assignment or Exam Make-Up Policy:** Students need to contact the instructor to make arrangements for any missed assignments or exams.

**Course Goals:**

The goals for this course are:

1. Students will gain an understanding of the roles and responsibilities of special and general educators as they instruct individuals with special needs and individuals from diverse cultural and linguistic backgrounds.
2. Students will gain an understanding of research-based practices, such as collaboration, differentiation, and Response to Intervention (RTI) practices, designed to promote achievement of diverse students in contemporary classrooms

**Measurable Student Learning Outcomes:**

Objective	Standards	High Leverage Practices Introduced	Assessment
1. Students will describe the fundamental principles of inclusive education.	<b>InTASC 2, 3, 4, 7, 8, 10 CEC Standards 1, 2, 5, 6, 7</b>	<b>1, 2, and 3</b>	<b>a.) Written assignments b.) Presentations c.) IRIS Module</b>

2. Students will identify the instructional considerations for students with higher-incidence disabilities, lower-incidence disabilities, and other special learning needs.	<b>InTASC 2, 3, 7, 8 CEC Standards 1, 2, 5</b>	<b>7, 8, and 9</b>	<b>a.) Written assignments b.) Presentations c.) Lesson Plan d.) HLP Portfolio</b>
3. Students will identify and describe effective teaching strategies for all students.	<b>InTASC 2, 3, 6, 7, 8, 10 CEC Standards 1, 2, 3, 4, 5, 7, 10</b>	<b>4, 5, and 6</b>	<b>a.) Written assignments b.) Presentations c.) Lesson Plan</b>
4. Students will demonstrate effective strategies and interventions for teaching in the content areas.	<b>InTASC 2, 3, 4, 5, 7, 8 CEC Standards 1, 2, 3, 4, 5, 6, 7</b>	<b>13, 15, 16, 18, 21, and 22</b>	<b>a.) Written assignments b.) Lesson Accommodations Assignment c.) High Leverage Practices Portfolio</b>

**Special Education High Leverage Practices:**

**Assessment:**

4. Using Multiple Sources of Information to Develop a Comprehensive Understanding of Student’s Strengths and Needs

5. Interpreting and Communicating Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs

6. Using Student Assessment Data, Analyzing Instructional Practices, and Making Necessary Adjustments That Improve Student Outcomes

**Instructional:**

11. Identify and Prioritize Long-and Short-Term Goals

12. Systematically Design Instruction Toward a Specific Learning Goal

13. Adapt Curriculum Tasks and Materials for Specific Learning Goals

14. Teaching Cognitive and Metacognitive Strategies to Support Learning and Independence

15. Provide Scaffolded Supports

16. Use Explicit Instruction

17. Using Flexible Grouping

18. Use Strategies to Promote Active Student Engagement

**Course Assessments:**

- One Introductory Post and weekly Discussion Posts (25 points each, 10 points for original post, 10 points for response, and 5 for using citations in original post): For each content module, students will be required to participate in a discussion. As a reflective activity, each student will post one original statement pertaining to the discussion prompt provided, and each student must respond to at least one other student’s comment on the

- same discussion topic. Make sure your comments are relevant, insightful and stimulate thinking. The original Posts should be at least 250 words. All discussion posts must be completed by the dates on the syllabus. See rubric in Appendix A.
- Interview Reflection: (30 points): Students will develop a list of 10 questions, and then interview one PK-12 teacher with diverse experiences such as teaching students with high incidence disabilities, students with low incidence disabilities, students who are gifted/talented, students who are culturally diverse, students who are English learners, and students living in poverty. The results will be shared in a reflection paper, which synthesizes the information and includes suggestions for future teachers. Please include your list of questions along with your paper. This assignment will be evaluated using the rubric in Appendix B.
  - IRIS Module: (40 points): Students will complete the module, Universal Design for Learning, by working through all the pages of the module and submitting the answers to the **Assessment page** questions included at the end of the module. At least one piece of evidence should be included in the response. The appropriate APA citation is included at the end of each module. For this assignment, please include the APA citation at the end of your paper, but for the in-text citations, it is acceptable to cite the information as (IRIS module, page X) <https://iris.peabody.vanderbilt.edu/module/udl/>  
See rubric in Appendix B.
  - IRIS Module Differentiated Instruction (40 points): Students will complete the module, Differentiating Instruction: Maximizing the Learning of All Students, by working through all the pages of the module and submitting the answers to the **Assessment page** questions included at the end of the module. At least one piece of evidence should be included in the response. The appropriate APA citation is included at the end of each module. For this assignment, please include the APA citation at the end of your paper, but for the in-text citations, it is acceptable to cite the information as (IRIS module, page X). <https://iris.peabody.vanderbilt.edu/module/di/>  
See rubric in Appendix B.
  - HLPs: (Two x 30 points each): High Leverage Practices: Students will create one HLP from each of the following sections: Assessment and Instruction. Each of these assignments has three parts: 1. Explain and describe the appropriate HLP for the assignment. This part of the assignment should be created in a Word Document. 2. Explain the relevance of this HLP for educators. This part of the assignment should be created in the same Word Document as the first item. 3. Create either a document or a video to demonstrate the application of the HLP to a classroom setting. Please see examples in D2L. See rubric in Appendix B.
  - Lesson Accommodations assignment: (50 points): Students will find a K-12 commercially prepared lesson for their preferred future teaching content and grade level. Students will use the information from this course to make instructional accommodations. Students must include the before and after examples for each of the accommodations. At least one accommodation must include the creation of something new, such as a graphic organizer. The assignment must include at least five accommodations. See list of requirements in Appendix C. See rubric in Appendix B.
  - Inclusive Lesson Plan: (100 points): Students will create an inclusive lesson plan. See list of requirements in Appendix D. See Rubric in Appendix B.
  - Assignments that are turned in after the due date may be subject to a deduction of one letter grade after the assignments are corrected.

**Performance Standards/Grading Policy:**

- Grading policy:
  - A = 90-100%
  - B = 80-89%
  - C = 70-79%
  - D = 60-69%
  - F = 59% and below

## Student Expectations

### **Dispositions: Classroom Setting Millicent Atkins School of Education Northern State University**

*The School of Education has an obligation to the teaching profession to maintain high standards for teacher candidates. In addition to meeting academic performance requirements, teacher candidates must also demonstrate attitudes and behaviors that are consistent with professional conduct and effective interactions with PK-12 personnel. Teacher Candidates' dispositions will be formally evaluated by Teacher Education Program faculty throughout each semester (midterm and final). Under each Disposition heading is a list of example indicators which is intended to provide a sample of the types of behaviors that may be observed for each disposition. \*A rating of a 1 or 2 indicates the need for some level of intervention or degree of growth. The rating system which will be used to report performance on each disposition is as follows:*

*3 – Exceeds Expectations; 2 – Meets Expectations; 1 – Developing; 0 – Unacceptable; NO – Not Observed*

The dispositional categories and individual indicators are as follows below:

#### **I. Demonstrates Professionalism**

- Exhibits punctuality and attendance
- Meets deadlines
- Keeps appointments
- Comes to class prepared and with needed materials
- Addresses other appropriately
- Dresses professionally when indicated (e.g. presentations)

#### **II. Shows Initiative**

- Participates in discussions and activities
- Works independently
- Takes pride in his/her work
- Goes beyond minimum requirements
- Demonstrates perseverance
- Willing to try new things
- Seeks solutions to problems instead of complaining
- Demonstrates leadership qualities

#### **III. Demonstrates Effective Written Communication Skills**

- Adheres to assignment guidelines
- If required, formats papers in correct APA style
- Uses correct spelling and grammar
- Justifies perspective based on research and experience
- Composes correspondence in a professional manner

#### **IV. Demonstrates Effective Oral Communication Skills**

- Speaks appropriately (e.g., on topic, logical, correct language, and grammar)
- Listens respectfully while others are speaking
- Respectfully disagrees by defending perspective with logic and calm

#### **V. Exhibits an Appreciation and Value for Diversity**

- Shows respect for others regardless of differences
- Does not use stereotypes or demean others
- Remains open to learning about differences
- Contributes positively to the development of a safe classroom environment

#### **VI. Collaborates Effectively with Faculty and Peers**

- Demonstrates respect for faculty and peers
- Does not exhibit a sense of entitlement
- Interacts with others in a friendly, professional manner
- Uses diplomacy in negotiations with others
- Accepts and implements constructive feedback

#### **VII. Is a Reflective Learner**

- Reflects accurately on performance and identifies areas for growth
- Solicits feedback from faculty and peers
- Seeks appropriate resources to improve skills & knowledge
- Accepts responsibility for own behaviors & performance

#### **VIII. Practices Professional Ethics**

- Understands the ethics of teaching, as defined in SDCL 13-43-45
- Is able to perceive an ethical dilemma and its potential consequences
- Reports any potential ethical issues to the appropriate overseers
- Recognizes stakeholders and their views w/in context of ethical dilemma
- Can identify alternate course of actions/solutions to an ethical dilemma

#### **Course Outline/Schedule:**

The tentative schedule for this course is outlined below. Please note, the instructor reserves the right to modify the schedule at any time.

<b>DATE</b>	<b>TOPIC WITH ACTIVITIES</b>	<b>ASSESSMENT &amp; DUE DATES</b>
Week 1: August 26th	Introduction to Inclusive Teaching Read Chapter 1 in The Inclusive Classroom	<b>Introductory Post Due August 28<sup>th</sup></b> <b>For all weekly posts, original posts are due Wednesday at midnight and responses are due Sunday at midnight</b> <b>Week 1 Post and Response</b>
Week 2: September 2nd	Collaboration: Partnerships and Procedures Read Chapter 2 in The Inclusive Classroom Introduction to HLPs 1-3	<b>Week 2 Post and Response</b>

<b>DATE</b>	<b>TOPIC WITH ACTIVITIES</b>	<b>ASSESSMENT &amp; DUE DATES</b>
		<b>Universal Design for Learning IRIS Module Due September 8th</b>
Week 3: September 9th	Teaching Students with Higher-Incidence Disabilities Read Chapter 3 in The Inclusive Classroom	<b>Week 3 Post and Response</b>
Week 4: September 16th	Teaching Students with Autism and Lower-Incidence Disabilities Read Chapter 4 in The Inclusive Classroom Introduction to High Leverage Practices 7-9	<b>Week 4 Post and Response</b>
Week 5: September 23rd	Teaching Students with Other Special Learning Needs Read Chapter 5 in The Inclusive Classroom	<b>Week 5 Post and Response</b>
Week 6: September 30th	Effective Differentiated Instruction for all Students Read Chapter 6 in The Inclusive Classroom	<b>Week 6 Post and Response</b>  <b>Differentiated Instruction IRIS Module Due October 6th</b>
Week 7: October 7th	Response to Intervention and Multi-Tiered Systems of Support-Student Chapter Read Chapter 7 in The Inclusive Classroom	<b>Week 7 Post and Response</b>
Week 8: October 14 <sup>th</sup>	Improving Motivation and Social Behavior Read Chapter 8 in The Inclusive Classroom	<b>Week 8 Post and Response</b> <b>Teacher Interview and Reflection Due October 20th</b>
Week 9: October 21st	Promoting Inclusion with Classroom Peers Read Chapter 9 in The Inclusive Classroom	<b>Week 9 Post and Response</b>
Week 10: October 28th	Improving Attention and Memory Read Chapter 10 in The Inclusive Classroom	<b>Week 10 Post and Response</b>
Week 11: November 4th	Teaching Study Skills Read Chapter 11 in The Inclusive Classroom	<b>Week 11 Post and Response</b>
Week 12: November 11th	Assessment Read Chapter 12 in The Inclusive Classroom HLPs 4, 5, and 6	<b>Week 12 Post and Response</b>  <b>Assessment HLP Due November 17th</b>
Week 13: November 18th	Literacy Read Chapter 13 in The Inclusive Classroom	<b>Week 12 Post and Response</b>
Week 14: November 25th	Mathematics Read Chapter 14 in The Inclusive Classroom	<b>Week 14 Post and Response</b>
Week 15: December 2nd	Science, Social Studies, and Transitions Read Chapter 15 in The Inclusive Classroom HLPs 11- 18	<b>Week 15 Post and Response</b>  <b>Inclusive Lesson Plan Due December 8th</b>
Week 16: December 9th	Work on Final Project and Instructional HLP	<b>Instructional HLP and Lesson Accommodation Assignment Due December 15th</b>

## Northern State University Policy Statements

**Academic Freedom** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in teaching is fundamental for the protection of the rights of faculty members in teaching and of students in freedom in learning. It includes the freedom to perform one's professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

**Attendance Confirmation.** All students are required to complete the online Attendance Confirmation through Self-Service Banner at the start of the Fall and Spring semesters. **Note: There is no confirmation for summer terms.** No Financial Aid refunds will be processed until the Attendance Confirmation is completed, and registrations could be cancelled if not completed by September 5, 2024.

Tuition and fees must be paid in full by September 6, 2024.

Please contact the Finance Office in the Krikac Administration Building, (605)626-2566, or email [nsustudentaccounts@northern.edu](mailto:nsustudentaccounts@northern.edu) if you have any questions.

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### Complaint Procedure

Northern State University seeks to resolve student concerns and complaints in a fair and prompt manner. Students may file a concern or complaint using the [Concerns and Complaints webpage](#). SARA complaints from out-of-state students may be filed using the [SARA Complaint Resolution form](#).

**Diversity Statement** Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

### Grade Appeal Policy

A student who wishes to appeal a final grade may utilize the Student Academic Appeal Process described in the [NSU Student Handbook](#).

**Student Success Services and Supports** The NSU Student Success Center provides a network of support to help you reach your academic and personal goals. We offer a wide range of services, including the following:

Academic Advising; Academic Coaching & Support; American Indian Circle Program; Career Services; Navigate (see below); Study Spaces—Individual & Group; success workshops and programming; TRIO Student Support Services; and Tutoring & Supplemental Instruction (SI).

As your instructor, I am personally committed to supporting your academic success in this course. I can connect you to any of the services listed above. In addition, if you demonstrate any academic or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through NSU’s student success program, **Navigate**. If you receive feedback, please visit with me. You can also seek assistance from your professional advisor or other resource staff members. My goal is to make your learning experience in this course as meaningful and successful as possible. If you have questions regarding any of these services, please ask me or contact the Student Success Center at [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu) or 605-626-7782.



**Land Acknowledgement** Northern State University acknowledges that we are on the traditional land of the “Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people,” and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the Indigenous peoples of this land past, present and future. As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

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#### Appendix A: Discussion Rubric

CATEGORY	4 - Excellent	3 - Good	2 - Satisfactory	1 - Unsatisfactory
Completeness and Timeliness	Response addresses all components of the discussion prompt and was completed in time for others to read and respond.	Response generally addresses the prompts and was completed in time for others to read and respond.	Response does not address many components of the discussion prompt but was completed in time for others to read and respond.	Response does not address the discussion prompt sufficiently, and/or was not completed on time.
Application and Knowledge of Course Material	Response demonstrates strong knowledge and understanding of the course content. It contains fully developed ideas and supports them with textual evidence.	Response demonstrates solid knowledge and understanding of course content. It contains adequately developed ideas and supports them with textual evidence.	Response demonstrates some knowledge and understanding of course content. It contains underdeveloped ideas with little or no support from textual evidence.	Response demonstrates minimal knowledge or understanding of course content. There is no evidence to support ideas.
Critical Thinking	Response demonstrated clear evidence of critical thinking in the application of the content. The response is thoughtful and reflects an attempt to think beyond the obvious.	Response demonstrated evidence of critical thinking. Individual parts are thoughtful and insightful, but others are vague and/or off topic.	Response demonstrated only minimal evidence of critical thinking. It is sometimes vague and makes generalities. The majority of the response is off topic.	Response demonstrates no evidence of critical thinking and/or includes incorrect ideas.
Organization and Mechanics	All points are fully developed with accurate and detailed information to support them. Ideas are logically organized. The response is well written with no errors in grammar, usage, spelling, punctuation, and sentence structure.	Most points are clearly developed with accurate and detailed information to support them. Ideas are logically organized. The response is well written with 3-4 errors in grammar, usage, spelling, punctuation, and sentence structure.	Ideas are not clearly developed, and are unorganized with 5-6 errors in grammar, usage, spelling, punctuation, and sentence structure.	Ideas are randomly presented and/or underdeveloped. There are numerous errors in grammar, usage, spelling, punctuation, and sentence structure.

Reply Posts	Posts reflect a high degree of understanding related to the original post and add to the discussion. Differing opinions are expressed in a respectful manner and are clearly related to the original post. Posts were completed on time.	Posts demonstrate a solid understanding related to the original post and add to the discussion. Differing opinions are expressed in a respectful manner, but the relationship to the original post is unclear. Posts were completed on time.	Posts demonstrate some understanding of the original post, but do not add to the discussion. The response is not clearly stated and/or does not relate to the original post. Posts were completed on time.	Posts do not relate to the original post. Responses were disrespectful and/or not completed on time.
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### Appendix B: Written Assignments Rubric

Criteria	Excellent 4	Good 3	Satisfactory 2	Unsatisfactory 1
Completeness and Timeliness	The response addressed all components required of the assignment in detail and was completed on time.	The response mainly addressed the components and was completed on time.	The response does not address all components of the assignment but was completed on time.	The response does not address the components sufficiently and was not completed on time.
Application and Knowledge of Course Material	The response demonstrated strong knowledge and understanding of the course material along with a detailed explanation of the application of the material. The response contains fully developed ideas and backs them up with appropriate sources. At least two sources are cited in the assignment.	The response demonstrated solid understanding of the course content along with an explanation of the application of the material. The response contains adequately developed ideas and sources. At least one source is cited.	The response demonstrates some knowledge and understanding of course content, along with an adequate explanation of the application of the material. The response contains underdeveloped ideas with very little evidence to support them. At least one source is included.	The response demonstrated minimal knowledge, understanding and application of the course content. No detailed information or sources are included in the response.

Organization	All points are fully developed with accurate and detailed information to support the ideas. Ideas are logically organized and developed with transitions between ideas.	Most points are elaborated with clear and detailed information to support the ideas. The ideas are generally logically organized but may have some transition or organization issues.	Ideas are underdeveloped and tend to state the obvious. The response is unorganized, and transitions are awkward or absent.	Ideas are randomly organized and underdeveloped.
Mechanics	Well-written response with an excellent grasp of standard writing conventions. Response is free of errors in grammar, usage, spelling, punctuation, and sentence formation. All citations were in APA format.	The response is written with a reasonable grasp of writing conventions, but contains 3-4 errors in spelling, grammar, sentence formation, etc. All citations were in APA format.	The response is not well written and contains errors that distract the reader. There are five or more errors in spelling, grammar, sentence formation, etc. All citations were in APA format.	There are numerous errors in spelling, grammar, sentence formation, etc. APA citations were not used.

Appendix C: Lesson Accommodation Requirements:

Criteria: Standards for the Performance
Describe the commercially prepared materials that you used. Publisher, grade level, content area, lesson, etc.- 5 points
Include five examples of the before and after accommodations including one new item that you have created, such as a graphic organizer that relates to the content. Briefly explain how each accommodation will be beneficial for students. – 45 points

Appendix D: Inclusive Lesson Plan Rubric Requirements:

Category	Description
Area of Study, Topic, and Grade	All are clearly stated at the beginning of the lesson
Pre-Requisite Skills	All are clearly stated at the beginning of the lesson
Common Core Standards	Common Core Standards are addressed for the lesson and the number and description of the standard are appropriate and accurate for the objective
Objective for the lesson	The plan included a student objective that is written for the student, measurable, clearly stated, specific, and includes the condition of performance.
Gain Students' Attention	The teacher used an effective technique to gain the students' attention.
Establish Purpose and relevance	The teacher directly stated the goal of the lesson. The teacher directly stated the relevance of the lesson so that the students know why the knowledge and/or skills are important to learn.
Review prerequisite skills and Activate Prior Knowledge	The teacher began the lesson by reviewing previous learning related to the current lesson.
I do Section	The teacher modeled the content of the lesson. The teacher taught appropriate vocabulary words for the content. The teacher provided examples and non-examples.
We do Section	The teacher provided prompted or guided practice.

	<p>The teacher required frequent responses.</p> <p>The teacher provided appropriate feedback and corrections.</p>
You do section	The teacher provided unprompted practice.
Lesson Closing	<p>The teacher reviewed the content that was learned in the current lesson.</p> <p>The teacher previewed what will be taught in the next lesson.</p> <p>The teacher assigned independent work.</p>
Accommodations	Include accommodations to address the needs of diverse learners. (Include all the various types of learners covered in this course.)
Assessment Instruments	The assessment instrument used to measure the students' performance on the objective is included.
Materials and References	All materials are created and attached to the lesson plan.



**Northern State University**  
**EPSY 428/528 Child & Adolescent Development (3 credits)**  
**Fall 2024**

**Course meeting time and location**

This class is offered as a face- to- face class. Class will meet on Tuesdays and Thursdays at 12:30pm-1:45pm in MJ 239.

**Instructor's contact information**

ChengHsien Wu, Ph.D.

ChengHsien.Wu@northern.edu

Phone: 605-626-3159

Office: Gerber 140

Office Hours:

Monday	Tuesday	Wednesday	Thursday
9:30am-11:30am	11:00 to 12:01pm	9:30am-11:30am	11:00 to 12:01pm

I am also available by appointment. Please email me to set up an appointment either in person or via zoom.

I am responsive to email and understand your needs. I usually respond to your email from within a few minutes to a couple of hours. My email response may slow down in the weekends.

**About ChengHsien Wu**

I am a certified K-6 grade teacher in Taiwan. After 4 -year teaching, my husband and I pursued the graduate program in the US. I received my master's in Educational Psychology at West Virginia University and my doctorate in Curriculum, Literacy, and Cultural Studies at WVU. Before I came to Northern State University, I had served as the full professor of Education Department from Oklahoma Panhandle State University for 9 years. South Dakota will be my fourth state and I look forward to learning different cultural perspectives from you, NSU, and our area!

**Catalog Course Description**

An overview of human physiological, psychological, and social changes occurring from birth throughout adolescence with emphasis on the developmental characteristics of elementary, middle, and secondary level learners.

**Required Textbooks and Supplementary Materials**

*Required textbook:*

Shaffer, D.R, & Kipp, K. (2013). *Developmental Psychology: Childhood and Adolescence*.

*Optional textbook:*

APA 7th Manual Made Easy: *Full Concise Guide Simplified for Students*: Updated for the APA 7th Edition, Appearance Publishers, Appearance. ISBN:9798733612270

Textbooks are available in the NSU online bookstore: Northern.TextbookX.com

### **Instructional Methods:**

I will do many class activities including class discussions, hands-on experiments, and food etc. to bring in the learning contents. I use Prezi for the course content.

### **Attendance Policy**

I am here to help you but you will be the one taking action to succeed in this class. You are expected to attend all scheduled classes (attendance will be taken regularly). Check your email and D2L regularly and daily. Communicate with me if you have any questions! Please refer to section of **Course Assessments** below for more detail.

### **Measurable Student Learning Outcomes**

At the end of this course students will:

1. Distinguish major categories of research and theoretical perspectives of the biological, affective, and social domains of human development (InTASC S1, S2, S3, S4, S5, S8, S9, S10)
2. Discuss and explain intellectual, emotional and social developmental stages of early and middle childhood and adolescence (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10)
4. Understand social and personality development regarding the self-concept and gender and use a chosen theory or concept in an analysis of their individual educational experiences and/or a topic of their choice (InTASC S1, S2, S3, S4, S8, S9, S10)
5. Compare and contrast the context of development among family, peers, schools and technology (InTASC S1, S2, S3, S4, S5)
6. Use the appropriate theories and/or concepts in an analysis of a research paper (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10)

### **Course Requirement**

- A. Students will be required to read the textbook, a book of your choice from the book review, and research papers.
- B. Students will be required to take two examinations covering major divisions of the textbook. Additional quizzes may be scheduled throughout the semester.
- C. Students will be required to present one research paper related to topics from the textbook.
- D. Students will be required to complete two writing assignments (book review and final paper) related to concepts and/or perspectives from the developmental psychology.

### **Course Assessments**

#### *Class participation:*

Each class period will have an activity or problem set based on the learning content. Regular attendance and active participation are expected. You are expected to attend class a minimum of 90 percent of the time. For a three-hour-credit class, you can have three absences of one hour each. You will not gain points from attending and participating beyond specified assignments. Students are also expected to read the syllabus and pay close attention to the course schedule as additional instructions are embedded in assignments.

#### *Book Review*

You will choose a book during the first few weeks of the course. You will be the class expert on the text and will be expected to add to class discussions when your text is relevant. The requirements for the book review are to read the book, provide a review for the class, and engage in the discussion with classmates. Your task for the book review is to: (1) summarize the main argument(s); (2) discuss intersections with the course material; and (3) give your opinion. In addition to this requirement, use the guidelines at the following link: <http://edrev.asu.edu>

A review of 1200 words or 2.5 pages is reasonable, but you may write more you feel it is necessary. Please limit reviews to no more than 5 pages. **Your book review should be uploaded to D2L by**



**Tuesday, October 1<sup>st</sup>.**

*Oral Presentation*

You will also be required to present an academic research paper from the academic search engines. The requirements for the paper presentation are to research a study related to concepts and perspectives from this course, provide a review for the class, and engage in discussion with classmates. Your presentation should be formal, which means that you should be well prepared and practiced. You will have 10 minutes. If you require any special equipment, please discuss your needs with me one week before your presentation.

*Examinations*

You will take two examinations through the semester. Two examinations will be in the online format within a week duration, which means you can refer back to your textbook during the test. The last examination usually takes place in November.

*Research Paper/Alternative Research Paper*

Graduate students will need to submit both research paper and alternative paper; undergraduate student can choose to submit one of them.

The topic of your paper is up to you. During the opening class session, I will discuss the scope of the course. You need to find three newspaper articles and/ or research reports about the issue, summarize the articles, and then critique the articles based on what you have read and discussed in this course.

I suggest you begin to think about this project now. Select your issue as soon as possible and begin to collect your articles/research papers. You may also schedule time to speak with me about what you are planning. If you start early, you will be better able to build your paper as the course moves forward. The paper is to be at least five (5) pages with three references from academic research engines and no more than fifteen (15) pages (Double spaced). It should be sent via email by **Thursday, December 12<sup>th</sup>**.

You can also choose the alternative paper to serve as your final paper. The format of the alternative paper is designed from the movie we will watch in classes, which are consisted of a series of questions related to the psychological concepts from the textbook. Please write your alternative paper in essay format. The alternative paper should be sent via email by **Thursday, December 12<sup>th</sup>**.

*Writing*

The writing assignment is designed to allow you to demonstrate that you have done the reading, actively participated in discussions, and attempted to integrate what you have read and heard over the course of the semester. You may also find the O.W.L. user-friendly:

<http://owl.english.purdue.edu/owl/resource/560/01/>

**Grading**

Participation 25%  
Oral Presentation 15%  
Examinations 30%  
Book Review 15%  
Research Paper 15%

Assignments will be graded on an A-F scale.

Grading will be based on a percentage of accrued points using the following scale:

100 - 90 = A    69 - 60 = D  
89 - 80 = B    Below 60 = F  
79 - 70 = C

Meeting minimum requirements for assignments will result in average scores. Demonstrating an understanding of the material and serious thought about the material and class discussion through clear writing will result in good to excellent scores. Class participation will be of great assistance to any student who finds him/herself on the grade margins.

**Academic Dishonesty and Misconduct** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copy answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State Universities policies and procedures on academic dishonesty can be found in the [NSU Student Handbook](#). The Board of Regents policies can be found in [Board of Regents Policy 2:33](#) and [Board of Regents Policy 3:4](#). The consequences for cheating and academic dishonesty are outlined in the above mentioned policies.

**Acceptable Use of Technology** While Northern State University strives to provide access to computer labs and other technology, it is the student's responsibility to ensure adequate access to technology required for a course. This may include access to a computer (not Chromebooks, iPads, etc.), webcam, internet, adequate bandwidth, etc. While utilizing any of the information technology systems students, faculty, and staff should observe all relevant laws, regulations, [Board of Regents Policy 7:1](#), and any institutional procedural requirements.

### **Complaint Procedure**

Northern State University seeks to resolve student concerns and complaints in a fair and prompt manner. Students may file a concern or complaint using the [Concerns and Complaints webpage](#). SARA complaints from out-of-state students may be filed using the [SARA Complaint Resolution form](#).

**ADA Statement** Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible. Contact: Kelly Weismantel, Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2<sup>nd</sup> Floor, Phone 605-626-3007, Fax 605-626-3399, Email [Kelly.Weismantel@northern.edu](mailto:Kelly.Weismantel@northern.edu).

**Freedom in Learning** Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

**Academic Freedom** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, "Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning. It includes the freedom to perform one's

professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

### **Grade Appeal Policy**

A student who wishes to appeal a final grade may utilize the Student Academic Appeal Process described in the [NSU Student Handbook](#).

**Student Success Services and Supports** The NSU Student Success Center provides a network of support to help you reach your academic and personal goals. We offer a wide range of services, including the following:

Academic Advising; Academic Coaching & Support; American Indian Circle Program; Career Services; Navigate (see below); Study Spaces—Individual & Group; success workshops and programming; TRIO Student Support Services; and Tutoring & Supplemental Instruction (SI).

As your instructor, I am personally committed to supporting your academic success in this course. I can connect you to any of the services listed above. In addition, if you demonstrate any academic or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through NSU’s student success program, **Navigate**. If you receive feedback, please visit with me. You can also seek assistance from your professional advisor or other resource staff members. My goal is to make your learning experience in this course as meaningful and successful as possible. If you have questions regarding any of these services, please ask me or contact the Student Success Center at [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu) or 605-626-7782.

**Emergency Alert Communication** In the event of an emergency arising on campus under [Board of Regents Policy 7:3](#), Northern State University will notify the campus community via the emergency alert system. It is the responsibility of the student to ensure their information is updated in the emergency alert system. The student’s cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

**Diversity Statement** Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

**Land Acknowledgement** Northern State University acknowledges that we are on the traditional land of the “Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people,” and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future. As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

### **Social Justice Statement**

I understand what you mean when you suffer from the systemic discrimination. I know how you feel when you are treated unfairly in the matter of racial inequity. I used to be, I am, and probably will still go through the same conflicts and upset as you do when social injustices happen. However, I will keep fighting for myself and for you. I stand with you. I am committed to social justice. The research I do, the courses I teach, and the way that I engage with the communities of which I am a member who speak to that commitment. I will strive to make this course welcoming to everyone by acknowledging the diversity in the room and attempting to make sure that all voices are heard. If at any point, students feel uncomfortable or marginalized, they should first consider whether the discomfort is due to the nature of the course content and

the ways that U.S. society is structured around race/ethnicity, social class, gender, and sexual orientation. If after some consideration, students feel that they are not simply struggling with new or difficult concepts but being discriminated against in any way, they should communicate with me so that we can resolve the problem. Everyone should feel welcome to learn in my classroom.

### **Fall 2024 Academic Calendar**

August 26 -Classes Begin  
September 2-Labor Day  
October 14-Native American Day  
November 11- Veteran Day  
November 27-29-Thanksgiving Break  
December 11-Reading Day  
December 12-18-Final Examinations  
December 14-Winter Commencement

### **COURSE SCHEDULE**

#### **The week of August 25 Introduction**

Introductions

Name

Department/Program

Discussion Rules of the Road

Cultural differences

Self-policing—Do we need to raise our hands?

Administration

Review Syllabus

Administration

Select the week to make the presentation

Chapter 1

#### **The week of September 1 Introduction**

**Library Tour-Databases (Tuesday, September 3<sup>rd</sup>)**

**Select the book for the book review report**

Chapter 1

#### **The week of September 8 Infancy**

Chapters 4

<https://www.nationalgeographic.com/magazine/2015/01/baby-brains-development-first-year/>

Additional Resources

<http://www.nlm.nih.gov/medlineplus/ency/article/002004.htm>  
<https://www.youtube.com/watch?v=p6cqNhHrMJA>  
<https://www.youtube.com/watch?v=dlilZh60qdA>

### **The week of September 15 Physical Development**

Chapter 5

Additional Article and Resources

Motor Skills

<https://www.youtube.com/watch?v=3BZe8s5bIqw>

### **The week of September 22 Cognitive Development: Piaget's Theory**

Chapter 6

**No class on Thursday, September 26 due to my older son's move-in at CA**

Additional Article and Resources

Piaget, J. La causalité chez l'enfant (Children's understanding of causality)... Reprinted from The British Journal of Psychology (1928), 18, 276-301.

<https://www.youtube.com/watch?v=TRF27F2bn-A>

*What challenges and questions do you have to Piaget's theory?*

### **The week of September 29 Vygotsky's Sociocultural Viewpoint**

Chapter 6

**Book Review is due on Tuesday, October 1st**

**Exam 1 will be open on Thursday, October 3<sup>rd</sup>**

Additional Articles

Vygotsky, L. (1978), *Interaction between learning and development*, *Mind and Society*, 79-91.

Vygotsky, L. (1966), *Play and its role in the mental development of the child*, *Journal of Russian and East European Psychology*, 12(6), 62-76.

<https://www.youtube.com/watch?v=InzmZtHuZPY>

*How can you apply Vygotsky's theory in the classroom setting or in the family environment?*

### **The week of October 6 Development of intelligence and Language concerning the Social and Cultural Influence/Midterm Evaluation**

Chapter 8&9

**Exam 1 is due on Thursday, October 10<sup>th</sup> on D2L.**

Additional Articles and Resources

Lareau, A. (2000). *Home advantage: social class and parental intervention in elementary education*, 2<sup>nd</sup> edition. Lanham, MD: Rowman & Littlefield.

Moll, L., Amanti, L. C., & Gonzalez, N. (2005) *Funds of knowledge: theorizing practices in households, communities, and classrooms*. Mahwah, NJ. Lawrence Erlbaum.

Anyon, J. (1980). *Social Class and the Hidden Curriculum of Work*. *Journal of Education*, 162

(1), 1-11.

- Villegas, A. M., & Lucas, T. (2002). *Preparing culturally responsive teachers rethinking the curriculum. Journal of teacher education, 53*(1), 20-32.
- Nieto, S. (2000). Placing equity front and center some thoughts on transforming teacher education for a new century. *Journal of Teacher Education, 51*(3), 180-187.
- Sean Reardon, *No Rich Child Left Behind, New York Times*, Retrieved from April, 2014  
<http://time.com/3394861/secret-to-success/>
- De Jong, E. J. (2002). *Effective bilingual education: From theory to academic achievement in a two-way bilingual program. Bilingual Research Journal, 26*(1), 65-84.
- Alanís, I. (2000). *A Texas two-way bilingual program: Its effects on linguistic and academic achievement. Bilingual Research Journal, 24*(3), 225-248.  
<https://www.youtube.com/watch?v=S6PwrSSZ3co>
- Sassi, K., & Thomas, E. E. (2008). Walking the talk: Examining privilege and race in a ninth-grade classroom. *English Journal, 25*-31.
- Ridley, K., & Wales, R. (2014). *Examining privilege. Independent School, 73*(4), 50-55.
- Grissom, J.A., Kern, E.C., & Rodriguez, L.A (2015). *The “Representative Bureaucracy” in Education: Educator Workforce Diversity, Policy Outputs, and Outcomes for Disadvantaged Students, Educational Researcher (44)*, 185-192.
- Goldenberg, C., & Wagner, K. (2015). *Bilingual education: Reviving an American tradition. American Educator (4)*, 28-32.
- Thomas, T., Jessica J. Gross, G. (2015). *Racial Athletic Stereotype Confirmation in College Football Recruiting, The Journal of Social Psychology, 155*(3), 238-254.
- Anderson-Loy, L. (2015 Winter). *Why Teaching is not Exact Science. American Educator, 22*-28.
- Staats, C. (2015 Winter). *Understanding Implicit Bias: What Educators Should Know. American Educator, 29*-33.
- Callahan, R. M., & Humphries, M. H. (2016). Undermatched? School-Based Linguistic Status, College Going, and the Immigrant Advantage. *American Educational Research Journal, 0002831215627857*.

Administration

Evaluation

*How do your social and cultural experiences obtained from home influence your learning in schooling? What’s the relationship between school and home when it comes to learning?*

### **The week of October 13 Emotional Development, Temperament, and Attachment/ Development of the Self-Concept**

Chapter 10 &11

Additional Article and Resources

Elfenbein, H. A. and Nalini, A. (2002), *On the Universality and Cultural Specificity of Emotion Recognition: A Meta-Analysis, Psychological Bulletin, 128*(2), 203-235.

<http://en.followland.com/name/>

*How do your hereditary influences and environmental influences contribute to your temperament and attachment relationship?*



*Who are you? Tell people who you are in a minute. Furthermore, do you feel that any of the gaps exist because you have had others' ideals imposed on you or because you have thoughtlessly accepted others' ideals?*

**The week of October 20 Continue the aspects of Self-Concept**

Chapter 10 &11

**The week of October 27 Sex differences and Gender-Role Development**

Chapter 12

Additional Articles and Resources

Hayfield, N., & Clarke, V. (2012, April). "I'd be just as happy with a cup of tea": Women's accounts of sex and affection in long-term heterosexual relationships. In *Women's Studies International Forum* (Vol. 35, No. 2, pp. 67-74).

Riordan, C. What Do We Know about the Effects of Single-Sex Schools in the Private Sector?—*Implications for Public Schools*

Equality of Educational Opportunity—*Race, Gender, and Special Needs*

Weiler, K. Feminist Analysis of Gender and Schooling

Fine, M. Sexuality, Schooling, and Adolescent Females: *The missing Discourse of Desire*

Ragsdale, K., Bersamin, M. M., Schwartz, S. J., Zamboanga, B. L., Kerrick, M. R., & Grube, J. W. (2014). Development of sexual expectancies among adolescents: Contributions by parents, peers and the media. *The Journal of Sex Research*, 51(5), 551-560.

<https://www.youtube.com/watch?v=w2bYinZ6RX0>

*Changing Face of Saudi Women-National Geographic, 2016 January*

*Can you recall any experiences that were particularly influential in shaping your attitudes about gender roles? Do you feel restricted by gender roles? If so, in what ways?  
What do you think regarding gender segregation in schooling?*

**The week of November 3 Continuing Sex differences and Gender-Role Development**

**Exam 2 will be open on Thursday, November 7**

**The week of November 10 The Context of Development: The Family/The influence of family**

**Chapter 14**

**Exam 2 is due by Thursday, November 14 on D2L.**

Additional Articles

Lareau, A. (2003). *Unequal Childhoods: class, race, and family life*. Berkeley, CA: University of California Press.

Brody, G.H. (2004). *Siblings' direct and indirect contributions to child development*, *Psychological Science*, 13(4), 124-126.

Hughes, D. Rodriguez, J., & Smith, E.P. (2004). *Parents' Ethnic-Racial Socialization Practices: A Review of Research and Directions for Future Study*, *Developmental Psychology*, 42(5), 747-770.

The Joy Luck Club (1993)

*The structure of the novel is that of several stories woven together to create a larger picture. Most of the female characters in The Joy Luck Club struggle with oppressive societal structures, often in the form of patriarchy and attendant sexism. But in America as well, the women characters fall victim to sexist structures. Did you find it difficult to extract meaning from these stories?*

*Do you agree on the perspectives regarding the social class and child rearing?*

**The week of November 17 Continuing The Context of Development: The Family/The influence of family**

**The week of December 1 Oral Presentation**

**The week of December 8 Oral Presentation /The Context of Development: Peer, Schools, and Technology Oral Presentation**

Chapter 15

Additional Articles

Kaiser, T., & Diewald, M. (2014). *Social origin, conscientiousness, and school grades: Does early socialization of the characteristics orderliness and focus contribute to the reproduction of social inequality? Research in Social Stratification and Mobility, 38, 93-105.*

Caughy, M., & Tresch, M. (2014). *Cultural Socialization and School Readiness of African American and Latino Preschoolers. Cultural Diversity and Ethnic Minority Psychology, Nov 3, 2014. Publisher: Educational Publishing Foundation, Database: PsycARTICLES*

Dugal, A. (2014). What's Working About Healthy Relationships Programs in Schools. *Our Schools/Our Selves, 23(3), 77-89.*

Rancourt, D., Conway, C. C., Burk, W. J., & Prinstein, M. J. (2013). Gender composition of preadolescents' friendship groups moderates peer socialization of body change behaviors. *Health Psychology, 32(3), 283.*

Shi, B., & Xie, H. (2012). Socialization of Physical and Social Aggression in Early Adolescents' Peer Groups: High-status Peers, Individual Status, and Gender. *Social Development, 21(1), 170-194.*

Nicotera, N., Williams, L. R., & Anthony, E. (2013). Ecology of Youth Collective Socialization. *Social Work Research, 37(3), 227-236.*

Schmidt, W.H., Burroughs, N.A., Zoido, P., & Houang, R.T. (2015). *The Role of schooling in perpetuating educational inequality: An international perspective. Educational Researcher, 44(7), 371-386.*

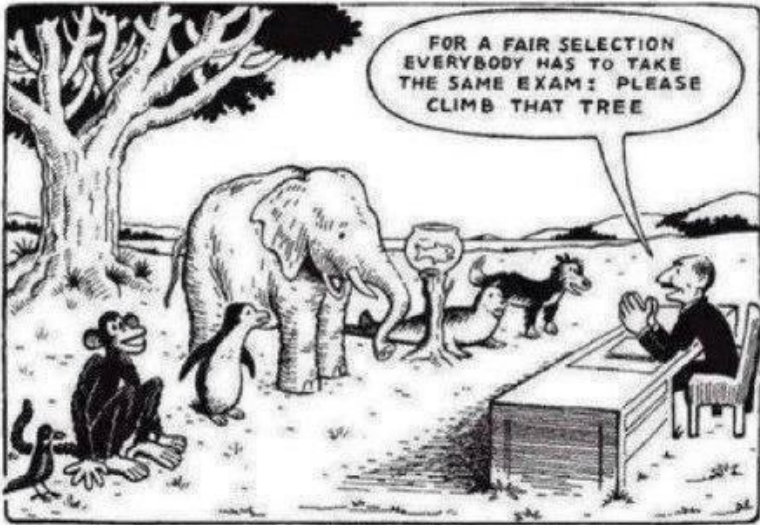
Bertrand, M., & Marsh, J.A. (2015). *Teachers' sensemaking of data and implications for equity. American Educational Research Journal, 52(5), 861-893.*

**The week of April 28 Oral Presentation/Evaluation/Finals  
Oral Presentation**

**Research/Alternative research paper is due on Thursday, December 12th  
Final is on Tuesday, December 17 from 12:00 to 2:00pm**



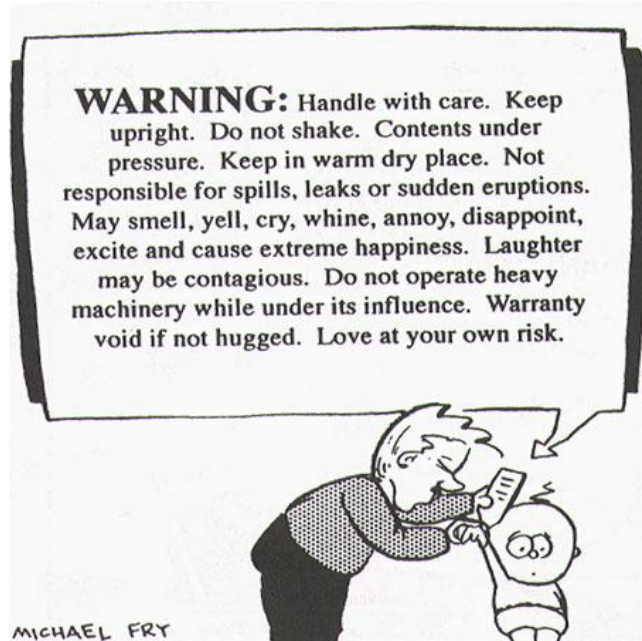
Administration  
Evaluation



## Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

*- Albert Einstein*



MICHAEL FRY



**EDFN 445 / 545**

**Methods of teaching English and Academic Content to English Learners**

**3 Credit Hours**

**Spring 2025**

**Course meeting time and location**

This course is provided entirely online.

**Instructor's name & Contact Information**

Mrs. Tara Hill

[Tara.Hill@northern.edu](mailto:Tara.Hill@northern.edu)

[Tara.Hill@k12.sd.us](mailto:Tara.Hill@k12.sd.us) (Preferred Email Address)

**Email Response Time**

24 Hours

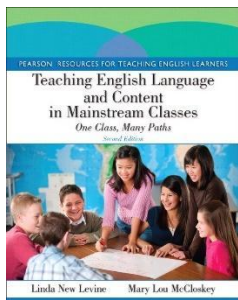
**Scheduling Appointments**

Please email me at [Tara.Hill@northern.edu](mailto:Tara.Hill@northern.edu) or [Tara.Hill@k12.sd.us](mailto:Tara.Hill@k12.sd.us) to schedule an appointment.

**Catalog Course Description**

This course introduces practical and valid methods for teaching English Learners. Students will examine strategies and techniques for simultaneously teaching language skills and appropriate content. New ways of planning will be considered with respect to learners' language and cultural differences resulting in authentic and meaningful assessment. The course will also address criteria for successful program assessment.

**Course Prerequisites** None



**Required Textbooks and Supplementary Materials**

First Day Access:

Levine, L.N., McCloskey, M.L., (2013). *Teaching English Language and Content in Mainstream Classes: One Class, Many Paths*. Pearson.

ISBN: 9780133465884

Supplementary materials will be posted on D2L.

## **Attendance Policy**

This class meets entirely online. Online course attendance is determined by the submission dates for assignments, assessments, discussion postings, etc. You are expected to complete and submit assignments by the due dates posted in the course schedule and on D2L. Logging into D2L is insufficient to verify/validate attendance for online courses.

## **Technology Skills Needed**

Students must use Desire2Learn (D2L) for the discussion board prompts as well as accessing all course materials and submitting assignments and projects. D2L can be accessed at:

<http://d2l.sdbor.edu/> Please complete a D2L system check prior to beginning the course.

Note: Students are encouraged to have a backup plan in case of Internet connection issues or your computer malfunctions. For example, access to computers and Internet at local library; locate free Wi-Fi access such as a coffee shop; borrow a computer from a neighbor or family member. Please complete a D2L system check prior to starting the course.

## **Description of Instructional Methods**

Plan to dedicate a minimum of three hours per week to view instructional material and complete weekly activities. The instructional methods used within this course include discussion, readings, response to scholarly articles, response to videos, projects, and personal reflections. More time will be required in order to sufficiently prepare for and complete larger assignments such as projects and exams.

## **Cheating and Plagiarism Policy**

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments. See also [SDBOR \(South Dakota Board of Regents\) policy](#) and the [NSU Student Handbook](#).]

## **Assignment or Exam Make-Up Policy**

Late work must be approved by the instructor and will be subject to partial credit. Assignments that are less than 48 hours late will be "charged" 10%. For example, if your assignment is due on Thursday and you hand it in on Friday. You earn a 98%, but because it is late your grade will be 88%. Assignments more than 48 hours late will be charged 20%. For example, if your assignment is due on Thursday and you turn it in the following Tuesday. You earn a 98%, but because it is late your grade will be 78%. There will be no late final exams accepted.

## Course Goals

### By the end of this course, students will:

- Recognize how to differentiate instruction to meet the needs of English Learners.
- Make connections between theory, policy, and practice to meet the needs of English Learners in the classroom.
- Understand the instructional needs and challenges of language minority students who are learning English in the United States.
- Gain a deeper understanding of ways to implement culturally sustaining practices that support English Learners and their language development.

### Measurable Student Learning Outcomes

- Identify and implement a variety of teaching strategies and techniques for developing and utilizing English Learners' listening, speaking, reading, and writing in English skills
- Infuse and synthesis current research to justify and explain effective practices for teaching English Learners
- Evaluate aspects of children's picture books and the way they can be used to support English Learners
- Describe the processes supported by research and theory that underlie the second language acquisition.

### Standards Applied to This Course

CAEP (Council for the Accreditation of Educator Preparation) Standards

Standard #1 – Content and Pedagogical Knowledge

Standard #2 – Clinical Partnerships and Practice

Standard #3 – Candidate Quality, Recruitment, and Selectivity

Standard #4 – Program Impact

Standard #5 – Provider Quality Assurance and Continuous Improvement

### INTASC Standards

#### *The Learner & Learning*

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in

learning, and self-motivation.

### *Content Knowledge*

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### *Instructional Practice*

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### *Professional Responsibility*

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The dispositional categories and individual indicators are as follows below:

#### **I. Demonstrates Professionalism**

- Exhibits punctuality and attendance
- Meets deadlines
- Keeps appointments
- Comes to class prepared and with needed materials
- Addresses other appropriately
- Dresses professionally when indicated (e.g. presentations)

#### **II. Shows Initiative**

- Participates in discussions and activities
- Works independently
- Takes pride in his/her work
- Goes beyond minimum requirements
- Demonstrates perseverance
- Willing to try new things
- Seeks solutions to problems instead of complaining
- Demonstrates leadership qualities

### **III. Demonstrates Effective Written Communication Skills**

- Adheres to assignment guidelines
- If required, formats papers in correct APA style
- Uses correct spelling and grammar
- Justifies perspective based on research and experience
- Composes correspondence in a professional manner

### **IV. Demonstrates Effective Oral Communication Skills**

- Speaks appropriately (e.g. on topic, logical, correct language and grammar)
- Listens respectfully while others are speaking
- Respectfully disagrees by defending perspective with logic and calm

### **V. Exhibits an Appreciation and Value for Diversity**

- Shows respect for others regardless of differences
- Does not use stereotypes or demean others
- Remains open to learning about differences
- Contributes positively to the development of a safe classroom environment

### **VI. Collaborates Effectively with Faculty and Peers**

- Demonstrates respect for faculty and peers
- Does not exhibit a sense of entitlement
- Interacts with others in a friendly, professional manner
- Uses diplomacy in negotiations with others

- Accepts and implements constructive feedback

### **VII. Is a Reflective Learner**

- Reflects accurately on performance and identifies areas for growth
- Solicits feedback from faculty and peers
- Seeks appropriate resources to improve skills & knowledge
- Accepts responsibility for own behaviors & performance

### **VIII. Practices Professional Ethics**

- Understands the ethics of teaching, as defined in SDCL 13-43-45
- Is able to perceive an ethical dilemma and its potential consequences
- Reports any potential ethical issues to the appropriate overseers
- Recognizes stakeholders and their views w/in context of ethical dilemma
- Can identify alternate course of actions/solutions to an ethical dilemma

### **Course Assignments/Assessments:**

Material is posted to the Course Content section of D2L and is arranged in modules. These materials will serve much as the facilitation of learning in a traditional class; that is, it will augment the material assigned.

All assignments must cite relevant sources (APA) both in-text and include a *References* page. Please visit [APA Formatting and Style Guide \(7th Edition\) - Purdue OWL® - Purdue University](#) . You'll see a list on the left that will guide you.

*Discussion Posts* (INTASC #3 & #10): Participation in threaded discussions will count for 5 points per discussion (3 points for your original post and 2 points for responses to a colleague). Unless otherwise noted in the timeline, you must post to the prompt each week by Thursday at 11:59pm and then respond to one classmate by Sunday at 11:59pm. Discussion posts cannot be made up. You must post by the deadline for credit. I expect your responses to be well thought out, meaningful, and accurate. Your responses must be substantial, questioning, and respectful.

*Module Syntheses* (INTASC #4 & #8): Syntheses illustrate your understanding of the content that is assigned. Synthesize the information from the module(s) and discuss the implications and applications for teachers. Your paper should include direct references and examples from the readings and videos. Module synthesis is worth 50 points.

*Reflection Paper* (INTASC #5): This cultural memoir is worth 50 points.

Collect three to six significant objects, photographs, writings, etc., to help you think about your own cultural background. You will write a reflective essay that describes the objects you chose (you should take photos and upload them as artifacts to accompany your essay). Address the following questions, as appropriate, and in ways that are meaningful to you. You may substitute other questions if you choose.

- What do the objects in your memoir signify to you in terms of cultural values? What have you learned from others in your social context about who you are, what is important to you, what values you hold?
- How do you think about education and yourself as a student and a teacher? How will you use your own cultural values to connect to the homes and families of your students?
- What life experiences (cross-cultural, travel, friends who are different than you, etc.) have helped you make what is invisible, more visibly related to your cultural values?
- How have your values and perspectives shaped how you think about others? About difference? About social justice in schools and society?

*Assessment Activity* (INTASC #2 & #6): Discuss a “traditional assessment” you may employ in your content area. Then explain the steps you would take to ensure its authenticity for English Learners. Use evidence from the chapter and the video to explain how you know it’s authentic and meaningful for English Learners. This assignment is worth 25 points.

*Lesson Plans* (INTASC #1 & #7): Create a lesson plan to be employed in your future content area. Include language development strategies, techniques, and activities to be used in your classroom. Provide content and language objectives along with differentiated instruction to meet the four traditional language skills: listening, speaking, reading, and writing. Lesson plans are worth 15 points.

*Measurable Objectives* (INTASC #7): Choose two themes and create measurable objectives for content, language, and learning strategies for each theme. Use table 10.1 (Levine & McCloskey 2013) as a reference. Include questions to be used to support each objective. This assignment is worth 15 points.

*Final Project* (INTASC #4, #6, & #10): Design a professional development presentation focused on enhancing culture and second language acquisition into mainstream classrooms. Include activities that promote understanding of diverse cultures and strategies for creating an inclusive classroom environment. You will create a resource for educators using a digital platform (e.g. Powerpoint, Keynote, Prezi, Canva, etc.). Final projects are due to Dropbox May 1<sup>st</sup> by 11:59pm and are worth 75 points.

- Define the importance of integrating culture into language acquisition in mainstream classrooms.
- Discuss how cultural differences may impact academic success.



- Provide activities and strategies that foster cultural competence in teaching practices.
- Explore technology tools and resources that can be integrated in classrooms to support ELLs.
- Reflect on content presented and its relevance to teaching.

**Graduate Credit:**

Graduate students must work with the professor to develop an appropriate diversity-related writing project. The graduate student will propose a research-based topic, requiring approval by the instructor. The topic should be related to an issue that would support best practices in teaching literacy to English Learners. Once a topic has been approved, the graduate student will develop either a high-quality research paper or a literature review.

The writing project will be due at an agreed-upon date between the professor and student. The paper will be evaluated based upon the depth of research and adherence to the style of the selected writing project, as well as all of the requirements for the reflection papers.

**Grading Scale**

90 - 100% A

80 - 89% B

70 - 79% C

60 - 68% D

< 59% F

**Course Outline/Schedule**

EDFN 445/545	
Methods of Teaching English and Academic Content to English Learners	
Online	
Modules & Dates	Content & Assignments
Module 1 1/13 – 1/19	<ul style="list-style-type: none"> <li>• Explore D2L</li> <li>• Read Chapter 1: Principles of Integrated Language Teaching and Learning (Levine &amp; McCloskey 2013)</li> <li>• Participate in Module 1 Discussion</li> </ul>
Module 2 1/21 – 1/26	<ul style="list-style-type: none"> <li>• Read Chapter 2: Language Acquisition and Language Learning in the Classroom (Levine &amp; McCloskey 2013)</li> <li>• Participate in Module 2 Discussion</li> </ul>

**EDFN 445/545****Methods of Teaching English and Academic Content to English Learners****Online**

<b>Modules &amp; Dates</b>	<b>Content &amp; Assignments</b>
	<ul style="list-style-type: none"><li>• View “Immersion” Video</li><li>• Complete a Module Synthesis for Modules 1 &amp; 2. Due to Dropbox on January 26th by 11:59pm.</li></ul>
Module 3 1/27 – 2/2	<ul style="list-style-type: none"><li>• Read Chapter 3: Culturally Responsive Instruction: Connecting with Home Culture (Levine &amp; McCloskey 2013)</li><li>• Participate in Module 3 Discussion</li><li>• Complete a reflection paper considering your culture, beliefs, and values. Due to Dropbox February 2nd by 11:59pm.</li></ul>
Module 4 2/3 – 2/9	<ul style="list-style-type: none"><li>• Read Chapter 4: Organizing the Classroom for Language Learning (Levine &amp; McCloskey 2013)</li><li>• Participate in Module 4 Discussion</li></ul>
Module 5 2/10 – 2/16	<ul style="list-style-type: none"><li>• Read Chapter 5: Strategies for Oral Language Development (Levine &amp; McCloskey 2013)</li><li>• Participate in Module 5 Discussion</li><li>• View “Google Translate Alberto’s Story” Video</li></ul>
Module 6 2/18 – 2/23	<ul style="list-style-type: none"><li>• Read Chapter 6: Oral Language Development in the Content Classroom (Levine &amp; McCloskey 2013)</li><li>• Participate in Module 6 Discussion</li><li>• Create a lesson plan with emphasis on oral language instruction. Due to Dropbox on February 23rd by 11:59pm.</li></ul>
Module 7 2/24 – 3/2	<ul style="list-style-type: none"><li>• Read Chapter 7: Teaching Vocabulary to English Learners (Levine &amp; McCloskey 2013)</li><li>• Participate in Module 7 Discussion</li></ul>
Module 8 3/3 – 3/9	<ul style="list-style-type: none"><li>• Read Chapter 8: Developing Literacy with English Learners: Focus on Reading (Levine &amp; McCloskey 2013)</li><li>• Participate in Module 8 Discussion</li></ul>

**EDFN 445/545****Methods of Teaching English and Academic Content to English Learners****Online**

<b>Modules &amp; Dates</b>	<b>Content &amp; Assignments</b>
Module 9 3/17 – 3/23	<ul style="list-style-type: none"><li>• Read Chapter 9: Developing Literacy with English Learners: Focus on Writing (Levine &amp; McCloskey 2013)</li><li>• Participate in Module 9 Discussion</li><li>• Create a lesson plan with emphasis on reading and writing proficiency. Due to Dropbox on March 23rd by 11:59pm.</li></ul>
Module 10 3/24 – 3/30	<ul style="list-style-type: none"><li>• Read Chapter 10: Structuring and Planning Content-Language Integrated Lessons (Levine &amp; McCloskey 2013)</li><li>• Participate in Module 10 Discussion</li><li>• View “Developing Confidence Through Delayed Grading” Video</li><li>• Complete Measurable Objectives Due to Dropbox by March 30th by 11:59pm.</li></ul>
Module 11 3/31 – 4/13	<ul style="list-style-type: none"><li>• Read Chapter 11: Assessment Tools for the Integrated Classroom (Levine &amp; McCloskey 2013)</li><li>• Participate in Module 11 Discussion</li><li>• View “Authentic Assessment for English Language Learners” Video</li><li>• Complete Assessment Activity Due to Dropbox on April 13th by 11:59pm.</li></ul>
Final Project Module 4/14 – 5/1	<ul style="list-style-type: none"><li>• Read Chapter 12: Putting It All Together Thematically: Developing Content-Based Thematic Units (Levine &amp; McCloskey 2013)</li><li>• Final Project: Create a Professional Development Presentation Due to Dropbox May 1st<sup>t</sup> by 11:59pm.</li></ul>

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**Freedom in Learning** Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

**Academic Freedom** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning. It includes the freedom to perform one's professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

**Attendance Confirmation** All students are required to complete the online Attendance Confirmation through Self-Service Banner at the start of the Fall and Spring semesters. **Note: There is no confirmation for summer terms.** No Financial Aid refunds will be processed until the Attendance Confirmation is completed, and registrations could be canceled if not completed by January 13<sup>th</sup>, 2025. A quick link to [Fall 2024 dates](#) can be found here. A quick link to [Spring 2025 dates](#) can be found here.

Tuition and fees must be paid in full by January 23rd, 2025.

Please contact the Finance Office in the Krikac Administration Building, (605)626-2566, or email [nsustudentaccounts@northern.edu](mailto:nsustudentaccounts@northern.edu) if you have any questions.

**Academic Success Support** The **NSU Student Success Center** provides a network of support to help you reach your academic and personal goals. We offer a wide range of services, including the following:

**Academic Advising; Academic Coaching & Support; American Indian Circle Program; Career Services; Navigate (see below); Study Spaces—Individual & Group; success workshops and programming; TRIO Student Support Services; and Tutoring & Supplemental Instruction (SI).**

As your instructor, I’m personally committed to supporting your academic success in this course, so I can connect you to any of the services listed above. In addition, if you demonstrate any academic or behavioral concerns, I’ll discuss the issues with you and attempt to resolve them. I may also provide feedback through NSU’s student success program, **Navigate**. If you receive feedback, please visit with me. You can also seek assistance from your professional advisor or other resource staff members. My goal is to make your learning experience in this course as meaningful and successful as possible. If you have questions regarding any of these services, please ask me or contact the Student Success Center at [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu) or 605-626-7782.

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<https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>



## SEED 420/520, 5-12 Teaching Methods, 3 credits Fall, 2025

### Instructor's Information

**Instructor's name**

**Instructor's contact information**

**Office location** Library 220

**Office hours** MW 12:30-1:30, TTH 9:30-11:30 Other times available by appointment

**NSU Email Address** [christian.pirlet@northern.edu](mailto:christian.pirlet@northern.edu)

**Email Response Time** Within 24 hours

**Scheduling Appointments** Schedule visits using <https://bit.ly/3AHLUK6>

**NSU Phone Number** (605) 626-7687

### Course Information

**Meeting Time and Location**

TBD

### Catalog Course Description

This course is designed to prepare caring, competent, and confident professionals for 21st-century middle and secondary education by providing general teaching methods and strategies. It focuses on planning and developing instruction that respects learner differences and devising appropriate assessment methods. Students will explore rich philosophical and innovative pedagogical strategies through theoretical exploration and hands-on application, investigating authentic curriculum design and effective teaching methods tailored to adolescents and older teens. The course content and learning activities are individualized for different education majors, integrating technology, media, instructional aids, and resources relevant to each content area.

### Course Prerequisites

None.

### Required Textbooks and Supplementary Materials

Armstrong, T. (2016). *The power of the adolescent brain: Strategies for teaching middle and high school students*. Association for Supervision and Curriculum Development.

McTighe, J., & Silver, H. S. (2020). *Teaching for deeper learning: Tools to engage students in meaning making*. Association for Supervision and Curriculum Development.

Proctor, J. (2024). *Teaching methods & practices*. University of Minnesota Libraries Publishing.

## **Course Policies**

**Attendance Policy** You are in training to be a professional educator, and with that responsibility comes certain expectations. I expect you to be in class. With the residency model we only meet 2 times per week for 16 weeks during the semester, and our time together is precious. Your success in meeting our objectives is contingent on your participation in class and completion of the assigned activities and assignments. With that in mind, you have one absence (unrelated to university sponsored activities) available to you. Choose wisely. Each subsequent absence will lower your grade by 5 percentage points at the end of the semester. For example, if you finish the semester with a 94% and you missed 3 class periods, your grade will be 84%. Absences excused by the Provost due to school functions may be made up through an outside assignment. This policy rests as the standard for both standard attendance and HyFlex participants.

This is a HyFlex class; you are responsible for your own learning and I am here to facilitate your learning and of our course content. Learning ultimately falls on you. This includes:

- Attending all scheduled classes (attendance will be taken regularly). If you choose to attend remotely (via Annotate.net or lecture recordings), make sure your computer set-up is ready for it –webcam, microphone, high-speed internet.
- Keep current on class recordings, if not attending the live class (either in person or online).
- Check the course calendar, announcements, in D2L regularly (at least 3-5 times per week) and your email daily.
- Keep current with all course assignments, quizzes, and examinations.
- Ask questions and communicate with the instructor.
- Remember that the greater degree of online learning you choose means that you also assume greater responsibility for your own learning outcomes.

**Technology Skills Needed** with word processing programs, access to D2L and Zoom, internet connectivity, and access to a webcam and/or microphone

## **Description of Instructional Methods**

Instructional methods that will be utilized include lecture, discussion, group activities (case studies, lesson planning, mini-lesson presentations), problem-based learning, and peer teaching. Also included will be modeling of a flipped classroom strategy.

**Assignment or Exam Make-Up Policy** Given the nature of education courses, make-up work will only be accepted if advanced arrangements have been made. Please see the attendance policy for additional guidance about making up missed work.

## **Course Goals**

- Develop competency in instructional planning in the content area
- Master assessment techniques
- Integrate technology and media
- Explore and apply pedagogical strategies at the middle and high school level
- Foster reflective and inclusive practices

## **Measurable Student Learning Outcomes**

- Demonstrate the ability to design lesson plans that incorporate differentiated strategies, align with state and national standards, and address the needs of diverse learners.

- Evaluate and apply a variety of assessment methods to measure student learning and make data-driven instructional decisions.
- Effectively integrate technology and digital media into instructional strategies to enhance student engagement and learning outcomes.
- Analyze and implement innovative teaching strategies appropriate for adolescent and teen learners, demonstrating their effectiveness in promoting meaningful learning.
- Design curriculum units that integrate interdisciplinary content, foster critical thinking, and align with the developmental needs of middle and high school students.
- Critically reflect on their instructional practices and use feedback to improve their effectiveness in meeting diverse student needs.

### **Course Assessments**

*Philosophical Concept Discussion Panel.* Participate in a philosophical concept discussion panel where you will collaboratively explore key philosophical concepts in education and their implications for teaching and learning. Each of you will be assigned a different philosophical concept to research and prepare a brief presentation. During the panel, you will present your findings, engage in dialogue with peers, and critically analyze the intersections and tensions between various philosophical perspectives.

*Pedagogical Strategy Implementation Portfolio.* Create a portfolio showcasing your hypothetical implementation of innovative pedagogical strategies in middle and secondary education settings. The portfolio will include lesson plans, student work samples, reflections, and evidence of student engagement and learning outcomes.

*Classroom Simulation Workshop.* Participate in a simulation workshop where you design and role-play instructional scenarios tailored to the developmental needs of adolescents and older teens. In groups, you will create detailed lesson plans that incorporate specific instructional strategies intended to foster an inclusive and supportive learning environment. Each group will then conduct a simulated class session, with other students acting as middle or secondary school students and receive peer feedback based on observed effectiveness and responsiveness to developmental needs.

*Curriculum Design Project and Evaluation Rubric.* Design an authentic curriculum unit or materials for a middle or secondary education setting, addressing diverse learning needs and promoting engagement and critical thinking. You will also develop a rubric to evaluate the effectiveness of their curriculum design.

*Personal Growth Plan Presentation.* Create a professional growth plan outlining your goals for continuous improvement in teaching philosophies, pedagogical approaches, and classroom experiences. You will present your plan to the class, highlighting specific strategies for reflection, feedback, and professional development.

### **Graduate Expectation**

Students electing to participate in this course for graduate credit will be expected to engage in the following semester-long project:

*Integrated Curriculum Development and Implementation Project.* You will undertake a semester-long project where you will develop a comprehensive curriculum unit tailored for a middle or secondary education setting. This project will require:



- **Research and Integration of Philosophical Concepts:** You will begin by researching and integrating various educational philosophies to underpin their curriculum design, articulating how these philosophies influence teaching and learning processes.
- **Pedagogical Strategy Application:** Incorporating innovative pedagogical strategies, you will design detailed lesson plans that demonstrate practical applications of these strategies in real classroom settings.
- **Developmental Needs Alignment:** Each lesson plan must explicitly address the developmental needs of adolescents and older teens, with strategies to foster an inclusive and supportive learning environment.
- **Curriculum Evaluation:** You will implement your curriculum in a controlled environment (which could be a peer teaching session, simulation, or actual classroom if possible), followed by a thorough evaluation of its effectiveness based on peer and instructor feedback, as well as reflective analysis.

#### Deliverables:

- A comprehensive curriculum document that includes background philosophy, lesson plans, instructional materials, and alignment with developmental needs.
- A video presentation of one of the lesson plans being taught in a simulated classroom setting, demonstrating the teaching methods and classroom management strategies discussed in the curriculum.
- An evaluation report that critically assesses the success of the curriculum implementation, including reflections on what worked, what didn't, and potential areas for improvement based on feedback and self-assessment.

#### **Performance Standards/Grading Policy**

Grading in this course will be based on an equal points system, where each assignment contributes evenly to the final grade. The grading scale is as follows: 90-100 for an A, 80-90 for a B, 70-80 for a C, and 60-70 for a D.

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#### **Complaint Procedure**

Northern State University seeks to resolve student concerns and complaints in a fair and prompt manner. Students may file a concern or complaint using the [Concerns and Complaints webpage](#). SARA complaints from out-of-state students may be filed using the [SARA Complaint Resolution form](#).

### **Diversity Statement**

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### **Grade Appeal Policy**

A student who wishes to appeal a final grade may utilize the Student Academic Appeal Process described in the [NSU Student Handbook](#).

### **Student Success Services and Supports**

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### **South Dakota Board of Regents Policy Statements**

#### **Academic Dishonesty and Misconduct**

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copy answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State Universities policies and procedures on academic dishonesty can be found in the [NSU Student Handbook](#). The Board of Regents policies can be found in [Board of Regents Policy 2:33](#) and [Board of](#)

[Regents Policy 3:4](#). The consequences for cheating and academic dishonesty are outlined in the above mentioned policies.

### **Acceptable Use of Technology**

While Northern State University strives to provide access to computer labs and other technology, it is the student's responsibility to ensure adequate access to technology required for a course. This may include access to a computer (not Chromebooks, iPads, etc.), webcam, internet, adequate bandwidth, etc. While utilizing any of the information technology systems students, faculty, and staff should observe all relevant laws, regulations, [Board of Regents Policy 7:1](#), and any institutional procedural requirements.

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Contact: Krista Bau, Director of Rights and Responsibilities, Office of Student Accessibility Services, Student Center Room 222 – 2<sup>nd</sup> Floor, Phone 605-626-3007, Fax 605-626-2531, Email [krista.bau@northern.edu](mailto:krista.bau@northern.edu).

Please note: if your home institution is not the institution you are enrolled at for a course (host institution), then you should contact your home institution's Office of Accessibility services. The accessibility services at the home and host institution will work together to ensure your request is evaluated and responded to.

### **Emergency Alert Communication**

In the event of an emergency arising on campus under [Board of Regents Policy 7:3](#), Northern State University will notify the campus community via the emergency alert system. It is the responsibility of the student to ensure their information is updated in the emergency alert system. The student's cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

### **Freedom in Learning**

Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.



**SEED 460/560, Elevating Content Literacy in Innovative Classrooms, 3 credits  
Fall, 2025**

**Course meeting time and location**

**Instructor's name**

Dr. Anna Schwan

**Instructor's contact information**

TC 256 (605) 626-7783

**Virtual Office hours**

Please e-mail me to set up a time to connect; I can be reasonably available most any day or time.

**NSU Email Address**

anna.schwan@northern.edu

**Email Response Time**

You can expect a response from me within 48 hours. If you do not, please send me a reminder.

**Scheduling Appointments**

Please contact me via e-mail to set up a time to meet.

**NSU Phone Number**

(605)626-7783

**Catalog Course Description**

This course explores advanced methods for enhancing content literacy in secondary classrooms within contemporary educational contexts. Participants will engage in a blend of theoretical study and practical application, integrating instructional design with analysis and assessment of instruction and student performance. The course emphasizes instruction focused on literacy within content areas.

**Course Prerequisites**

None.

**Required Textbooks and Supplementary Materials**

Gabriel, R. (2023). *Doing disciplinary literacy: Teaching reading and writing across the content areas*. Teachers College Press.

Lemov, D. (2021). *Teach like a champion 3.0: 63 techniques that put students on the path to college*. Jossey-Bass.

**Attendance Policy**

You are in training to be a professional educator, and with that responsibility comes certain expectations. I expect you to be in class. With the residency model we only meet 2 times per week for 10 weeks during the semester, and our time together is precious. Your success in meeting our objectives

is contingent on your participation in class and completion of the assigned activities and assignments. With that in mind, you have one absence (unrelated to university sponsored activities) available to you. Choose wisely. Each subsequent absence will lower your grade by 5 percentage points at the end of the semester. For example, if you finish the semester with a 94% and you missed 3 class periods, your grade will be 84%. Absences excused by the provost due to school functions may be made up through an outside assignment. This policy rests as the standard for both standard attendance and HyFlex participants.

**COVID-19 Statement:** As of May 10, 2021, the NSU campus is a mask-optional environment, per S.D. Board of Regents decision. Social distancing restrictions have been lifted, and NSU is currently “back to normal” with face-to-face classes. During the semester, modes of instruction may be adjusted as necessary pending changes in the Covid19 status. If you are ill, quarantined, or in isolation, please do not come to class. Students are responsible for contacting faculty prior to their absence, and for completing all class content and requirements in a timely manner, regardless of absences. Please visit the Avera Student Health Center as soon as possible if you are exhibiting symptoms of illness.

### **Technology Skills Needed**

Proficiency with word processing programs, access to D2L and Zoom, internet connectivity, and access to a webcam and/or microphone.

### **Description of Instructional Methods**

Instructional methods that will be used include a blend of traditional lectures, interactive discussions, hands-on activities, and multimedia presentations. Students will also engage in collaborative learning strategies, group projects, and peer-to-peer interactions. Additionally, technology-enhanced instruction, including the use of educational software, online resources, and multimedia tools, will be modeled. Throughout the course, emphasis will be placed on experiential learning and practical application of advanced content literacy techniques within modern educational settings.

### **Cheating and Plagiarism Policy**

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the [Northern State University Student Handbook](#) and the [SDBOR policy 2:33](#) apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

### **Assignment or Exam Make-Up Policy**

Given the nature of education courses, make-up work will only be accepted if advanced arrangements have been made. Please see the attendance policy for additional guidance about making up missed work.

## **Course Goals**

The goals for this course include:

- Deepen understanding of content literacy
- Explore innovative pedagogical approaches
- Apply advanced instructional techniques

## **Measurable Student Learning Outcomes**

Measurable student outcomes include:

- Demonstrate understanding of content literacy theories
- Apply innovative pedagogical strategies
- Create dynamic learning experiences
- Evaluate instructional effectiveness
- Revise instructional practices based on feedback

## **Course Assessments**

*Content Literacy Theory Presentation and Application Project.* You will work in small groups to create a multimedia presentation that explores key content literacy theories and their implications for instructional practice. Each group will be assigned a different theory to research and present to the class. In addition to explaining the theoretical concepts, you will demonstrate practical application by designing a mini-lesson or instructional activity that applies the theory in a real classroom setting. Presentations will be evaluated based on clarity of explanation, depth of understanding, and creativity in applying the theory to instructional practice.

*Innovative Lesson Plan Presentation.* You will design and present an innovative lesson plan that integrates technology, multimedia resources, or collaborative learning techniques to enhance content literacy.

*Learning Experience Showcase.* You will develop a digital showcase highlighting dynamic learning experiences you have designed throughout the course. This showcase may include multimedia presentations, interactive simulations, sample lesson plans, student work samples, and reflections on instructional design choices. You will annotate each artifact to explain the pedagogical strategies used and reflect on the effectiveness of the approaches in promoting content literacy and engagement. The showcase will be presented to peers and instructors for feedback and discussion.

*Instructional Effectiveness Podcast Series.* You will create a series of podcast episodes where you explore and evaluate instructional strategies that promote content literacy and align with student learning outcomes. Each episode will focus on a specific aspect of effective instruction, such as lesson planning, instructional delivery methods, assessment techniques, or classroom management strategies. Instead of drawing solely from teaching experiences, you will analyze and discuss research-based practices, case studies, or simulations to inform your reflections and insights. The podcast series will be uploaded to a shared platform for peer review and discussion.

## **Graduate Expectation**

Students electing to participate in this course for graduate credit will be expected to engage in the following semester-long project:

*Curriculum Enhancement Proposal.* You will develop a comprehensive proposal to enhance an existing curriculum with innovative instructional design and content literacy strategies.

Project Components:

- **Needs Assessment:** Conduct a needs assessment to identify areas for improvement in an existing curriculum. You will review current curriculum documents, gather input from stakeholders, and analyze student performance data to determine areas of strength and areas in need of enhancement.
- **Literature Review:** Conduct a literature review to explore current research and best practices in instructional design and content literacy. You will examine relevant scholarly articles, books, and reports to inform your proposed enhancements to the curriculum.
- **Proposal Development:** Based on their needs assessment and literature review, you will develop a proposal outlining specific enhancements to the curriculum. This may include integrating technology, incorporating project-based learning activities, implementing differentiated instruction strategies, or infusing culturally responsive pedagogy.
- **Implementation Plan:** Create a detailed plan for implementing the proposed enhancements to the curriculum. This plan will outline timelines, resources needed, professional development opportunities for educators, and strategies for assessing the impact of the enhancements on student learning outcomes.
- **Presentation:** You will present their curriculum enhancement proposal, articulating the rationale for their proposed enhancements, providing evidence-based support, and responding to questions and feedback from the panel.

### **Performance Standards/Grading Policy**

Grading in this course will be based on an equal points system, where each assignment contributes evenly to the final grade. The grading scale is as follows: 90-100 for an A, 80-90 for a B, 70-80 for a C, and 60-70 for a D.

**ADA Statement** Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible. Contact: Kelly Weismantel, Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2<sup>nd</sup> Floor, Phone 605-626-3007, Fax 605-626-3399, Email [Kelly.weismantel@northern.edu](mailto:Kelly.weismantel@northern.edu).

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academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

**Academic Freedom** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning. It includes the freedom to perform one’s professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

**Attendance Confirmation** All students are required to complete the online Attendance Confirmation through Self-Service Banner at the start of the Fall and Spring semesters. **Note: There is no confirmation for summer terms.** No Financial Aid refunds will be processed until the Attendance Confirmation is completed, and registrations could be cancelled if not completed by [Instructors, please enter current Fall/Spring date from Administrative Calendar here].

Tuition and fees must be paid in full by [Instructors, please enter current Fall/Spring date from Administrative Calendar here]. **Summer term fees due by the 2<sup>nd</sup> of classes.** Please contact the Finance Office in the Krikac Administration Building, (605)626-2566, or email [nsustudentaccounts@northern.edu](mailto:nsustudentaccounts@northern.edu) if you have any questions.

### **Academic Success Support**

As your instructor, I am personally committed to supporting your academic success in this course. If you demonstrate academic performance or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through the student success program, Navigate. If you receive feedback, please visit with me, or seek assistance and support from your professional advisor or other resource staff members. My goal is to make your learning experience as meaningful and successful as possible. If you have questions regarding Navigate, please contact the Student Success Center at 605.626.2633 or [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu).

### **Diversity Statement**

Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

### **Land Acknowledgement**

Northern State University acknowledges that we are on the traditional land of the “Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people,” and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future. As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>





## NORTHERN

### Northern State University

ELRN 485/585-N01 | Classroom Technology | 3.0 cr  
Fall, 2024

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#### Instructor's Contact Information:

**Instructor's name:** Dr. Christian D. Pirlet  
**Office Location:** Library 220  
**Student Hours:** MW 12:30-1:30, TTH 9:30-11:30 *Other times available by appointment*  
**NSU Email Address:** christian.pirlet@northern.edu  
**Scheduling Appts:** Schedule visits using <https://bit.ly/3AHLUK6>  
**Email Response Time:** Within 24 hours  
**NSU Phone Number:** (605) 626-7687

#### Course Information:

**Meeting Time and Location:** August 26 – December 18, 2024, 10:20 (10:25)-12:05pm, MW, MJ 340<sup>1</sup>

NOTE: ELRN 485/585 is offered as a HyFlex (hybrid-flexible) face-to-face class. The course will meet live in-person at the prescribed location and virtually via Zoom. It will also be recorded and posted to D2L. All platforms will access the same classroom space on D2L. Students may attend class in person or alternatively participate in online activities on any given day.

**Catalog Course Description:** This course will prepare education majors to integrate evolving technologies into the curriculum. In addition, the course will include the design, implementation, and assessment of instruction offered via distance in an electronic learning environment.

**Course Prerequisites:** Admission to Teacher Ed. OR MEd in Instructional Design in E-Learning required.

#### Required Textbooks and Supplementary Materials:

Electronic Device: Please bring a device of some kind to every class, phone/tablet/laptop  
Supplemental materials will be provided via D2L

#### Course Policies:

**Attendance Policy:** You are in training to be a professional educator, and with that responsibility comes certain expectations. I expect you to be in class. With the residency model we only meet 2 times per week for 10 weeks during the semester, and our time together is precious. Your success in meeting our objectives is contingent on your participation in class and completion of the assigned activities and assignments. With that in mind, you have one absence (unrelated to university sponsored activities) available to you. Choose wisely. Each subsequent absence will lower your grade by 5 percentage points at the end of the semester. For example, if you finish the semester with a 94% and you missed 3 class periods, your grade will be 84%. Absences excused by the Provost due to school functions may be made

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<sup>1</sup> We will not meet during the weeks assigned to the Pre-Student Teaching Experience.

up through an outside assignment. This policy rests as the standard for both standard attendance and HyFlex participants.

This is a HyFlex class; you are responsible for your own learning and I am here to facilitate your learning and of our course content. Learning ultimately falls on you. This includes:

- Attending all scheduled classes (attendance will be taken regularly). If you choose to attend remotely (via Annotate.net or lecture recordings), make sure your computer set-up is ready for it –webcam, microphone, high-speed internet.
- Keep current on class recordings, if not attending the live class (either in person or online).
- Check the course calendar, announcements, in D2L regularly (at least 3-5 times per week) and your email daily.
- Keep current with all course assignments, quizzes, and examinations.
- Ask questions and communicate with the instructor.
- Remember that the greater degree of online learning you choose means that you also assume greater responsibility for your own learning outcomes.

**Technology Skills Needed:** Proficiency with word processing programs, access to D2L and Zoom, internet connectivity, and access to a webcam and/or microphone.

**Description of Instructional Methods:**

*Times are approximate and subject to change based on the discretion of the instructor.*

<b>Time Devoted to Traditional Experiences:</b>	<b>Time Devoted to Clinical Experiences:</b>
Tech Creations – 40%	Participation – 25%
	Performance Tasks – 35%

**Graduate Credit:** This course is also available at the graduate level (ELRN 585). All graduate students are expected to create the required Technology Creations, but also complete additional requirements for each assignment.

**Cheating and Plagiarism Policy:** Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the [Northern State University Student Handbook](#) and the [SDBOR policy 2:33](#) apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

**Assignment or Exam Make-Up Policy:** Given the nature of education courses, make-up work will only be accepted if advanced arrangements have been made. Please see the attendance policy for additional guidance about making up missed work.

**Video Recording:** As the instructor, I will be recording all or some class sessions. The recordings of this course are intended solely to enable asynchronous attendance and supplement synchronous instruction. These recordings will be posted on D2L, unless otherwise specified. Recordings will be retained for one year and then deleted. No part of any class recording is to be distributed, circulated, or shared with parties not enrolled in the course. Doing so would violate SDBOR policies 7:1 (Acceptable Use) and 7:7 (Personally Identifiable Information) as well as violate federal FERPA policy. If you have questions or concerns, please contact me prior to class.

**Course Objectives / Measurable Student Learning Outcomes / Assessments:**

<b>Objectives and Outcome</b>	<b>Standards for Measurement</b>	<b>Assessment(s)</b>
Students will discuss key learning methods relating to educational technology. This includes, constructivism, student-centered learning, constructionism, project-based learning, game-based learning, and higher-order learning	<ul style="list-style-type: none"> <li>● CAEP – Content &amp; Pedagogy</li> <li>● InTASC – 8</li> </ul>	<ul style="list-style-type: none"> <li>● Tech Creations</li> <li>● Lesson Plans Phases 1 &amp; 2</li> </ul>
Students will prepare instruction that supports 21 <sup>st</sup> century skills learning and meet ISTE national technology standards for students	<ul style="list-style-type: none"> <li>● CAEP – Content &amp; Pedagogy Clin. Part. &amp; Practice</li> <li>● InTASC – 5, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>● Tech Creations</li> <li>● Lesson Plans Phases 1 &amp; 2</li> </ul>
Students will plan learning experiences that incorporate current technologies for effective student-centered learning	<ul style="list-style-type: none"> <li>● CAEP – Content &amp; Pedagogy Clin. Part. &amp; Practice</li> <li>● InTASC – 5, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>● Tech Creations</li> <li>● Lesson Plans Phases 1 &amp; 2</li> </ul>
Students will develop learning experiences that support student collaboration and engagement, including every element of project-based learning	<ul style="list-style-type: none"> <li>● CAEP – Content &amp; Pedagogy Clin. Part. &amp; Practice</li> <li>● InTASC – 3, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>● Tech Creations</li> <li>● Lesson Plans Phases 1 &amp; 2</li> </ul>
Students will find, evaluate, and select appropriate learning resources for resource-based student learning and differentiation with technology	<ul style="list-style-type: none"> <li>● CAEP – Content &amp; Pedagogy Clin. Part. &amp; Practice</li> <li>● InTASC – 3, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>● Tech Creations</li> <li>● Final Exam</li> <li>● Lesson Plans Phases 1 &amp; 2</li> </ul>
Students will plan and present a lesson that supports student interaction and higher-order learning using interactive technology.	<ul style="list-style-type: none"> <li>● CAEP – Content &amp; Pedagogy Clin. Part. &amp; Practice</li> <li>● InTASC – 3, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>● Tech Creations</li> <li>● Final Exam</li> <li>● Lesson Plans Phases 1 &amp; 2</li> </ul>

**Course Assessment Descriptions:**

**In Class Tech Creations:**

- Tech Creations (8 x 25pts): The creations will account for approximately 44% of the course grade. Throughout class, we will create several examples of digital media (i.e., Google Classroom, Minecraft, etc.) that could be used in our future classrooms.

**Performance Task(s):**

- Technology Lesson Plan (150pts): The lesson plan will account for approximately 33% of your course grade. The lesson plan will follow the Millicent Atkins School of Education’s lesson plan template with several modifications. Additional attention will be given to the use of interactive technology. Additional information will be supplied.

**Participation:**

- In-Class Participation (50pts): Participation will account for approximately 10% of your course grade and is essential for gaining an understanding of the content being covered.
- Final Exam (50pts): The exam accounts for approximately 10% of your course grade. The final exam will be a short answer test focused on demonstrating the educational theories covered throughout the course.

**Performance Standards/Grading Policy:**

**Grading Breakdown:**

In Class Tech Creations	200 points
Performance Tasks	150 points
Participation	100 points
<b>TOTAL</b>	<b>450 points</b>

**Grading Scale:**

Points	Percentage	Letter Grade
405 – 500	90 – 100%	A
360 – 404	80 – 89%	B
315 – 359	70 – 79%	C
270 – 314	60 – 69%	D
</= 269	</= 59%	F

**Assessment Schedule:**

Graded Assignments	Points	Due Date(s)
HyperDoc Tech Creation	25	Due at end of Week 3
Hipster App Tech Creation	25	Due at end of Week 4
Google Classroom Tech Creation	25	Due at end of Week 5
Podcast Tech Creation	25	Due at end of Week 6
Screencast Tech Creation	25	Due at end of Week 6
Technology Lesson Plan Phase 1	75	Due Oct. 18, 11:59PM
Artificial Intelligence Tech Creation	25	Due at end of Week 9
Minecraft Tech Creation	25	Due at end of Week 10
Augmented Reality Tech Creation	25	Due at end of Week 11
Technology Lesson Plan Phase 2	75	Due Nov. 08, 11:59PM
Final Exam	50	Dec. 17, 9:45AM

**Course Outline/Schedule:**

*This schedule is subject to change in the event of extenuating circumstances.*

**Week 1: August 26 – August 30 (MW)**

- What is the role of technology in education?
  - Readings: ISTE Standards, SAMR Model, Bloom’s Taxonomy
  - Topics: Introductions, Dispositions, Syllabus, Educational Theories
  - Assignments: N/A

**Week 2: September 2 – September 6 (W) Omit Monday, September 2, Labor Day**

- What is the role of technology in education?
  - Readings: Using PICRAT, TPACK
  - Topics: Educational Theories
  - Assignments: N/A

**Week 3: September 9 – September 13 (MW)**

- Let’s talk about Google Apps
  - Readings: What is a HyperDoc, 25 Practical Ways to Use Google Forms
  - Topics: Creating HyperDocs and Google Forms
  - Assignments: HyperDoc Tech Creation

**Week 4: September 16 – September 20 (MW)**

- Let’s talk about Google Apps
  - Readings: N/A
  - Topics: Google Other Apps, Google Hipster Apps
  - Assignments: Hipster App Tech Creation

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**Week 5: September 23 – September 27 (MW)**

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- Let's talk about Google Apps
  - Readings: N/A
  - Topics: Google Creation Time
  - Assignments: Google Classroom Tech Creation

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**Week 6: September 30 – October 4 (MW)**

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- Podcasts and Screencasts
  - Readings: Why You Should Bring Podcasts..., Creating Podcasts, Screencasting to Engage Learning
  - Topics: Creating Podcasts & Screencasts
  - Assignments: Podcast Tech Creation, Screencast Tech Creation

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**Week 7: October 7 – October 11 (MW)**

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- Legal Issues in Technology
  - Readings: White Board Blog, SMART Exchange, Promethean Planet
  - Topics: Interactive White Boards, 3D Printing

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**Week 8: October 14 – October 18 (W) *Omit Monday, October 14, Native American Day***

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- Interactive Whiteboards
  - Readings: CommonSense Digital Citizenship, Educational Technology Acts
  - Topics: Legal Issues and Digital Citizenship
  - Assignments: Technology Lesson Plan Creation Phase 1

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**Week 9: October 21 – October 25 (MW)**

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- Robotics, Online Learning, Artificial Intelligence
  - Readings: 7 Robotics Projects to Try in the Classroom, Bard AI How-To
  - Topics: Robotics, Statewide Center For E-Learning, Artificial Intelligence for Teachers
  - Assignments: Artificial Intelligence Tech Creation

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**Week 10: October 28 – November 1 (MW)**

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- Emerging Technology
  - Readings: Understanding Game-Based Learning
  - Topics: Digital Game-Based Learning
  - Assignments: Minecraft Tech Creation

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**Week 11: November 4 – November 8 (MW)**

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- Emerging Technology
  - Readings: Future of VR & AR in Education
  - Topics: 3D Printing, Augmented Reality (AR), Virtual Reality (VR)
  - Assignments: Aug. Reality Tech Creation, Technology Lesson Plan Creation Phase 2

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**Weeks 12-16: November 11 – December 13**

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- No Class Meetings: Teacher Residency Experience 496

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**Week 17: December 16 – December 20**

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- Finals Week
  - Tuesday, December 17, 9:45-11:45am

## Departmental Policies:

### Classroom Dispositions

The Teacher Education Program has an obligation to ensure that all completers have achieved proficiency in three primary areas: content knowledge; pedagogy skills; and dispositions. The first two areas are assessed via formative and summative measures like classroom assignments, lesson plans, field evaluations, and Praxis tests. The third area, dispositions, while as important as pedagogy and content knowledge, is more difficult to assess as this area encompasses the many “soft skills” effective teachers possess.

The classroom dispositions process was developed by faculty and staff using the InTASC standards as a starting point and is facilitated by the SOE Assessment Coordinator. The individual indicators further describe the dispositional categories and the expectations for all candidates in the TEP. In the fall of 2018, the TEP began assessing students in selected education courses. Now, faculty for all education courses submit dispositional ratings for all students at the midpoint and again at the end of the term. A student self-assessment survey, which is sent to all declared education majors at the end of each term, is used to gauge the level of understanding students have regarding their own dispositional performance as well as what is expected of them. Please see the Teacher Education Handbook for the complete dispositions [policy](#):

The dispositional categories and individual indicators are as follows below:

#### I. Demonstrates Professionalism

- a. Exhibits punctuality and attendance
- b. Meets deadlines
- c. Keeps appointments
- d. Comes to class prepared and with needed materials
- e. Addresses other appropriately
- f. Dresses professionally when indicated (e.g. presentations)

#### II. Shows Initiative

- a. Participates in discussions and activities
- b. Works independently
- c. Takes pride in his/her work
- d. Goes beyond minimum requirements
- e. Demonstrates perseverance
- f. Willing to try new things
- g. Seeks solutions to problems instead of complaining
- h. Demonstrates leadership qualities

#### III. Demonstrates Effective Written Communication Skills

- a. Adheres to assignment guidelines
- b. If required, formats papers in correct APA style
- c. Uses correct spelling and grammar
- d. Justifies perspective based on research and experience
- e. Composes correspondence in a professional manner

#### IV. Demonstrates Effective Oral Communication Skills

- a. Speaks appropriately (e.g., on topic, logical, correct language and grammar)
- b. Listens respectfully while others are speaking
- c. Respectfully disagrees by defending perspective with logic and calm

- V. Exhibits an Appreciation and Value for Diversity**
  - a. Shows respect for others regardless of differences
  - b. Does not use stereotypes or demean others
  - c. Remains open to learning about differences
  - d. Contributes positively to the development of a safe classroom environment
  
- VI. Collaborates Effectively with Faculty and Peers**
  - a. Demonstrates respect for faculty and peers
  - b. Does not exhibit a sense of entitlement
  - c. Interacts with others in a friendly, professional manner
  - d. Uses diplomacy in negotiations with others
  - e. Accepts and implements constructive feedback
  
- VII. Is a Reflective Learner**
  - a. Reflects accurately on performance and identifies areas for growth
  - b. Solicits feedback from faculty and peers
  - c. Seeks appropriate resources to improve skills & knowledge
  - d. Accepts responsibility for own behaviors & performance
  
- VIII. Practices Professional Ethics**
  - a. Understand the ethics of teaching, as defined in SDCL 13-43-45
  - b. Is able to perceive an ethical dilemma and its potential consequences
  - c. Reports any potential ethical issues to the appropriate overseers
  - d. Recognizes stakeholders and their views w/in context of ethical dilemma
  - e. Can identify alternate course of actions/solutions to an ethical dilemma

**Institutional Policies:**

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Kelly Weismantel, Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2nd Floor, Phone 605-626-3007, Fax 605-626-3399, Email [Kelly.Weismantel@northern.edu](mailto:Kelly.Weismantel@northern.edu).

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Academic Advising; Academic Coaching & Support; American Indian Circle Program; Career Services; Navigate (see below); Study Spaces—Individual & Group; success workshops and programming; TRIO Student Support Services; and Tutoring & Supplemental Instruction (SI).

As your instructor, I am personally committed to supporting your academic success in this course. If you demonstrate academic performance or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through the student success program, Navigate. If you receive feedback, please visit with me, or seek assistance and support from your professional advisor or other resource staff members. My goal is to make your learning experience as meaningful and successful as possible. If you have questions regarding Navigate, please contact the Student Success Center at (605) 626-2633 or [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu).

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**Land Acknowledgement:** Northern State University acknowledges that we are on the traditional land of the "Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people," and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future.

As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>





**EDFN 472 Law and Ethics for Educators 2 credits  
Fall 2024**

**Course meeting time and location**

This course meets entirely online.

**Instructor's name**

Mr. Brett Schwan

**Instructor's contact information**

[Brett.schwan@k12.sd.us](mailto:Brett.schwan@k12.sd.us) (preferred/primary)

[Brett.schwan@northern.edu](mailto:Brett.schwan@northern.edu)

**Office Location:** Groton Area Elementary School

**Office Hours:** I'm usually at the elementary school from 7:00-4:00 Monday – Friday. You can also reach me via email throughout the day and evening.

**Email Response Time**

Within 24 hours. If you do not hear from me within a few days, please circle back.

**Scheduling Appointments**

I am not on campus, but I would be happy to meet via Zoom. Please e-mail me to set up an appointment.

**NSU Phone Number**

Please contact me at (605) 252-0363

**Catalog Course Description**

Addresses the legal foundations of P-12 education in American society and the application of legal principles to promote educational equity and provide safe and supportive learning environments. Topics include an analysis of laws relating to general and special education, employment and continuing contract, confidentiality, church/state conflicts, control over the curriculum, teachers' legal responsibilities, and students' rights. Also addressed is the Code of Professional Ethics for Teachers.

**Required Textbooks and Supplementary Materials**

Essex, N. (2015). *A Teacher's Pocket Guide to School Law 3<sup>rd</sup> Edition*. Pearson. ISBN 978-13-335191-0

Infantino, R. & Wilke, R. (2019). *Tough Choices for Teachers: Ethical Case studies from Today's Schools*

*and Classrooms 2<sup>nd</sup> Edition*. Rowman and Littlefield. ISBN 978-1-4758-43347-7

Please visit the [NSU Bookstore](#) to order your materials.

### **Attendance Policy**

This class meets entirely online; students are expected to post discussions on time and submit assignments by the due dates. Online course attendance is determined by the submission dates for: assignments, assessments, discussion postings, etc. Logging into D2L is insufficient to verify/validate attendance for online courses. I will be monitoring your online presence and engagement with the content.

### **Technology Skills Needed**

Students must use Desire2Learn (D2L) for the discussion board prompts as well as accessing all course materials and submitting assignments and projects. D2L can be accessed at: <http://d2l.sdbor.edu/>. Please complete a D2L system check prior to beginning the course.

Note: Students are encouraged to have a backup plan in case of Internet connection issues or your computer malfunctions. For example, access to computers and Internet at local library; locate free Wi-Fi access such as coffee shop; borrow computer from neighbor or family member. Please complete a D2L system check prior to starting the course.

### **Description of Instructional Methods**

The instructional methods used within this course include discussion, readings, responses to scholarly articles, response to videos, projects, and personal reflections relevant to observations within the classroom setting.

### **Cheating and Plagiarism Policy**

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments. See also [SDBOR policy](#) and the [NSU Student Handbook](#).

### **Assignment or Exam Make-Up Policy**

The assignments are listed in the tentative daily activities. All assignments are equally weighted and assigned a point value. Point values are noted within the Dropbox for each assignment as well as in the tentative outline at the end of the syllabus. Late work must be approved by the instructor and will be subject to partial credit. Assignments that are less than 48 hours late will be "charged" 10%. For example, if your assignment is due on Thursday and you hand it in on Friday. You earn a 98%, but because it is late your grade will be 88%. Assignments more than 48 hours late will be charged 20%. For example, if your assignment is due on Thursday and you turn it in the following Tuesday. You earn a 98%, but because it is late your grade will be 78%. There will be no late final exams accepted.

**Course Goals**

- Understand how the legal system has provided a framework for the operation of public-school systems.
- Develop a respect for the rights of others with a regard for confidentiality and dignity.
- Appreciate the application of legal principles to promote educational equity and provide a safe and effective learning environment.
- Obtain resources in education law where further information can be found.
- Explore and articulate perception of situations that would require ethical consideration.

**Measurable Student Learning Outcomes**

- Interpret the legal system as it applies to education
- Apply the mandates of Constitutional law, statutory law, case law, and other legal requirements to student and teacher rights and responsibilities.
- Establish affirmative procedures for supervision and protection of students.
- Articulate the policies and procedures of employment law in the public education sector.
- Demonstrate an ability to anticipate and address situations that require an application of ethical practices.

**Standards Applied to This Course***CAEP (Council for the Accreditation of Educator Preparation) Standards*

Standard #1 Content and Pedagogical Knowledge

Standard #2 Clinical Partnerships and Practice

Standard #3 Candidate Quality, Recruitment, and Selectivity

Standard #4 Program Impact

Standard #5 Provider Quality Assurance and Continuous Improvement

*InTASC Core Teaching Standards*

Standard #1: Learner Development

Standard #2: Learning Differences

Standard #3: Learning Environments

Standard #4: Content Knowledge

Standard #5: Application of Content

Standard #6: Assessment

Standard #7: Planning for Instruction

Standard #8: Instructional Strategies

Standard #9: Professional Learning and Ethical Practice

Standard #10: Leadership and Collaboration

<b>Learning Outcome</b>	<b>Standards</b>	<b>Learning Activities</b>	<b>Assessment</b>
1.) Interpret the legal system as it applies to education	InTASC #3, #4, #5 CAEP #1	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Discussions</li> <li>• Text readings</li> <li>• Articles</li> <li>• Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Info sheets</li> <li>• Final exam</li> <li>• Forums</li> <li>• Case briefs</li> <li>• Discussion posts</li> </ul>

2.) Apply the mandates of Constitutional law, statutory law, case law, and other legal requirements to student and teacher rights and responsibilities.	InTASC #3, #4, #5, #8, #9, #10 CAEP #1	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Videos</li> <li>• Text readings</li> <li>• Articles</li> </ul>	<ul style="list-style-type: none"> <li>• Info sheets</li> <li>• Final exam</li> <li>• Discussion posts</li> <li>• Case briefs</li> </ul>
3.) Establish affirmative procedures for supervision and protection of students.	InTASC #2, #3, #4, #5, #7, #8, #9, #10 CAEP #1	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Text readings</li> <li>• Videos</li> <li>• Articles</li> </ul>	<ul style="list-style-type: none"> <li>• Info sheets</li> <li>• Case briefs</li> <li>• Questions for discussion</li> <li>• Discussion posts</li> <li>• Final exam</li> </ul>
4.) Articulate the policies and procedures of employment law in the public education sector.	InTASC #4, #5 CAEP #1	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Discussions</li> <li>• Text readings</li> </ul>	<ul style="list-style-type: none"> <li>• Info sheets</li> <li>• Issues and practices</li> <li>• Discussion posts</li> <li>• Final exam</li> </ul>
5.) Demonstrate an ability to anticipate and address situations that require an application of ethical practices.	InTASC #5, #7, #8, #9, #10 CAEP#1	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Scenarios</li> <li>• Text readings</li> <li>• Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Questions for discussion</li> <li>• Discussion posts</li> <li>• Final exam</li> </ul>

### Course Assessments

Material is posted to the Course Content section of D2L and is arranged in modules. These materials will serve much as the facilitation of learning in a traditional class; that is, it will augment the material assigned. There will be approximately 15 modules.

All assignments must cite relevant sources (APA) both in-text and include a *References* page. Please visit [Purdue's Website for assistance in APA citation](#). You'll see a list on the left that will guide you.

*Discussion Posts.* Participation in threaded discussions will count for 5 points per discussion (3 points for your original post and 1 point for each response to a colleague). Unless otherwise noted in the timeline, you must post to the prompt each week by Thursday at 11:30 pm and then respond to two classmates by Sunday at 11:30 pm. Discussion posts cannot be made up. You must post by the deadline for credit. Please note that not all Modules require a discussion post. Please view the timeline carefully.

*Info Sheet.* Info sheets should be a meaningful summarization of the content; they are not copied and pasted documents straight from the textbook. Info sheets should not be longer than one page, should begin with an introductory summary of the chapter that is followed by a bulleted list that illustrates the points you consider imperative for your role as a classroom teacher. Info sheets are worth 15 points and must include a Reference page, but you do not need to cite the text within your paper.

*Analysis of SD Teacher Code of Ethics.* Investigate Legislative Rule Chapter 24:08:03 and teachers' obligations to the students, the public, and the profession. Analyze those obligations and draft a

summary that illustrates your synthesis of the code's intention. In your conclusion, discuss the need to address ethics in a teacher education program. This assignment is worth 20 points and should be approximately 2 pages.

*Questions for Consideration.* Questions for consideration appear at the culmination of case studies in the *Tough Choices for Teachers* text. Your responses should address all parts of the question, should be thoughtful, meaningful, and it should be clear you critically considered all points of view. Each question is worth 3-points so the full assignment value is contingent on the number of questions.

*Case Brief.* The format for a case brief is below. Case briefs are worth 20 points and must include a Reference page that cites the case in APA style.

- 1) Identification of the case:
- 2) Action sought:
- 3) Facts of the case:
- 4) Question to be answered by the court:
- 5) Answer given by the court:
- 6) Reasons:
- 7) Significance of the case for schools: (In this section you should write a narrative summary that describes your own significance/importance of this case. It should be approximately 3-4 paragraphs, not more than 6).

*Final Exam.* The final exam will be due on **May 3, 2024, by 11:30 PM**. The exam will be essay in nature and will require you to demonstrate your proficiency in meeting the course learning outcomes. No late exams will be accepted; you will not pass this course if you do not submit a final exam.

### **Performance Standards/Grading Policy**

The breakdown on assignments and points achieved will be determined using the following rubric and grading scale. The assignments are listed in the tentative daily activities. All assignments are equally weighted and assigned a point value. Point values are noted within the Dropbox for each assignment as well as within the daily activities at the end of the syllabus.

Late work must be approved by the instructor and will be subject to partial credit. The breakdown on assignments and points achieved will be determined using the following rubric and grading scale. The assignments are listed in the tentative daily activities. All assignments are equally weighted and assigned a point value. Point values are noted within the Dropbox for each assignment as well as in the tentative outline at the end of the syllabus. Late work must be approved by the instructor and will be subject to partial credit. Assignments that are less than 48 hours late will be "charged" 10%. For example, if your assignment is due on Thursday and you hand it in on Friday. You earn a 98%, but because it is late your grade will be 88%. Assignments more than 48 hours late will be charged 20%. For example, if your assignment is due on Thursday and you turn it in the following Tuesday. You earn a 98%, but because it is late your grade will be 78%. There will be no late final exams accepted.

### **Grading scale**

90%	A
80%	B
70%	C
60%	D

## Course Outline and Schedule

### Module 1 (August 26 – September 1)

- Post a video introduction of yourself (your name, where you are from, your major, what grade level/content you want to teach, and two questions related to school law and/or ethics that you hope to have answered by the end of the semester.
- Read Chapter 1 of *School Law*, “Control of Public Schools.”
- Investigate [SD Legislative Rule 24:08:03 SD Teacher Code of Ethics](#).
- Read Chapter 1 of *Tough Choices*, Thinking about Ethics.”
- Complete *Analysis of SD Teacher Code of Ethics* assignment and submit to the Dropbox.

### Module 2 (September 2 – September 8)

- Read Chapter 2 of *School Law*, “Instruction and Curriculum Standards.”
- Investigate [ESSA and how it differs from No Child Left Behind](#).
- Complete *Info Sheet* assignment for Chapter 2 of *School Law* to the Dropbox.
- Read Chapter 7 of *School Law*, “Individuals with Disabilities.”
- Select one court case that is mentioned in Chapter 7 and complete *Case Brief* assignment; submit to the Dropbox.
- Participate in Module 2 Discussion.

### Module 3 (September 9 – September 15)

- Read Chapter 3 of *School Law*, “Religion and Public Schools.”
- Select one court case that is mentioned in Chapter 3 and complete *Case Brief* assignment; submit to the Dropbox.

### Module 4 (September 16 – September 22)

- Read Chapter 10 of *Tough Choices*, “Religion, Politics, and Delicate Curricular Subjects.”
- Complete *Questions for Consideration* assignment for Chapter 10 (Case 8) and submit to the Dropbox.
- View the video, [“Should the Bible be Taught Academically in All Schools?”](#)
- Participate in Module 4 Discussion.

### Module 5 (September 23 – September 29)

- Read Chapter 4 of *School Law*, “Students, the Law, and Public Schools.”
- Complete *Info Sheet* assignment for Chapter 4 of *School Law* and submit to the Dropbox.
- Participate in Module 5 Discussion.

### Module 6 (September 30 – October 6)

- View the video, [“Tinker vs. Des Moines Independent Community School District.”](#)
- Visit the website, [The Freedom Forum Institute](#) to learn more about First Amendment Rights in Schools.
- View the video, [“Why The Principal Can Search Your Purse.”](#)
- Participate in Module 6 Discussion

### Module 7 (October 7 – October 13)

- Read Chapter 3 in *Tough Choices*, “The Truth and its Consequences.”
- Complete *Questions for Consideration* assignment for Chapter 3 (Case 1) and submit to the Dropbox.

- Read Chapter 4 in *Tough Choices*, "Playing by the Rules."
- Complete *Questions for Consideration* assignment for Chapter 4 (Case 2) and submit to the Dropbox.
- Participate in Module 7 Discussion.

#### Module 8 (October 14 – October 20)

- Read Chapter 5 in *School Law*, "Due Process and Student Safety."
- Read the article, "[Zero Tolerance Policies and the School to Prison Pipeline.](#)"
- Participate in Module 8 Discussion.

#### Module 9 (October 21 – October 27)

- View the news report, "[Parents Blame School for Not Preventing Bullying.](#)"
- View the news report, "[Bullied Son Left with Brain Damage.](#)"
- Complete *Info Sheet* assignment for Chapter 5 of *School Law* and submit to the Dropbox.
- Participate in Module 9 Discussion

#### Module 10 (October 28 – November 3)

- Read Chapter 12 in *Tough Choices*, "Trouble with Tech Ethics."
- Complete *Questions for Consideration* assignment for Chapter 12, Case 10 and submit to the Dropbox.
- Participate in Module 10 Discussion.

#### Module 11 (November 4 – November 10)

- Read Chapters 5 and 6 in *Tough Choices*, "Time Constraints."
- Complete *Questions for Consideration* assignment for Chapter 5, Case 3 and submit to the Dropbox.
- Read Chapter 6 in *Tough Choices*, "Many are Called, One is Chosen."
- Complete *Questions for Consideration* assignment for Chapter 6, Case 4 and submit to the Dropbox.

#### Module 12 (November 11 – November 17)

- Read Chapter 6 in *School Law*, "Liability and Student Records."
- Read Chapter 9 in *Tough Choices*, "Making the Grade."
- Complete *Questions for Consideration* assignment for Chapter 9, Case 7 and submit to the Dropbox.
- Participate in Module 12 Discussion.

#### Module 13 (November 18 – November 24)

- Read Chapter 8 in *School Law*, "The Teacher and School Liability."
- Complete *Info Sheet* assignment that combines the content in Chapter 6 and Chapter 8 of *School Law* and submit to the Dropbox.
- Participate in Module 13 Discussion.

#### Module 14 (November 25 – December 1)

- Select either Chapter 13, 14, or 15 of *Tough Choices* to read.
- Complete *Questions for Consideration* for the appropriate case associated with your selected chapter and submit to the Dropbox.

## Module 15 (December 2 – December 9)

- Read Chapter 10 in *School Law*, “Teacher Freedoms.”
- Complete *Info Sheet* assignment for Chapter 10 and submit to the Dropbox.
- Read Chapter 11 in *School Law*, “Tenure, Dismissal, and Collective Negotiations.”
- Complete *Info Sheet* assignment for Chapter 11 and submit to the Dropbox.

## FINAL EXAM

- Your final exam is due on December 16, 2024 by 11:30 pm. No late final exams will be accepted.

## Northern State University Policy Statements

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### Complaint Procedure

Northern State University seeks to resolve student concerns and complaints in a fair and prompt manner. Students may file a concern or complaint using the [Concerns and Complaints webpage](#). SARA complaints from out-of-state students may be filed using the [SARA Complaint Resolution form](#).

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### **South Dakota Board of Regents Policy Statements**

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**ADA Statement** Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible.

Contact: Kelly Weismantel, Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2<sup>nd</sup> Floor, Phone 605-626-3007, Fax 605-626-2531, Email [Kelly.Weismantel@northern.edu](mailto:Kelly.Weismantel@northern.edu).

Please note: if your home institution is not the institution you are enrolled at for a course (host institution), then you should contact your home institution's Office of Accessibility services. The accessibility services at the home and host institution will work together to ensure your request is evaluated and responded to.

**Emergency Alert Communication** In the event of an emergency arising on campus under [Board of Regents Policy 7:3](#), Northern State University will notify the campus community via the emergency alert system. It is the responsibility of the student to ensure their information is updated in the emergency alert system. The student's cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

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## **SEED 496, Field Experience 2 credits Fall 2025**

### **Instructor's Information**

**Instructor's name**  
**Instructor's contact information**  
**Office location**  
**Office hours**  
**NSU Email Address**  
**Email Response Time**  
**Scheduling Appointments**  
**NSU Phone Number**

### **Course Information**

#### **Meeting Time and Location**

This experiential learning course requires 60 hours of fieldwork in a secondary classroom aligned with the candidate's content area. The schedule will be coordinated collaboratively among the teacher candidate, the cooperating teacher, and the university supervisor.

#### **Catalog Course Description**

Applied, monitored, and supervised field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study established by the student, instructor, and field-based supervisor. Due to the presence of a field experience supervisor, a lower level of supervision is provided by the instructor in these courses than is the case with an internship or practicum course. Admission to Teacher Education required.

#### **Additional Course Description**

This course provides students with a structured, content-specific field experience focused on intentional, experiential learning. During this experience, students will deepen their knowledge of instructional methods within their discipline by actively engaging in a content-area classroom. Working closely with cooperating teachers in a collaborative, team-teaching environment, students will have the opportunity to apply their learning in real-time, refining their skills in lesson planning, classroom management, and instructional delivery. This hands-on approach allows students to connect theory to practice while developing practical expertise under the guidance of field-based supervisors. This experience is taken in conjunction with SEED 420 5-12 Teaching Methods.

#### **Course Prerequisites**

SEED 296, SEED 396 field experiences

### **Required Textbooks and Supplementary Materials**

None.

### **Course Policies**

#### **Attendance Policy**

Students must complete a minimum of 60 hours of supervised practice in the age level and content area specified by the student's major for successful completion of this field experience.

#### **Technology Skills Needed**

Students should be familiar with the D2L platform and be proficient in word processing skills to complete and submit necessary assignments for the field experience.

#### **Description of Instructional Methods**

Instructional methods for this course emphasize active, hands-on learning through collaboration and team teaching. Students will engage in co-planning and delivering lessons, observing and reflecting on best practices, and implementing classroom management strategies. They will apply content-specific teaching techniques, receive real-time feedback from cooperating teachers and supervisors, and refine their instructional delivery to meet diverse student needs.

#### **Assignment or Exam Make-Up Policy**

Assignments are expected to be submitted by the stated due date. If an extension is needed, it must be requested and approved in advance of the absence or deadline. Late submissions without prior approval may not be accepted or may incur a penalty, at the instructor's discretion.

### **Course Goals**

- Deepen understanding of discipline-specific teaching strategies by actively engaging in real-time instructional planning and delivery in a content-area classroom.
- Build effective teamwork and communication abilities by working closely with cooperating teachers in a team-teaching environment.
- Refine practical classroom management skills by implementing and adjusting strategies in a live classroom setting.
- Integrate theoretical knowledge with hands-on teaching experience, fostering practical expertise under the mentorship of cooperating teachers and field-based supervisors.

### **Measurable Student Learning Outcomes**

- Students will demonstrate the ability to use discipline-specific instructional strategies effectively in a secondary classroom setting.
- Students will exhibit effective communication and teamwork skills by engaging in collaborative planning and teaching with cooperating teachers.
- Students will apply classroom management strategies that create a positive and productive learning environment and adapt them based on real-time feedback.
- Students will connect theoretical frameworks to teaching practice by analyzing and reflecting on their instructional decisions and their impact on student learning.

## **Course Assessments**

*Classroom Observation and Feedback.* University supervisors and cooperating teachers will conduct structured observations during the student's instructional delivery. Feedback will focus on the use of discipline-specific instructional strategies, alignment with learning objectives, and student engagement.

*Co-Teaching Reflection and Evaluation.* Students will complete a reflective evaluation on their collaborative planning and teaching experience, detailing their contributions, communication strategies, and ability to adapt to the needs of the team. Feedback from the cooperating teacher will also be included.

*Classroom Management Self-Assessment and Supervisor Feedback.* Students will complete a self-assessment of their classroom management strategies, identifying successes and areas for improvement. Supervisors will provide additional feedback based on observed behaviors and classroom climate.

*Field Experience Portfolio (Teacher Work Sample).* Students will create a portfolio documenting their field experience, including lesson plans, instructional artifacts, reflective journals, and a written analysis connecting theoretical concepts from SEED 420 to their teaching practice.

## **Performance Standards/Grading Policy**

Successful completion of the various assigned tasks and field experience placement will result in satisfactory completion of the course (grade S), while unsuccessful completion of the tasks will result in an unsatisfactory grade (grade U).

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## **Complaint Procedure**

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### **Diversity Statement**

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### **Grade Appeal Policy**

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### **Student Success Services and Supports**

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Academic Advising; Academic Coaching & Support; American Indian Circle Program; Career Services; Navigate (see below); Study Spaces—Individual & Group; GOLD series success workshops and programming; TRIO McNair, TRIO Student Support Services; and Tutoring & Supplemental Instruction (SI).

As your instructor, I am personally committed to supporting your academic success in this course. I can connect you to any of the services listed above. In addition, if you demonstrate any academic or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through NSU's student success program, **Navigate**. If you receive feedback, please visit with me. You can also seek assistance from your professional advisor or other resource staff members. My goal is to make your learning experience in this course as meaningful and successful as possible. If you have questions regarding any of these services, please ask me or contact the Student Success Center at [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu) or 605-626-7782.

### **Land Acknowledgement**

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### **South Dakota Board of Regents Policy Statements**

#### **Academic Dishonesty and Misconduct**

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### **Acceptable Use of Technology**

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### **Emergency Alert Communication**

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### **Freedom in Learning**

Under the Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.



## **SEED 488 Field Experience, 6 credits Fall 2025**

### **Instructor's Information**

**Instructor's name**  
**Instructor's contact information**  
**Office location**  
**Office hours**  
**NSU Email Address**  
**Email Response Time**  
**Scheduling Appointments**  
**NSU Phone Number**

### **Course Information**

#### **Meeting Time and Location**

This experiential learning opportunity entails a 12-week placement in a secondary classroom aligned with the candidate's content area. Teacher candidates are required to be present at the cooperating school full-time, adhering to the daily schedule of the school. Additionally, candidates are expected to participate in all in-service training, meetings, and conferences as invited.

#### **Catalog Course Description**

Applied, monitored, and supervised field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study established by the student, instructor, and field-based supervisor. Due to the presence of a field experience supervisor, a lower level of supervision is provided by the instructor in these courses than is the case with an internship or practicum course.

#### **Course Prerequisites**

SEED 296, SEED 396, SEED 496 field experiences

#### **Required Textbooks and Supplementary Materials**

None.

### **Course Policies**

#### **Attendance Policy**

Teacher candidates are expected to be in attendance all day, every day at the cooperating school. Candidates should attend all in-services, meetings, and conferences when invited.



### **Technology Skills Needed**

Students should be familiar with the D2L platform and be proficient in word processing skills to complete and submit necessary assignments for the field experience.

### **Description of Instructional Methods**

During the 12-week student teaching placement, instructional methods will focus on hands-on teaching and gradual responsibility for classroom instruction. Teacher candidates will observe and reflect on best practices, co-teach with the cooperating teacher, and progressively assume full instructional responsibilities. Methods will include lesson planning, delivering instruction tailored to diverse learners, implementing classroom management strategies, and assessing student learning. Regular feedback from the cooperating teacher and university supervisor will guide the refinement of teaching practices.

### **Assignment or Exam Make-Up Policy**

Assignments are expected to be submitted by the stated due date. If an extension is needed, it must be requested and approved in advance of the absence or deadline. Late submissions without prior approval may not be accepted or may incur a penalty, at the instructor's discretion.

### **Course Goals**

- Apply evidence-based teaching strategies to design and deliver instruction that meets diverse student needs in a real-world classroom setting.
- Establish and maintain a positive and productive learning environment by effectively implementing classroom management techniques.
- Collaborate with cooperating teachers, school staff, and administrators to contribute to the broader educational community and build professional relationships.
- Engage in ongoing self-assessment and reflection to evaluate their instructional decisions and identify areas for professional growth.
- Connect theoretical concepts from their academic coursework with practical applications in a field-based learning environment.

### **Measurable Student Learning Outcomes**

- Students will design and implement effective, evidence-based lesson plans that align with curriculum standards and address diverse learner needs.
- Students will apply classroom management strategies that foster a positive, inclusive, and engaging learning environment.
- Students will demonstrate effective communication and teamwork by collaborating with cooperating teachers, school staff, and other stakeholders in the educational community.
- Students will engage in reflective practices to analyze their teaching experiences, assess the impact of their instructional strategies, and identify actionable steps for improvement.
- Students will apply theoretical frameworks and concepts from their academic studies to practical teaching situations, demonstrating a clear connection between their coursework and field-based experiences.

### **Course Assessments**

*Classroom Observation and Evaluation.* Cooperating teachers and university supervisors will observe teacher candidates during classroom instruction, using structured evaluation tools to assess lesson planning, instructional effectiveness, classroom management, and adaptability. Feedback will be provided to guide improvement

*Professional Collaboration Reflection.* Teacher candidates will submit a reflective report on their collaboration with cooperating teachers, school staff, and administrators, highlighting specific contributions, communication strategies, and professional growth.

*Reflective Journal or Portfolio.* Candidates will maintain a reflective journal or compile a portfolio documenting their teaching experiences, including lesson plans, instructional artifacts, and reflections on how theoretical concepts informed their practice.

*Midpoint and Final Performance Review.* At the midpoint and conclusion of the placement, teacher candidates will participate in formal performance reviews with cooperating teachers and university supervisors. These reviews will assess progress in instructional practices, classroom management, collaboration, and reflective growth, providing actionable feedback for continued development.

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**Anna Schwan, Ed.D.**  
237 E 2<sup>nd</sup> Avenue  
Groton, SD 57445  
605.216.8209  
annamschwan@gmail.com

**Education**

**Doctor of Education (2015)**

Major: Educational Administration  
Specialization: School District Superintendent  
University of South Dakota, Vermillion, SD

**Specialist in Education (2014)**

Major: Educational Administration  
Specialization: School District Superintendent  
University of South Dakota, Vermillion, SD

**Master of Arts in Education (2012)**

Teaching English Language Learners  
Valley City State University, Valley City, ND

**Bachelor of Arts in Arts & Sciences (2002)**

Majors: Spanish and English  
Secondary Education Teacher Preparation  
South Dakota State University, Brookings, SD

**Specialization in Spanish Culture and Language (2001)**

La Escuela Internacional, Salamanca, Spain

**Professional Experience**

**Dean**

Millicent Atkins School of Education 2023-Present  
Northern State University  
1200 S Jay Street  
Aberdeen, SD 57401

**Interim Dean**

Millicent Atkins School of Education (2022-2023)  
Northern State University  
1200 S Jay Street  
Aberdeen, SD 57401

**Department Chair (2021-2022)**

Teacher Education  
Millicent Atkins School of Education  
Northern State University  
1200 S Jay Street  
Aberdeen, SD 57401

**Graduate Faculty Coordinator (2020-2022)**

Leadership and Administration, Teaching and Learning, Educational Studies  
Millicent Atkins School of Education and Graduate Studies  
Northern State University  
1200 S Jay Street  
Aberdeen, SD 57401

**School of Education Graduate Programs Recruiter (2020-2022)**

Millicent Atkins School of Education and Graduate Studies  
Northern State University  
1200 S Jay Street  
Aberdeen, SD 57401

**Assistant/Associate Professor (2017-Present)**

Teacher Education  
Millicent Atkins School of Education  
Northern State University  
1200 S Jay Street  
Aberdeen, SD 57401

**Adjunct Instructor (2017)**

Teacher Education  
Millicent Atkins School of Education  
Northern State University  
1200 S Jay Street  
Aberdeen, SD 57401

**School Administrator (2013-2017)**

Groton Area Middle School and High School  
Groton Area School District  
406 N 2<sup>nd</sup> Street  
Groton, SD 57445

**English as a Second Language Teacher (2010-2013)**

Aberdeen Central High School  
Aberdeen School District  
1200 S Roosevelt  
Aberdeen, SD 57401

**Language Arts and Spanish Teacher (2002-2010)**

Leola Elementary and High School  
Leola School District  
820 Leola Avenue  
Leola, SD 57456

**Professional Education**

**Japan Studies Institute (2019)**

Nippon Foundation  
American Association of State Colleges and Universities  
San Diego State University  
San Diego, CA

**Ed Porthan Instructional Leadership Institute (2015)**

School Administrators of South Dakota  
Pierre, SD

**Professional Preparations/Current Certifications**

Secondary Preparation  
K-12 Preparation  
Superintendent Preparation  
K-12 Principal Preparation  
English as a New Language

**Endorsements**

Secondary Advanced Composition/Grammar  
Secondary Speech/Debate  
School Superintendent  
K-12 Principal  
K-12 Spanish  
K-12 English as a New Language  
Secondary Advanced Literature  
Middle Level Learner  
5-8 Grade English Language Arts

**Publications**

Francom, G., Schwan, A., & Nuatome, J. Comparing Google Classroom and D2L Brightspace using the technology acceptance model. (2021). *TechTrends*, 65. 111-119.

Schwan, A. (2021). Perceptions of student motivation and amotivation. *The Clearing House Journal*, 94(2). 76-82.

Schwan, A. (2020). Trilateral perceptions of the importance of instructional leadership behaviors. *Mid-Western Educational Researcher*, 32(2). 173-188.

Schwan, A., Wold, C., Neville, A., & Moon, A. (2020). Mentor and new teacher self-perceptions regarding the effectiveness of a statewide mentoring program. *Critical Questions in Education*, 11(3). 190-207.

Wold, C., Moon, A., Schwan, A., Neville, A., & Outka, Janeen. (2023). The importance of pairings in mentorship programs. *Critical Questions in Education*, (14)2. 120-139.

### **National Presentations**

#### **The Accessible Labyrinth: Rethinking the Teacher Pathway**

March 2024

Critical Questions in Education Conference

New Orleans, Louisiana

#### **Rethinking the Pre-Student Teaching Experience**

February 2022

Critical Questions in Education Conference

Charleston, South Carolina

#### **Mentor and New Teacher Self-Perceptions of a Statewide Mentoring Program**

November 2019

Critical Questions in Education Conference

Chicago, IL

#### **Perceptions of Student Motivation and Amotivation**

February 2019

Critical Questions in Education Conference

Savannah, GA

### **State Presentations**

#### **Bridging the Worlds of P-12 Education and Higher Education**

April 2019

South Dakota Principals' Conference

Watertown, SD

#### **What Do You Want From Me? Understanding Principal Effectiveness**

April 2018

South Dakota Principals' Conference

Deadwood, SD

#### **Student Motivation**

April 2017

South Dakota Principals' Conference

Spearfish, SD



## **Regional Presentations**

### **Why Don't Students Like School?**

October 2023

Dare to Share Regional P-12 Teacher Development In-service  
Florence, SD

### **Microlearning**

October 2023

Dare to Share Regional P-12 Teacher Development In-service  
Florence, SD

### **Student Motivation and Amotivation**

October 2019

Dare to Share Regional P-12 Teacher Development In-service  
Florence, SD

### **Transitioning from P-12 to Higher Education**

October 2019

Dare to Share Regional P-12 Teacher Development In-service  
Florence, SD

### **Secondary Behavior and Motivation in the Classroom**

January 2018

North Central Special Education Cooperative In-service  
Warner, SD

## **Northern State University Service**

Northern State University Experiential Learning Committee (2023-Present)

Board of Regents Education Discipline Council (2021-Present)

Northern State University Shared Governance Committee (2020-Present)

Millicent Atkins School of Education Leadership Committee (2021-2022)

Millicent Atkins School of Education Disposition Committee (2017-2022)

Millicent Atkins School of Education Curriculum Committee (2017-2022)

Millicent Atkins School of Education Teacher Education Council (2017-2022)

Millicent Atkins School of Education 3<sup>rd</sup> Year Review Committee (2018)

Millicent Atkins School of Education Scholarship Committee (2019-2022)

Northern State University Presidential Search Committee (2021)

Northern State University Academic Affairs Committee (2020-2022)

Northern State University Faculty Senate Secretary (2020-2022)

Northern State University Graduate Council (2020-2022)

Northern State University School of Education Dean Search Committee (2020)

Northern State University AVPAA Search Committee (2019)

Northern State University First Year Seminar Coordinator Search Committee (2019)

Northern State University Strategic Planning Committee (2018-2021)

Northern State University Distinctive Learning Pillar Team Chair (2020-2021)

Northern State University Center for Teaching and Learning Task Force (2018-2019)

Northern State University Space Analysis Committee (2018)

Northern State University Assessment Committee (2017-2021)

Northern State University Academic Technology Advisory Committee (2019-2021)

Northern State University OIS Committee (2018-2020)

Northern State University Library Committee (2017-2020)

Teacher Education Faculty Search Committee Chair (2022)

### **State and Regional Service**

South Dakota Teacher Apprenticeship Pathway Development Team (2022-Present)

Founding member of the SD Registered Apprenticeship Pathway, developed the secondary education pathway for paraprofessionals

South Dakota Teacher Mentor Program Development Team (2022-Present)

Founding member and facilitator of the *Good to Great* statewide mentoring program for teachers in years 3-5

Blue Ribbon Milken Educator Award Panel (2022-Present)

South Dakota Critical Needs Scholarship Board (Appointed by Governor Noem in 2021-Present)  
President

South Dakota Literacy Advisory Team (2021-Present)

School Administrators of South Dakota Executive Board (2015-2017)

**Awards and Honors**

Northern State University Outstanding Early Career Award (2021)

Northern State University Professor of the Year Thunder Award (2021)

Recipient of the NSU eXtended Realities Faculty Development Grant (2020)  
Avatar Simulation Technology

Nippon Foundation Fellowship Award (2019)  
Fully funded Japan Studies Institute

Northern State University Delegate to China (2018)

Recipient of the Sanford Faculty Development Grant (2018)  
Development of two courses in teaching English Learners

South Dakota Principal of the Year, Region 4 (2017)  
South Dakota School Administrators

Recipient of the E. Gordon Poling Administrator Award (2017)  
South Dakota Counseling Association

South Dakota Principal of the Year, Region 4 (2016)  
South Dakota School Administrators

**Brett Schwan**  
**PO Box 536**  
**Groton, SD 57445**  
**Email: Brett.Schwan@k12.sd.us**  
**Phone: (605) 252-0363**

## **Education**

Northern State University, Aberdeen, SD.  
Master of Science in Leadership and Administration.  
Pre-Kindergarten through Twelfth Grade Principal.  
Graduated May 2010.

Northern State University, Aberdeen, SD.  
BS Degree in Special Education.  
Football, Basketball, and Track Coaching Endorsements.  
Graduated July 2005.

## **Experience**

**Adjunct Professor**—Northern State University. Serve as an adjunct instructor each semester in the Teacher Education Program in the Millicent Atkins School of Education. (August 2019-present).

**Elementary Principal**—Groton Area Elementary School, Groton, SD. Supervise and evaluate all staff. Hire all staff with the assistance of the school superintendent. Assist with creation and implementation of strategic plan for the school. Provide ongoing professional development for staff. Maintain high visibility and interaction with students, staff and community. Implement effective management structures, strategies and procedures. Oversee the implementation of the Groton Area After School Program. Designated as the Title 1 Director. (July 2015-present).

**8<sup>th</sup> Grade Special Education Teacher**—Holgate Middle School, Aberdeen, SD. Resource Room teacher in the 8<sup>th</sup> grade. Assisted classroom teachers and students. Taught Language Arts and Social Studies in the Resource Room. Conducted IEP meetings and Multidisciplinary Team Meetings. Evaluated and re-evaluated students for Special Education. Maintained proper paperwork for all required materials established by the Federal Government and South Dakota Department of Education. Tutored 8<sup>th</sup> grade students in mathematics in preparation for the Dakota Step Test. Helped with the After School Program. Coordinated with teachers at Central High School to help transition students from middle school to high school. (August 2010-May 2015).

**Dean of Students**—Leola School, Leola, SD. Facilitated day-to-day activities of all junior high and high school students in areas such as discipline, registration, attendance, and grade reviews. Developed and administered 504 Plans. Supervised non-certified staff and completed formal evaluations. Conducted monthly junior high and high school teachers' meetings. Maintained and updated junior high and high school student policy handbook. Sustained students' permanent school records. (July 2008-July 2010).

**Testing Coordinator**—Leola School, Leola, SD. Responsible for maintaining state testing regulations and assessments within the Leola School District. Administered the W-APT and ACCESS to ESL students at local colony schools. Administered training to staff members facilitating the Dakota Step Test. Administered National Assessment of Educational Performance. (July 2008-July 2010).

**Athletic Director**—Leola School, Leola, SD. Accountable for scheduling all athletic games and securing officials. Jointly responsible for hiring and evaluating coaches for the Leola/Frederick Co-op. Arranged transportation to and from practices and events. Performed athletic grade checks bi-weekly to ensure eligibility. Acquired positions of boys' junior high football and basketball coach for Leola-Frederick. (July 2008-July 2010).

**K-12 Special Education Teacher**—Edmunds Central School, Roscoe, SD. Taught Special Education, grades K-12. Administered Academic Achievement Tests (KTEA-II, KTEA, Key Math, and Brigance) and the Dakota Step-A. Responsible for reporting and submitting Child

Count information on the DDN. Prepared Special Education forms such as Referral for Special Programs, Parental Consent for Evaluation, Parental Prior Notice for Meeting, Classroom Observation Report, Multi-Disciplinary Team Report and Parental Input into Evaluation, and Individual Education Program. Named boys' football and basketball coach. (August 2005- May 2008).

### **Training**

Received 24 hours of training to be a certified Safety-Care trainer in the summer of 2024. Completed 8 hours of training in the *Nonviolent Crisis Intervention*® training program in Fall 2010. Received training in multiple areas of the Infinite Campus in Chamberlain, SD, in Fall of 2009. Certified to administer the W-Apt and ACCESS testing for ESL students in Fall of 2008. Trained and then coordinated the administration of the Dakota STEP, Dakota STEP-A, and Writing Assessment in Fall of 2008 and 2009.

## CHENG-HSIEN WU 吳政嫻

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Assistant Professor of Teacher Education  
Millicent Atkins School of Education  
Northern State University

Library 215  
Northern State University  
Aberdeen, SD 57401  
chenghsien.wu@northern.edu  
304-276-7724

### Education

#### **2013 PhD, Interdisciplinary Education**

West Virginia University  
Department of Curriculum and Instruction  
Doctoral Concentration: Curriculum, Literacy and Cultural Studies  
Dissertation Title: *Resilient Journeys: A Case Study of Why and How Low-income Families Practice Homeschooling*

#### **2007 M.A., Educational Psychology**

West Virginia University  
Department of Educational Psychology  
College of Human Resources and Education  
Thesis Title: *Social Skills Intervention: Improving Peer Interaction for an Asian Child*

#### **1999 B.A., Language and Literature in Education**

National Taitung University in Taiwan (National Taitung Teachers' College) (NTTU)  
Department of Liberal Arts  
Completed an honors thesis in Chinese entitled *The Characters' Analysis of Hsin shi His' Adolescent Chapter Books*

### Publications and Presentations

#### **Academic Publications**

Wu, C., Kale, U., & Clausell, C. (2014/Winter). *WebPACK: Future teachers' plans and practices with emerging tools. Journal for Computing Teachers*, 43-54.

Wu, C., Hursh, D. E., Walls, R.T., Stack, S. F., & Lin, I. (2012). *The effects of social skills training on the peer interactions of a non-native toddler. Education and Treatment of Children*, 35(3), 371-388.

#### **Proposal Reviewer**

2025, February, Eastern Educational Research Association, Hilton Head, SC  
2024, February, Eastern Educational Research Association, Clearwater, FL  
2023, February, Eastern Educational Research Association, Myrtle Beach, SC

2022, May, American Educational Research Association Open  
 2022, February, Eastern Educational Research Association, Clearwater, FL  
 2021, February, Eastern Educational Research Association, Savannah, GA  
 2020, February, Eastern Educational Research Association, Orlando, FL.

### **Academic Presentations**

- Wu, C.** (2024, February), Culturally Relevant Pedagogy in Hispanic Serving Institution Paper presented at the Annual Meeting of the Eastern Educational Research Association, Clearwater, FL.
- Wu, C.** (2023, August) Attendee the 131th Annual Convention of American Psychology Association, Washington DC
- Wu, C.** (2023, February) Exploring Pre-service Teachers' Technology Integration Self-Efficacy under the Teacher Education Program at the Annual Meeting of the Eastern Educational Research Association, Myrtle Beach, SC.
- Wu, C.** (2022, February) Active Learning Strategies on the Zoom Format, Paper presented at the Annual Meeting of the Eastern Educational Research Association, Clearwater, FL.
- Wu, C.** (2021, April) Seeking Diversity in Oklahoma's Teacher Preparation Programs and the Teaching Force" panel, OAEA Spring Convention
- Wu, C.** (2021, February). Culturally Responsive Practice in the Teacher Education Program. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Virtual conference
- Wu, C.** (2020, March) Presentation Tools in an Education Setting. Presenter at OAEA Spring Conference, Lawton, OK
- Wu, C.** (2020, February) Social Justice Practice in the Teacher Education Program. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Orlando, FL.
- Wu, C.** (2019, August) Attendee the 127th Annual Convention of American Psychology Association, Chicago, IL.
- Wu, C.** (2019, Spring) The Implications of Interethnic Friendship Regarding Implicit Bias, Paper presented at the Annual Meeting of the Eastern Educational Research Association, Myrtle Beach, SC.
- Wu, C.** (2018, May) Foster the Critical Consciousness in the Teacher Education Program. Paper presented at the Fourteen International Congress of Qualitative Inquiry, Urbana- Champaign, IL.

- Wu, C.** (2018, February). Foster the Critical Consciousness in the Teacher Education Program. *Paper presented at the Annual Meeting of the Eastern Educational Research Association, Clear Water, FL.*
- Wu, C.** (2017, May) Pre-service Teachers' Perception regarding the TPACK Framework and the Implication for Teaching Instructions. Paper presented at the Thirteen International Congress of Qualitative Inquiry, Urbana- Champaign, IL.
- Wu, C.,** Mihelic, J., & Worm, S. (2016, October) Fostering the Concept of Culturally Relevant Pedagogy through Practices. *Paper presented at the Annual meeting of Oklahoma Association of Colleges for Teacher Education.*
- Wu, C.** (2016, August) Attendee the 124<sup>th</sup> Annual Convention of American Psychology Association, Denver, CO.
- Wu, C.** (2016, February). The Road Map for the First Generation Latino College Students. *Paper presented at the Annual Meeting of the Eastern Educational Research Association, Hilton Head Island, SC.*
- Wu, C.** (2015, October). *Latino first college generation students' challenges and strategies in higher education.* Paper presented at the Annual meeting of Oklahoma Association of Colleges for Teacher Education.
- Wu, C.** (2015, February). *Cultural Identities and Democratic Education in Low-Income Homeschooling Families.* Paper presented at the Annual Meeting of the Eastern Educational Research Association, Sarasota, FL.
- Wu, C.** (2015, May). *Identity, pedagogy, and agency for low-income homeschooling families.* Paper presented at the Eleventh International Congress of Qualitative Inquiry in Champaign-Urbana, IL.
- Wu, C.,** Kale, U., & Clausel, C. (2013, June). *Web2.0PACK: Future Teachers' Plan and Practices with Emerging Tools.* Paper presented at the International Communication Association Conference, London, UK.
- Wu, C.,** & Kale, U. (2013, April). Scaffolding pre-service teachers' reflection on technology integration. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Wu, C.,** Kale, U., & Clausell, C. (2012, November). TPACK in using Web 2.0: Future teachers' practices with emerging internet tools. Paper presented at the Annual Meeting of the Association of Educational Communications and Technology (AECT), Louisville, KY.
- Wu, C.,** & Sherfinski, M. (2012, May). Two mother-researchers' perspectives on homeschooling and social justice. Paper prepared for the Annual Meeting of the International Congress of Qualitative Inquiry (QI2012), University of Illinois, Champaign, IL.
- Wu, C.** (2012, February). The theoretical frameworks concerning parental actions of the decision-making in homeschooling. Paper prepared for presentation at the Annual Meeting of the Eastern Educational Research Association, Hilton Head, S.C.



**Wu, C.** (2011, February). The conflicting roles of parents in education policy and practice. Paper prepared for presentation at the Annual Meeting of the Eastern Educational Research Association, Sarasota, F.L.

### **Selected Professional Presentations**

**Wu, C.** (2024, October), Understanding Developmental Tasks-Impact on Teaching Strategies. Presentation *for Teens As Teachers at Northern State University*

**Wu, C.** (2024, October), Stress and its effects. *Presentation for Learning EXPO at Northern State University*

**Wu, C.** (2024, August), Artificial Intelligence in the Classroom. *Presentation at Faculty in-service at Northern State University*

**Wu, C.** (2024, May), Teaching in the 2020s *Presentation at CETL at Northern State University*

**Wu, C.** (2024, April) Fun Facts for Teacher Education Program from SD, OK, and WV! Presentation for NSU Con at Northern State University

**Wu, C. & Nicole Schutter** (2024, April) American Schools and Taiwanese Schools: Five Essential Differences. Presentation for Noon Forum at Northern State University

**Wu, C.** (2024, February), Personality Traits and Learning Motivations, Presentation at Educators Rising SD State Conference

**Wu, C.** (2023, October), *How do we construct our knowledge in daily life?* Presentation at Learning EXPO at Northern State University

**Wu, C.** (2018, August) Club-Advising: Lesson Learned. Presentation for Professional Development at Oklahoma Panhandle State University.

**Wu, C.** (2017, October) The experiences sharing from the Outstanding Local Chapter Advisor of SOEA. Presentation for SOEA 2017 Fall conference at University of Central Oklahoma.

**Wu, C.** (2014, October; 2015, April; 2016, November) The cultures and schooling comparisons between the US and Taiwan. Presentation for EDUC 2233-diversity in education class at Oklahoma Panhandle State University.

**Wu, C., & Bernstein, M.** (2013, February). Getting to know the US classroom culture and expectations: *The American classroom atmosphere, expectations, and guidelines such as your rights as a student for a healthy and successful academic learning experience.* Presentation for Office of International Programs Acculturation Workshops at West Virginia University.

**Wu, C.**, Bernstein, M., & Sherfinski, M. (2012, September). Getting to know the US classroom culture and expectations: *The American classroom atmosphere, expectations, and guidelines for a healthy academic learning experience*. Presentation for Office of International Programs Acculturation Workshops at West Virginia University.

### **Grants and Awards**

- ★ 2023 Most Inspiring Professor of the Year-Oklahoma Panhandle State University
- ★ 2018 SOEA Outstanding Local Chapter-the 1<sup>st</sup> place
- ★ 2017 SOEA Outstanding Local Chapter Advisor
- ★ 2016 SOEA Chapter of the Year
- ★ 2013 West Virginia University Graduate Fellowship
- ★ 2012 Robert Stitzel Graduate Research Award to support dissertation–related research
- ★ 2012 West Virginia University College of Human Resources and Education Travel Award to support dissertation data collection

### **Teaching Interests**

- Teaching Sociology of Education courses through documentary film studies
- Associating cultures, classes, races, and power to understand the advantaged and disadvantaged groups in schooling
- Using studies and films as tools to increase cultural awareness
- Utilizing technology as a tool to facilitate K-12 teaching
- Encouraging pre-service teachers to combine technology and classroom teaching within the TPACK (Technological Pedagogical Content Knowledge) model

### **Research Interests**

- Homeschooling
- School Choice Programs
- Parental Engagement in Schooling and Education
- Access to Power in Schooling
- Pre-service Teachers' TPACK application in School Settings

### **Teaching Experiences**

#### **Assistant Professor:**

Northern State University, Millicent Atkins School of Education, EPSY302 N01-HyFlex, EPSY 302 N02-HyFlex, EPSY 428, EPSY 528, EDFN 475, EDFN 575, EDFN 752  
Responsible for teaching Educational Psychology, Child & Adolescent Development, Human Relations, and Research-Based Curriculum and Instructions

#### **Professor:**

Oklahoma Panhandle State University, School of Education, EDUC 4313, EDUC 3213, and PSCY 2313, EDUC 4333 Fall 2014 to current

Responsible for teaching Educational Psychology, Human development: childhood and adolescence, Psychology: personal adjustment, and Educational Technology.

**Technology Support:**

*West Virginia University, Benedum Collaborative Five-Year Teacher Education Program EDUC 697 and EDUC 412, Spring 2013*

Responsible for technology problem-solving for students of the Benedum Five-Year Teacher Education Program. Solving students' technical issues in online portfolios, teaching videos, blogging, education-related programs and software.

**Seminar Instructor:**

*West Virginia University, Benedum Collaborative Five-Year Teacher Education Program EDUC 612, EDUC 687, EDUC 411, and EDUC 412, Fall 2009 – Fall 2012*

Responsible for leading seminars for students in the second and third years of the program. I taught seminars using online collaboration tools such as Google Sites and PBWiki as well as seminars on the use of blogging programs such as blogger.com for students in the second year of the program. For students in the final year of the teacher education program, I oversaw the online portfolio process and guided them in the development of these portfolios, in particular in the development and editing of a teaching video artifact.

**Teaching Assistant:**

*West Virginia University, Department of Instructional Design and Technology EDUC 311 and EDUC 312, Fall 2009 – Fall 2012*

Responsible for teaching preservice students in the first year of the program. I teamed with faculty from the Instructional Design program to provide guidance as students integrate technology in tutoring sessions and in small and large group lessons with children in their professional development schools, and presented information on technological pedagogical content knowledge (TPACK). I also led the students in developing micro-teaching sessions, taught them how to create a Prezi presentation about the integration of technology in instruction, guided them in their evaluation of different technologies in use in schools, and graded their assignments.

**Co-Instructor:**

*West Virginia University, Department of Social and Cultural Foundations Sociology of Education, SCFD 600, Spring 2011*

Co-taught engaging course on relationships among social classes, races, and schooling with Dr. Adriane Williams. Chose research studies, reviewed students' discussion plans, facilitated discussions, assigned homework, responded to students' book reviews, and grade some assignments. Incorporated students' experiences and studies to expose them to a variety of situations in schooling.

**Co-Instructor:**

*West Virginia University, Department of Educational Leadership Studies*

*Sociology and Education, EDLS 640, Fall 2010*

Co-taught with Dr. Adriane Williams. Responsible for online course execution including responding to students' postings, recommending related readings to increase students' understanding in multiple perspectives, and grading some of assignments.

**Homeroom Teacher:***5<sup>th</sup> and 6<sup>th</sup> grade Chinese Teacher, 1999-2002*

Responsible for class execution including teaching Chinese, mathematics, and physical education; assigning homework; communicating with students and parents; and developing and proctoring tests.

**Professional Associations**

- APA (American Psychology Association)
- AERA (American Educational Research Association)
- EERA (Eastern Educational Research Association)
- AECT (Association for Educational Communications and Technology)
- OACTE (Oklahoma Association of Colleges for Teacher Education)

**Committee and Student Organization Advisor**

- 2024 to current  
Student Success Committee
- 2024 to current  
Faculty Development Committee
- 2024-2024  
CETL Advisory Committee
- 2024 to current  
SOE Recruitment and Retention Committee
- 2023 to current  
Advisor of International Student Organization
- 2022 to 2023  
Chair of Rank and Tenure Committee
- 2022 to 2023  
President of Faculty Senate at OPSU
- 2021 to 2023

## Faculty Senate of College of Arts and Education at OPSU

- 2020 to 2023  
Committee of Faculty Pay Raise at OPSU
- 2019 to 2021  
Committee of HLC Criterion 1
- 2018 to 2023  
Chair of OPSU faculty professional development plan
- 2018 to 2023  
Advisor Advisory Council
- 2018 to 2019  
Secretary of Faculty Senate at OPSU
- 2018 to 2017  
Vice President of Faculty Senate at OPSU
- 2017 to 2023  
OPUS Strategic Plan Committee
- 2015 to 2023  
Committee member of Instructional Accountability
- 2014 to 2023  
Committee member of Teacher Education Council at OPSU
- 2014 to 2023  
Committee member of Reasonable Accommodations
- 2014 to 2023  
Advisor in OAEA (Oklahoma Aspiring Education Association)/SOEA

## Work Experiences

- 2023 to current  
Assistant Professor, Millicent Atkins School of Education, Northern State University, South Dakota
- 2022 to 2023  
Professor, College of Arts and Education, Oklahoma Panhandle State University
- 2018 to 2022  
Associate Professor, College of Arts and Education, Oklahoma Panhandle State University
- 2014 to 2018  
Assistant Professor, School of Education, Oklahoma Panhandle State University
- 2013-2013  
Technology Support, WVU Benedum Collaborative
- 2009-2012  
Graduate assistant, WVU Benedum Collaborative
- 2006  
Student Worker, West Virginia University Dining Service
- 2000-2002  
Teacher, Taipei Municipal Po Ai Elementary School
- 1999-2000

- Student Teacher, Tainan Municipal Chung Hsueh Elementary
- 1999-2000  
Researcher, Tainan Education Bureau Special Topics Research on Small Classes
  - 1998-1999  
Research Assistant, National Science Council (NSC) Special Topics Research on Cooperative Teaching

**Cheryl Wold, Ph.D.**  
**Professor**  
**Cheryl.Wold@northern.edu**

Millicent Atkins School of Education  
Northern State University  
Aberdeen, SD 57401

**Education:**

Doctor of Philosophy, Teaching and Learning, University of North Dakota, Grand Forks, ND,  
August 2009

Master of Science, Special Education, Northern Illinois University, DeKalb, IL, August 1984

Bachelor of Science, Elementary Education and Bachelor of Science, Special Education,  
Northern State University, Aberdeen, SD, December 1980

**Professional Experiences:**

Professor of Special Education, Northern State University, Fall 2024-present

Graduate Coordinator for Master's Degree in Special Education January 2021-present

Associate Professor of Special Education, Northern State University, Fall 2019-2024

Associate Dean, SOE May 2021-May 2022

Graduate Coordinator for Master's Degree in Leadership and Administration September,  
2022-June 2023

Assistant Professor of Special Education, Northern State University 2013-2019

Director of Special Education, East Central Special Education Unit, New Rockford, ND, 2005-  
2013

K-7 Title I Teacher/After School Program Coordinator and AdvancED Co-Chair, Carrington  
Public School in Carrington, ND, 1998-2005

K-12 Special Education Teacher, Dickey LaMoure Special Education Unit, LaMoure, ND, 1981-  
1998

**Northern State University Professional Awards and Certificates:**

Student Organization Advisor of the Year, 2023-2024

Northern State University HyFlex Teaching Certificate May 2023

OLC Advanced Online Teaching Certificate April 2023

Sanford Faculty Development Award 2018  
OLC Foundation Online Teaching Certificate December 2015  
Student Organization Advisor of the Year (CEC) 2014-15 Academic Year

**Northern State University Student Organization Awards:**

NSU SDBOR Community Service Award, Sensory Santa, 2023-2024 Academic Year (Co-Advisor)  
NSU Community Service Project, Sensory Santa, 2019-2020 Academic Year (Co-Advisor)  
NSU CEC South Dakota Board of Regents 2017 Student Organization Award for Community Service (Co-Advisor)  
Student Organization of the Year (CEC) 2014-15 Academic Year (Advisor)

**Current Certifications:**

**Certified in South Dakota:** Education Specialist: Birth-21 Director Special Education, Advanced K-12 Special Education Teacher, and Advanced Elementary Education Teacher.  
Endorsements :K-12 Special Education; 5<sup>th</sup>-8<sup>th</sup> grade English Language Arts, Math, Science, and Social Science; K-4<sup>th</sup> Grade English Language Arts, Math, Science, and Social Science; Elementary and Secondary Reading, and Self-Contained Teacher K-8<sup>th</sup> grade.

**Certified in North Dakota:** K-12 Special Education Teacher, K-8 Elementary Teacher, Director of Special Education, and Middle School Teacher.

Endorsements in: Specific Learning Disabilities, Intellectual Disabilities, Special Education Alternately Assessed Instruction, Middle School English, Middle School Math, and Middle School

Credentials in: Director of Special Education

**Professional Association Memberships and Offices Held:**

**Council of Exceptional Children (CEC)**

South Dakota CEC Board Member

Past CEC Membership Chair

CEC South Dakota President 2017-2019, Past President 2019-2021

CEC National Representative Assembly Committee 2019-2023

CEC South Dakota Delegate to the National Representative Assembly 2018, 2019, 2020 and 2022

**Council of Administrators of Special Education (CASE)**

**CEC Teacher Education Division (TEC)**

**National Education Association (NEA)**

**National Association of Special Education Teachers (NASSET)**



## **Council of Higher Education (COHE)**

Current local treasurer for Northern COHE

## **Teaching:**

### **University Teaching Experience:**

#### **Significant Achievements in Teaching**

- Completed the paperwork for the Master's Degree in Special Education with a Visual Impairment Specialization-Approved Fall 2020
- Developed the Information for the External Review for the Master's Degree in Special Education-Review June 26, 2020
- Officially launched Master's Degree in Special Education Fall 2021
- Master's Degree in Special education has grown from 5 students in fall 2021 to 15 students in fall 2022 to 22 students in fall 2023
- Special Education majors consistently achieve a 100% Pass Rate on first attempt of Praxis Content Exam

### **Northern State University, Current Courses**

- Teach face-to-face classes on campus courses
  - SPED 4/510 Behavior Management for Exceptional Children
  - SPED 4/517 Vocational-Transitional Programming
  - SPED 4/520 K-12 Curriculum and Instructional Strategies
  - SPED 4/585 Special Education Law
  - SPED 704 Inclusive Education – Huron Cohort
- Teach online courses:
  - SPED 704 Inclusive Education
  - EDAD 720 Special Education Law for School Administrators
  - SPED 731 Educating Students with Learning Disabilities
  - SPED 741 Educating Students with Emotional/Behavioral Disorders
  - SPED 441 Inclusive Methods for Diverse Learners
  - EDFN 737 School Culture and Change
  - EDFN 4/592 Topics: Back to School Workshops

- Northern State University, Previous Courses
  - SPED 100 Introduction to Persons with Exceptionalities (face-to-face and online)
  - SPED 210 Teaching Students with Exceptionalities
  - SPED 4/570 Educational Programming
  - SPED 592 Special Education for General Educators
  - EDFN 102 Introduction to Education
  - EDFN 455-555 Literacy Assessment & Instruction
  - EPSY 742 Psychology of Learning
  - EDFN 794 Internship
  - SPED 4/592 Topics: CEC Institute
- Additional Teaching and Advising Duties:
  - Student Teacher Supervision
  - Pre-Student Teacher Supervision
  - Graduate Practicum Supervision
  - Mentorship Undergraduate students
  - Advisement Graduate students
  - Chair for Graduate Student Committees
  - Recruitment of prospective students
  - Contribution to Special Education reports for state reports and CAEP

**Research:**

**Publications:**

Wold, C.M., Moon, A.L., Neville, A.L., & Houge, T. (2023). Comparing preservice and inservice teachers' perceptions and actual knowledge of phonics. *Journal of the American Academy of Special Education Professionals*. Fall, 2023.

Wold, C.M., Moon, A.L., Schwan, A., Neville, A.L., & Outka, J. (2023). The importance of pairings in mentorship programs. *Critical Questions in Education*, 14(2).

Wold, C.M., Neville, A.L., & Monaghan-Geernaret, P. (2023). The numbers don't lie-Or do they? Small sample size hides lived reality of representation of Native American students in special education. *Journal of the American Academy of Special Education Professionals*. Winter, 2023.

Wold, C.M. & Vogel, J.J. (2021). Inclusive university experiences for students with disabilities, *National Association of Special Education Teachers Special Educator e-Journal*. December 6, 2021.

Schwan, A., Wold, C.M., Moon, A.L., Neville, A.L., & Outka, J. (2020). Mentoring and new teacher self-perceptions regarding the effectiveness of a statewide mentoring program. *Critical Questions in Education*, 11(3):190.

Moon, A., Francom, G., & Wold, C. (2020). Learning from versus learning with technology: Supporting constructionist reading comprehension learning with iPad applications. *TechTrends*, August 2020.

Moon, A. L., Wold, C. M. & Francom, G. M. (2016). Enhancing reading comprehension with student-centered ipad applications. *TechTrends*, 61(2).

Wold, C.M. (2009). Response to intervention: A study of the implementation of response to intervention in North Dakota schools, Doctoral Dissertation, University of North Dakota.

### **Presentations:**

Wold, C.M. (2024, March 15). *Implementing high leverage practices in educator preparation programs*. Council for Exceptional Children (CEC) Annual Convention and Expo, San Antonio, TX.

Schwan, A. & Wold, C.M. (2024, March 4). *The accessible labyrinth: Rethinking the teacher pathway*. Critical Questions in Education Conference, New Orleans, LA.

Wold, C.M. & Vogel, J.J. (2023, March 3). *High leverage practices: Preparedness, importance, and use of the practices*. Council for Exceptional Children (CEC) Annual Convention and Expo, Louisville, KY.

Wold, C.M. (2022, January 17). *Matching new teachers and mentors: Retaining special education teachers using effective mentoring programs*. Council for Exceptional Children (CEC) Annual Convention and Expo, Orlando, FL.

Wold, C.M. (2021, March 11). *Learning from versus learning with technology: Using iPad reading comprehension apps*. Council for Exceptional Children (CEC) Virtual Conference.

Francom, G. M., Moon, A. L. & Wold, C. M. (2020). *Learning with versus learning from technology: Supporting constructionist reading comprehension learning with ipad applications*. AECT International Convention, online.

Wold, C.M. & Vogel, J. (2020, February 7). *Exploring the roles of students and faculty in integrating students with disabilities on college campuses*. Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.

Vogel, J. & Wold, C. (2020, June 2). *Professional development in special education*. South Dakota New Teacher Mentorship Summer Academy, Virtual Conference.

Schwan, A., Wold C., & Moon, A. (2019, November 11). *Supporting all teachers with a state mentoring program*. Critical Questions in Education Conference, Chicago, IL.

Moon, A.L & Wold, C.M. (2019, March 4). *Enhancing reading comprehension with student-centered iPad applications*. Critical Questions in Education Conference, Savannah, GA.

Wold, C. & Vogel, J. (2018, March 13). *Using evidence-based practices to improve student outcomes*. South Dakota Special Education Conference, Sioux Falls, SD.

Wold, C., Neville, A.L. & Moon, A. (2018, February 10). *Making all teachers better teachers for students with disabilities*. Council for Exceptional Children (CEC) Convention and Expo, Tampa, FL.

Wold, C., Moon, A., Bortnem, G. & Neville, A.L. (2017, April 22). *Pre-service and in-Service teachers' perceptions and actual knowledge of phonics*. Council for Exceptional Children (CEC) Convention and Expo, Boston, MA.

Acosta, K., Cook, K., Snow, C. & Wold, C. (2017, November 8) *Closing the research to practice gap: Evidence-based resources and tools to support educator preparation for inclusive schools*. CEC Teacher Education Division Conference, Savannah, GA.

Wold, C.M. (2016, March 23). *Making all teachers better teachers*. South Dakota Special Education Conference, Pierre, SD.

Wold, C.M. (2015, April 10). *Response to intervention; 10 years later: What has changed since 2004?* National CEC Convention and Expo, San Diego, CA.

Wold, C.M. (2014, February 7). *Tips for successfully implementing response to intervention (RTI)*. North Dakota Council for Exceptional Children (CEC) State Conference, Mandan, ND.

## **Invited Presentations:**

Wold, C.M. (2017, June 27). *Northern State University CEEDAR Project*, CEEDAR-IRIS Cross State Convening, Chicago, IL.

Wold, C.M. (2017, June 28). *Cross-institutional collaboration for sustainability: South Dakota example*. CEEDAR-IRIS Cross-State Convening, Chicago, IL.

Wold, C.M., Moon, A. & Francom, G. (2016, January 4). *Differentiated Instruction*. Aberdeen Catholic Schools Inservice, Aberdeen, SD.

## **Grants:**

SD Rethinking K-12 Education Models (REM) Grant (2022-2023). Participated in the development of content modules on Competency-Based Education as part of this SDDOE grant.

Awarded a federal Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) grant from the United States Department of Education, Office of Special Education, and the University of Florida. (2015-2016). I helped write the grant for Northern State University to integrate more special education content in general education curriculum as well as the curriculum for school administrators.

Wrote the supplemental CEEDAR (2015-2016). grant to develop a new teacher mentoring program at Northern State University, \$20,000.

### **Northern State University Grants:**

2022 Awarded grant stipend for completion of the OLC Advanced Online Teaching Certificate Program.

2022 Awarded grant stipend for completion of the HyFlex Training at Northern.

2018 Sanford Faculty Development Award: Grant proposal to develop Master's Degree in Special Education at Northern State University.

2015 Awarded grant stipend for completion of the OLC Online Foundation Teaching Certificate Program.

### **Travel Awards:**

2024 Awarded faculty travel funds to present at CEC Convention and Expo in San Antonio, TX

2024 Awarded faculty travel funds to present at Critical Questions in Education Conference in New Orleans, LA

2023 Awarded faculty travel funds to present at the CEC Convention and Expo in Louisville, KY

2022 Awarded faculty travel funds to present at the CEC Convention and Expo in Orlando, FL

2020 Awarded faculty travel funds to present at the CEC Convention and Expo in Portland, OR

2019 Awarded faculty travel funds to present at the Critical Questions in Education Conference in Chicago, IL

2019 Awarded faculty travel funds to present at the Critical Questions in Education Conference in Savannah, GA

2018 Awarded faculty travel funds to present at the CEC Teacher Convention and Expo in Tampa, FL

2017 Awarded faculty travel funds to present at the CEC Teacher Education Conference, Savannah, GA

2017 Awarded faculty travel funds to present at the CEC Conference, Boston, MA

2015 Awarded faculty travel funds to present at the CEC Conference, San Diego, CA

**Research Interests:**

Research Interests: High Leverage Practices, Teacher Mentoring, Early Childhood Outcomes, Specific Learning Disabilities, Response to Intervention, Literacy Instruction, iPad Initiatives, and Transitions to Postsecondary.

Public Policy Issue Interests: Teacher Training, Teacher Qualifications, Director of Special Education Qualifications, and Teacher Shortages in Special Education.

**Service:**

**Service to Northern State University:**

**Service on the following committees/councils at NSU:**

Faculty Senate 2018-2019; 2019-2020; 2020-2021, 2021-22, 2022-23, 2023-24, 2024-25

2020-2021 Faculty Senate President

2019-2020 Academic Year Faculty Senate President-Elect

Academic Leadership Team – 2020-2021, 2021-22

Extended Cabinet – 2019-2020; 2020-2021, 2021-22

Dean's Council 2021-22

Promotion & Tenure Committee – 2020-2021, 2021-22, 2022-23, 2023-24, 2024-25

Shared Governance 2022-2023, 2023-24

Graduate Council 2018-2019; 2019-2020, 2021-22, 2022-23, 2023-24, 2024-25

Higher Learning Commission Criterion 5 Committee 2019-2020; 2020-2021

Academic Affairs Committee 2017-2018; 2018-2019; 2019-2020

American Indian Advisory Council 2021-22, 2022-23, 2023-24, 2024-25

Faculty Development 2023-24

University Advisory Committee on Disability and Accessibility 2023-24, 2024-25

Office of Instructional Support Advisory Committee 2015-2016; 2016-2017; 2017-2018; 2018-2019

Teacher Education Council 2013-2014; 2014-2015; 2015-2016; 2016-17; 2017-2018; 2018-2019; 2019-2020; 2020-2021, 2021-22, 2022-23, 2023-24, 2024-25

NSU Return-to-Campus Taskforce 2020-21

ADA Accommodation Advisory Committee – 2015-2016; 2016-2017; 2017-2018

Student Conduct Board – 2013-2014; 2014-2015; 2015-2016

School of Education Search Committees – ongoing

School of Education Curriculum Committee – 2021-22, 2022-23

School of Education Assessment Committee – 2021-22

School of Education Recruitment and Retention Committee – 2022-23, 2023-24, 2024-25

CEEDAR (Collaboration for Effective Educator Development, Accountability and Reform) Committee 2015-2016; 2016-2017

Assist with Northern Bound Days

Assist with Incoming Freshman Visits

Assist with CAEP accreditation process

Assist with Special Education Program evaluation process

**Student Organizations:**

Advisor and Co-Advisor for NSU Council for Exceptional Children 2013-present

Advisor and Co-Advisor for NSU South Dakota Education Association 2017-present

Co-Advisor for the Association for the Education of Young Children, 2023-present

**Service to Discipline: Special Education:**

SD CEC Board Member

Past President of the South Dakota Council for Exceptional Children (CEC)

SD CEC President 2017-2019

Delegate to the national CEC Convention and Expo Representative Assembly

2022 Orlando

2020 Portland, OR

2019 Indianapolis, IN

2018 Tampa, FL

Reviewer for the Teacher Education Division (TED) of the Council for Exceptional Children Conference

Reviewer for the CEC Convention and Expo

**Service to the Community:**

Collaboration with disability service providers such as SDSBVI, Aspire, Transition Learning Community and Transition Liaison Project

Chairperson of the School Board for a local Preschool

Established a foundation with the mission of providing scholarships to NSU and funding other projects which benefit persons with disabilities.

Annual Scholarships awarded September 2019-present.



## CHRISTIAN D. PIRLET

13426 Ringneck Lane • Aberdeen, SD 57401 • cpirlet@gmail.com • (605) 290-3266

### SUMMARY OF QUALIFICATIONS

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A teacher educator focused on bringing instruction alive through instructional technology, HyFlex methods, digital game-based learning, chaordic education, social studies education, and global education.

### EDUCATION

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<b>University of South Dakota</b> Ed.D. in Curriculum & Instruction Emphasis: Social Studies Education, Educational Technology Dissertation: Game-based learning to motivate the study of economics and raise global awareness: Minecraft in a rural secondary social studies classroom	Vermillion, SD August, 2021
<b>University of South Dakota</b> M.A. History Emphasis: The American West, American Founding, Constitutionalism Thesis: The Black Hills gold rush: A lack of policy and an insatiable demand for land Graduate Assistantship: History Department	Vermillion, SD May, 2013
<b>Northern State University</b> B.S.Ed. History	Aberdeen, SD December, 2007

### PROFESSIONAL EXPERIENCE

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#### Collegiate

<b>Northern State University</b> Assistant Professor of Educational Technology	Aberdeen, SD 2021 – Present
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#### Courses Taught:

##### Instructional Design in E-Learning Courses:

- Digital Learning and Communication, ELRN 410/510\*
- Principles of Instructional Design, ELRN 435/535\*
- Multimedia Design & Development, ELRN 440/540\*
- Digital Learning Tools and Resources, ELRN 450/550\*
- Classroom Technology, ELRN 485/585\*
- Internship in E-Learning, ELRN 494/794\*
- HyFlex Pedagogy, ELRN 740\*
- Teaching and Learning with Digital Technology, ELRN 750\*
- Applications of Learning Theory, ELRN 772\*

##### Methods Courses:

- Elementary Social Studies Methods, ELED 360
- Secondary Methods in Teaching, SEED 400/500
- American Foundations: The Founding, HIST/POLS 592\*

##### General Education Courses:

- Human Relations, EDFN 475/575
- Secondary Education Internships/Practicums, SEED 496, SEED 794, SEED 795
- School Culture and Change, EDFN 737
- Back-to-School Workshop, EDFN 592

*\*New Courses Developed or Redesigned*

#### Program Coordinator:

Minor in Instructional Design in E-Learning

Masters of Science in Education: Educational Studies in Secondary Education  
Masters of Science in Education: Instructional Design in E-Learning  
Masters of Science in Education: Teaching & Learning

University Supervisor:

Pre-Student Teaching (60-Hour Experience)

Student Teaching (12-Week Experience)

E-Learning Internship (18-Week Experience)

**University of South Dakota**

Elementary Social Studies Methods, Graduate Assistant (ELED 360 Online)

Western Civilization I & II, Graduate Assistant (HIST 121/HIST 122)

Vermillion, SD

2021

2011 – 2012

**Northern State University**

Rising Scholar's US History I & II (HIST 151/HIST 152)

Aberdeen, SD

2016 – 2019

**K-12**

**Aberdeen Public School District**

Social Studies Teacher

Courses Taught: AP US History, Economics, Current Events, Psychology,  
Regional American Indian Studies

Technology Integration Coach

Aberdeen, SD

2007 – 2021

2020 – 2021

**PUBLICATIONS**

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**Journal Articles**

Williams, J. A., & Pirlet, C. D. (2021). Developing global citizens through human rights education: Teaching the Nanjing atrocities. *The Oregon Journal of the Social Studies*.

**Chapters**

Pirlet, C. D. (2024). Open Pandora's box: Using Avatar to teach human environment interaction through an indigenous lens. In N. Sardone (Ed.), *Hollywood or History: AN Inquiry-based Strategy for Using Film to Teach Geography*. Information Age Publishing.

Pirlet, C. D. (2023). Global awareness in a rural secondary classroom: Minecraft and macroeconomics. In L. Yoho & J. D. Moore (Eds.), *Expanding the Vision of Rurality in the US Educational System*. IGI Global.

Williams, J. A., Pirlet, C. D., & Johnson, M. (2022). The Nanjing safety zone: A global rescue effort on the Asian theatre during World War II. In L. Harris, M. Sheppard, & S. Levy (Eds.), *Teaching difficult histories: Pictures of practice*. (pp. 41-51). Teachers College Press. [2024 Society of Professors of Education Outstanding Book Award]

**Book Reviews**

Pirlet, C. D. (2020). Book review: Inquiry-based global learning in the K-12 social studies classroom. *Journal of International Social Studies*, 10(2), 161-164.

<https://www.iajiss.org/index.php/iajiss/article/view/521/401>

**PRESENTATIONS**

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**International**

Pirlet, C. D. (December, 2023). *Teaching Trade Agreements as a Global Citizen*. Paper presented at the International Assembly of the National Council for the Social Studies 2023 Annual Conference, Nashville, TN.

Pirlet, C. D. (November, 2021). *Game-Based Learning to Enhance Global Awareness*. Paper presented at the International Assembly of the National Council for the Social Studies 2021 Annual Conference, Virtual.

Williams, J. A., & Pirlet, C. D. (December, 2020). *The Nanjing Atrocities: Developing Global Citizens through Human Rights Education*. Paper presented at the International Assembly of the National Council for the Social Studies 2020 Annual Conference, Virtual.

Pirlet, C. D. (December, 2019). *What's Trade Got To Do With It?: Teaching International Development to Rural Secondary Students*. Paper presented at the International Assembly of the National Council for the Social Studies 2019 Annual Conference, Austin, TX.

## National

Pirlet, C. D. (December, 2022). *Creating 'Chaord' Through Digital Game-Based Learning to Teach Global Economics*. Paper presented at the National Council for the Social Studies (NCSS) 2022 Annual Conference, Philadelphia, PA.

Sheppard, M., Williams, J. A., Johnson, M., Pirlet, C. D.,.... (December, 2022). *Teaching Difficult Histories in Difficult Times*. Paper presented at the NCSS 2022 Annual Conference, Philadelphia, PA.

Pirlet, C. D., Williams, J. A., & Johnson, M. (December, 2020). *Teaching Difficult Histories: The Nanjing Atrocities*. Paper presented at the NCSS 2020 Annual Conference, Virtual.

Pirlet, C. D. (December, 2019). *Agency Through Allegories: Gilded Age Populism According to Oz*. Poster presented at the NCSS 2019 Annual Conference, Austin, TX.

Pirlet, C. D. (December, 2018). *Lakota Winter Counts: Yesterday, Today, and Tomorrow*. Workshop at the NCSS 2018 Annual Conference, Chicago, IL.

## Local/Regional

Pirlet, C. D. (August, 2024). *Historiography During the Cold War*. Presented at Northern State University through the Center for Public History and Civic Engagement, Aberdeen, SD.

Pirlet, C. D. (August, 2024). *Political Cartoons of the Cold War*. Presented at Northern State University through the Center for Public History and Civic Engagement, Aberdeen, SD.

Pirlet, C. D. (August, 2024). *Leveling Primary Documents for Elementary*. Presented at Northern State University through the Center for Public History and Civic Engagement, Aberdeen, SD.

Pirlet, C. D. (August, 2024). *Dual Coding for Teaching Elementary Social Studies*. Presented at Northern State University through the Center for Public History and Civic Engagement, Aberdeen, SD.

Pirlet, C. D. (June, 2024). *Revitalizing Social Studies: Making History and Mapping the Future*. Presented at the South Dakota History & Civics Summit, Sioux Falls, SD. [**Conference Keynote Presentation**]

Pirlet, C. D. (June, 2024). *Teaching Economics Through a US History Lens*. Presented at the South Dakota History & Civics Summit, Sioux Falls, SD.

Pirlet, C. D. (June, 2024). *National Symbols and Landmarks*. Presented at the South Dakota History & Civics Summit, Sioux Falls, SD.

Pirlet, C. D. (June, 2024). *The Power of Poetry in Studying American History*. Presented at the South Dakota History & Civics Summit, Sioux Falls, SD.

Pirlet, C. D. (April, 2024). *Making Your Learning Management System Work for Your Learners*. Presented at the Technology & Innovation in Education (TIE) Annual Conference, Sioux Falls, SD.

Williams, J. A., & Pirlet, C. D. (April, 2024). *Teaching Difficult Histories: Rediscovering the Nanjing Massacre*. Presented at the Technology & Innovation in Education (TIE) Annual Conference, Sioux Falls, SD.

Pirlet, C. D. (August, 2023). *Teaching History through Poetry*. Presented at Northern State University through the Center for Public History and Civic Engagement, Aberdeen, SD.

Pirlet, C. D. (August, 2023). *Teaching Through Supreme Court Decisions*. Presented at Northern State University through the Center for Public History and Civic Engagement, Aberdeen, SD.

Pirlet, C. D. (August, 2023). *Developing 'Good' Questions*. Presented at Northern State University through the Center for Public History and Civic Engagement, Aberdeen, SD.

Pirlet, C. D. (August, 2023). *Teaching Young Learners with Primary Documents*. Presented at Northern State University through the Center for Public History and Civic Engagement, Aberdeen, SD.

Pirlet, C. D. (June, 2023). *Incorporating Civics into Social Studies*. Presented at the South Dakota History & Civics Summit, Sioux Falls, SD.

Pirlet, C. D. (June, 2023). *Teaching Abstract Concepts in Social Studies*. Presented at the South Dakota History & Civics Summit, Sioux Falls, SD.

Pirlet, C. D. (June, 2023). *National Symbols and Monuments*. Presented at the South Dakota History & Civics Summit, Sioux Falls, SD. [**Conference Keynote Presentation**]

Pirlet, C. D. (April, 2023). *The Best of Google's "Other" Apps*. Presented at the Technology & Innovation in Education (TIE) Annual Conference, Rapid City, SD.

Pirlet, C. D. (August, 2022). *Questioning and Practicing Skills in History*. Presented at Northern State University through the Center for Public History and Civic Engagement, Aberdeen, SD.

Pirlet, C. D. (March, 2022). *Chaord Through Game-Based Learning*. Presented at the Technology & Innovation in Education (TIE) Annual Conference, Sioux Falls, SD.

Pirlet, C. D. & Geary, M. (June, 2021). *Minecraft in Schools*. Presented at DSU Teach Camp, Virtual.

Pirlet, C. D. (April, 2021). *Implementing Minecraft: Education Edition Across the Curriculum*. Presented at the Technology & Innovation in Education (TIE) Annual Conference, Virtual.

### **Invited Presentations**

Pirlet, C. D. (October, 2024). *Let's Dance: Using Dance to Teach Academic Content Areas*. Presented at Educators Rising Learning Expo at Northern State University, Aberdeen, SD.

Williams, J.A. & Pirlet, C. D. (May, 2023). *Teaching Difficult Histories in Difficult Times*. Chapter presented through iCivics Organization, virtual.

Pirlet, C. D. (May, 2023). *Dr. P's Tools for Game Masters*. Presented at HubCity Con, Aberdeen, SD.

Pirlet, C. D. (May, 2023). *The Power of Worldbuilding with Dr. P*. Presented at HubCity Con, Aberdeen, SD.

Pirlet, C. D. (February, 2023). *Minecraft in the Secondary Classroom*. Presented at The Emerging Technology in Education Event offered by Thunder Labs at Northern State University, Aberdeen, SD.

Pirlet, C. D. (December, 2022). *Ed Tech Robots: More than Meets the Eye*. Presented at Educators Rising Learning Expo at Northern State University, Aberdeen, SD.

Pirlet, C. D. (November, 2022). *CETL Pedagogy Grant Recipients Roundtable*. Presented regarding received funds through Northern State University's Center for Excellence in Teaching and Learning.

Pirlet, C. D. (February, 2022). *Minecraft, AR, and Clips, Oh My!* Presented at Educators Rising State Conference at South Dakota State University, Brookings, SD.

Pirlet, C. D. (December, 2021). *Minecraft, AR, and Clips, Oh My!* Presented at Educators Rising Learning Expo at Northern State University, Aberdeen, SD.

Pirlet, C. D. (August, 2020). *Using Annotate.net in the Classroom*. Presented at Aberdeen Central High School Professional Development, Aberdeen, SD.

Pirlet, C. D. (January, 2020). *A Guide to Implementing Google Forms as Quizzes*. Presented at Aberdeen Central High School Professional Development, Aberdeen, SD.

## AWARDS AND HONORS

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### National

International Society for Technology in Education: 20 to Watch Award (Nomination) 2024

Larry Metcalf Exemplary Dissertation Award (Nomination) 2022

James Madison Memorial Fellowship Foundation 2011

### State/Local

University of South Dakota School of Education Outstanding Leadership 2020

Aberdeen Central Teacher of the Year 2017

## GRANTS

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*Center for Teaching and Learning Pedagogy Grant*, Northern State University 2021  
Role: Principal Investigator, Amount: \$1000.00 (Funded)

*James D. Moran Memorial Dissertation Award*, University of South Dakota 2021  
Role: Principal Investigator, Amount: \$ 750.00 (Funded)

*Graduate Research and Creative Scholarship Grant*, University of South Dakota 2020  
Role: Principal Investigator, Amount: \$ 175.00 (Not Funded)

*The Mount Rushmore Presidential Academy...*, U.S. Department of Education 2015  
Role: Associate Investigator, Amount: \$1,779,000.00 (Not Funded)

## CERTIFICATIONS & LICENSURE

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HyFlex Teaching Certificate, *NSU, Center for Excellence in Teaching & Learning* 2023

Teaching Certificate, *South Dakota Department of Education* 2006 – Present

## PROFESSIONAL MEMBERSHIPS

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International Society for Technology in Education	2021 – Present
College and University Faculty Assembly, National Council for the Social Studies	2018 – Present
International Assembly, National Council for the Social Studies	2017 – Present
National Council for the Social Studies	2014 – Present
National Education Association/South Dakota Education Association	2007 – Present

## **PROFESSIONAL SERVICE**

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### **International/National**

PRAXIS Workgroups	
Secondary Social Studies, Technology and Engineering Education	2024
Journal of Economic Education Reviewer	2023
The International Assembly, National Council for the Social Studies	
House of Delegates Representative	2022 – Present
Secretary	2020 – 2022
Webmaster	2019 – 2022

### **State**

South Dakota Board of Regents	
Learning Management System Evaluation Work Group NSU Representative	2022 – 2023
South Dakota Department of Education	
Social Studies Standards Unpacking Committee Lead, Lead Editor	2020
Government and Public Administration Standards Unpacking Committee	2018
Oceti Sakowin Essential Understandings Standards Revision Committee	2016

### **Local**

Northern State University Innovation and Startup Center Advisory Board	
Technology and Entrepreneurship Summit Coordinating Committee	2024 – Present
Advisory Board Member	2022 – 2024
Strategic Enrollment Management (SEM) New Student Recruitment Working Group	2022
Faculty Representative	
Instructional Technology Advisory Committee	2021 – Present
Co-Chair	
Center for Public History and Civic Engagement	2021 – Present
Advisory Board	
Millicent Atkins School of Education Teacher Education Council	2021 – Present
At-Large Member	
Millicent Atkins School of Education Recruitment and Retention Committee	2021 – Present
At-Large Member	

# **Nicole D. Schutter, Ed. D.**

Curriculum Vitae

Assistant Professor of Education

Graduate Coordinator, Leadership and Administration

Teacher Education Department Chair

## **CONTACT**

**Office Address:** Northern State University  
Beulah Williams Library Room 214  
1200 South Jay Street  
Aberdeen, SD 57401

**Email Address:** [nicole.schutter@northern.edu](mailto:nicole.schutter@northern.edu)

**Phone:** 605-626-2570

## **EDUCATION**

### AREAS of EXPERTISE and INTEREST

Teacher Recruitment and Retention, School Administrator Recruitment and Retention, Teacher Preparation Effectiveness, Teacher Self-Efficacy, Collective Teacher Efficacy, School Culture, Schools as Organizations, School Administrator Mental Health

### DEGREES

May 2018-May 2022

*Doctor of Education*, Educational Leadership, University of South Dakota

Committee: Dr. Susan Curtin, Dr. Erin Lehmann, Dr. Lisa Newland, Dr. Becky Guffin

Dissertation: Novice Teacher Recruitment and Retention in South Dakota: An Exploration of Contextual Factors

August 2011–May 2013

*Educational Specialist*, PreK-12 Educational Administration, University of South Dakota

June 2004-July 2005

*Master of Arts*, Technology for Education and Training, University of South Dakota

August 2000-December 2003

*Bachelor of Science*, Magna Cum Laude, University of South Dakota (Major: Elementary Education with Middle Level Endorsements)

### CERTIFICATIONS/TRAININGS

AIM Pathway: Pathways to Proficient Reading (South Dakota Department of Education)

Beard Leadership Circle Participant (COPLAC)

HyFlex Training (Northern State University)

Assessment and Data Literacy (South Dakota Department of Education)

Academic Leadership Training (South Dakota Board of Regents)

Faculty Training for Online Teaching (Northern State University)  
PreK-12 School District Superintendency (State of South Dakota)  
PreK-12 Building Principal (State of South Dakota)  
K-8 Teaching Certificate (State of South Dakota)

## **TEACHING EXPERIENCE**

### UNIVERSITY COURSES

*Assistant Professor*, Northern State University, Aberdeen, SD

2024-2025:

EDAD 700: Models of Educational Leadership  
EDAD 715: Theoretical and Practical Framework for Instructional Leadership  
EDAD 725: The Principalship-Theory and Practice  
EDAD 745: Organizational Behavior for Student Development  
EDAD 794: Leadership and Administrative Internship  
EDFN 440/540: Classroom Management  
EDFN 455/555: Research-Based Literacy Instruction and Assessment  
ELED 440: K-8 Languages Arts Methods  
IDL 190: First Year Seminar  
EDFN 4/592: Education and Culture in the UK  
EDFN 592: AI in Education

2023-2024

EDAD 700: Models of Educational Leadership  
EDAD 715: Theoretical and Practical Framework for Instructional Leadership  
EDAD 725: The Principalship-Theory and Practice  
EDAD 745: Organizational Behavior for Student Development  
EDAD 794: Leadership and Administrative Internship  
EDFN 440/540: Classroom Management  
EDFN 455/555: Research-Based Literacy Instruction and Assessment  
ELED 440: K-8 Languages Arts Methods  
EDFN 4/592: Education and Culture in Italy  
EDFN 592: Kids Deserve It!

2022-2023

EDAD 700: Models of Educational Leadership  
EDAD 715: Theoretical and Practical Framework for Instructional Leadership  
EDAD 725: The Principalship-Theory and Practice  
EDAD 745: Organizational Behavior for Student Development  
EDAD 794: Leadership and Administrative Internship  
EDFN 102: Introduction to Education  
EDFN 440/540: Classroom Management



## K-12 TEACHING EXPERIENCE

*5<sup>th</sup> grade teacher*, Simmons Elementary School, Aberdeen, SD – August 2015-June 2016

*7<sup>th</sup> grade Language Arts teacher*, Simmons Middle School, Aberdeen, SD – August 2010- July 2015

*Middle School Reading & Science teacher*, Elk Point-Jefferson Middle School, Elk Point, SD – August 2007-July 2010

*8<sup>th</sup> grade Science teacher*, Vermillion Middle School, Vermillion, SD – August 2005-July2007

*5<sup>th</sup> grade teacher (PDC Participant)*, Gayville-Volin School District, Gayville, SD – January 2004-July2005

## **LEADERSHIP**

*Statewide Literacy Steering Committee*, South Dakota Department of Education – August 2024-current

*Graduate Coordinator - Leadership and Administration Program*, Northern State University – May 2023-Current

*Teacher Education Department Chair – Millicent Atkins School of Education*, Northern State University – August 2022-Current

*Mike Miller Elementary School Principal*, Aberdeen School District, Aberdeen, SD – January 2016- July 2022

## **RESEARCH**

### PUBLICATIONS

#### *PEER REVIEWED*

**Schutter, N.** & Lehmann, E. (2024). Novice Teacher recruitment and retention in a midwestern state: An exploration of contextual factors. *Theory & Practice in Rural Education* 14(1), 183-20. <https://doi.org/10.3776/tpre.2024.v14n1p183-201>

**Schutter, N.**, Puglisi, C., & Meyerink, M. (2023). An investigation of P-12 school administrator stress in South Dakota. *Management in Education*. Advance online publication. <https://doi.org/10.1177/08920206231209392>

#### *IN PREPARATION*

Puglisi, C., Mathew, S. Meyerink, M., George, A., & **Schutter, N.** (Article in preparation).  
Animal-Assisted Intervention in College Transitions.

**Schutter, N.**, Wu, C., Sauder, L., & Qiao, B. (Article in preparation). The Impact of Embedded  
Experiences on Pre-Service Teacher Self-Efficacy.

**Schutter, N.**, Puglisi, C., & Meyerink, M. (Article in preparation). P-12 School Administrator  
Stress follow-up – Additional Considerations.

## PRESENTATIONS

*Where Have All the Teachers Gone?* NSU-Con, April 5, 2024

*Five Essential Differences Between Taiwanese and American School Systems* – Northern State  
University Noon Form, April 3, 2024; Co-presenter: Dr. Cheng-Hsien Wu

*Novice Teacher Recruitment & Retention in South Dakota* – National Forum on the  
Advancement of Rural Education, November 16, 2023

*South Dakota School Administrator Stress* – SASD/ASBSD Joint Convention, August 3, 2023

*Where Have All the Teachers Gone?* – South Dakota Principals' Conference, June 13, 2023

*Building Relationships: Positive Impacts on Behavior Management* – Boys & Girls Club of  
Aberdeen Area Staff Training, May 18, 2023

*Brainstorming: The Human Connection* program, guest speaker: teacher recruitment and  
retention – South Dakota Humanities Council, December 22, 2022

## **GRANT PROPOSALS, AFFILIATIONS, AND AWARDS**

### GRANT PROPOSALS

*ELITE Childcare for South Dakota*

South Dakota Governor's Office of Economic Development, State of South Dakota  
Co-PIs: Dr. Erin Fouberg, Northern State University; Ms. Taylor Hanson, Aberdeen  
Development Corporation, Spring 2024

*Swivling to Success (Funded, \$1000)*

Center for Excellence in Teaching and Learning, Northern State University, Fall 2022

### AFFILIATIONS

National Rural Education Association, 2022-Current

Association for Supervision and Curriculum Development, 2013-Current

Association of American Education, 2011-2022

### NOMINATIONS & AWARDS

Outstanding Young Faculty Award (Nomination), 2024

National Rural Education Association Annual Best Research Award Nomination, 2023

Aberdeen School District Foundation Golden Apple Award Winner, 2019

South Dakota Association of Elementary School Principals Rookie of the Year Award Winner,  
2016

### **SERVICE**

#### NORTHERN STATE UNIVERSITY

NSU Conditional Acceptance Review Committee, 2024-Current

NSU First-Year Seminar Committee, 2023-Current

Honors Thesis Advisor, 2023-Current

Graduate Coordinator, 2023-Current

Teacher Education Department Chair, Millicent Atkins School of Education, 2022-Current

SOE Curriculum Committee, 2022-2023, 2024-Current

SOE Foundation Committee, 2022-2023

SOE Administrative Council, 2022-Current

Graduate Student Advisor, 2022-Current

NSU Academic Affairs Committee, 2022-Current

Honors Thesis Committee Member, 2022-Current

University Supervisor – Teacher Education Department, 2022-Current

#### EDUCATION PROFESSION

South Dakota Educators Rising State Board of Directors – member, 2023-Current

Ad Hoc Reviewer: The Rural Educator, National Rural Education Association, 2023-Current

#### ABERDEEN COMMUNITY

Aberdeen Family YMCA Board of Directors – member, 2023-Current

Early Learner Aberdeen workgroup – 2023-Current

Boys & Girls Club of Aberdeen Area Board of Directors – member, 2021-Current; Program  
Committee Chair, 2022-Current

Table of Plenty – founder & director, 2013-Current

### **EMPLOYMENT**

Assistant Professor, Northern State University Millicent Atkins School of Education, June 2022-  
Current

Elementary School Principal, Aberdeen School District, January 2016-July 2022

Elementary & Middle School Teacher, Aberdeen School District, August 2010-June 2016

Middle School Teacher, Elk Point-Jefferson School District, August 2007-August 2010

Middle School Teacher, Vermillion School District, August 2005-August 2007

Elementary Teacher & University of South Dakota Professional Development Center (PDC)  
Participant, Gayville-Volin School District, January 2004-August 2005

**Pamela G. Monaghan-Geernaert, Ph.D.**  
**Curriculum Vitae**

1416 North Jay St  
Aberdeen, SD 57401  
(505) 470 0945 (cell)  
email- pamela.geernaert@northern.edu

**Education**

- 2002 Ph. D. Sociology, (Medical Sociology & Gerontology)  
Case Western Reserve University, Cleveland, Ohio  
Dissertation: A Reservation Nursing Home-Cultural Continuity and  
Quality of Care in an Institutional Setting.
- 1998 Fellowship Ethnogeriatrics, School of Medicine, Stanford University,  
Palo Alto, California.
- 1993 M.A. Sociology, Idaho State University, Pocatello, Idaho  
Thesis: Determining Differences in Retirement Satisfaction
- 1989 B.A. Sociology, University of Calgary, Calgary, Alberta, Canada

**Teaching Experience**

**Northern State University, Aberdeen, SD (2019 – present) Assistant Professor**

Introduction to Sociology

Introductory course covering topics with a Macro focus (Social stratification, education, politics) and topics with a Micro focus (symbolic interactions between intimate couples, dyadic interaction and small group behavior).

Medical Sociology

Introduction to the field of health and illness behavior and health care institutions. Examines the sociocultural context of the practice of medicine and reviews some of the leading health care issues of current concern.

Race and Ethnic Studies

This course will introduce students to intergroup relations in general and to majority/minority relations in particular. The course explores these relations within the context of the lives of various racial, ethnic, and national groups in the U.S

Contemporary Issues in Indian Country

This course introduces students to contemporary issues of important to Native Americans and other indigenous peoples. Students will begin by examining briefly the concept of “tribal sovereignty”. Students will then broaden their understanding of indigeneity by exploring themes including: political activism, repatriation of sacred objects, land and water rights, economic development, education and health care.

South Dakota Indian Education

A basic knowledge of Indian history with emphasis on Lakota, Dakota, and Nakota speaking people. Current cultural issues are presented including values, family structures, traditional religion, fine arts, legends, economics, governmental policies, treaties, acts and related areas. Focuses on teaching methods, content and materials to equip students to teach bi-culturally

Human Sexuality

This course explores the topic of sexual behavior, sexual identity and social structures. The role social institutions play in understanding ourselves as sexual beings is explored.

Social Stratification

The study of the bases, varieties, changes and consequences of systems of stratification. Major attention is directed to social class patterns in American society.

Social Policy

A review of social welfare legislation; current trends and issues in, and implementation and administration of, social policy in a variety of practice areas.

Death and Dying

Sociology of Death and Dying is the study of the structure of the human response to death, dying, and bereavement in their socio-cultural, interpersonal, and individual context. Cultural and medical factors shaping a "good death", formation of death perceptions and grief over the life course, functions of the funeral, death-related ethical debates; and traumatic deaths are the topics to be discussed.

Social Problems

A systematic study of the institutional roots and social consequences of major social problems: poverty, the environment and crime. This course includes critical analysis of assumptions underlying popular and theoretical explanations of social problems as well as programs and policies aimed at alleviating them.

Traveling Classroom: A Native Cultural Emersion Experience

This course offers a unique look and an immersed experience at our diverse tribal communities in our region. Participants will gain educational cultural experiences and participate in on site cultural and service activities.

**Trinity Washington University, Washington, DC (2018 – 2019), Adjunct Instructor**

Race and Racism

This course will introduce students to intergroup relations in general and to majority/minority relations in particular. The course explores these relations within the context of the lives of various racial, ethnic, and national groups in the U.S

**Shippensburg University, Shippensburg, PA (2017 – 2019), Visiting Professor**

Introduction to Sociology

Introductory course covering topics with a Macro focus (Social stratification,

Monaghan-Geernaert, Pamela G.

education, politics) and topics with a Micro focus (symbolic interactions between intimate couples, dyadic interaction and small group behavior).

### **Grand Canyon University, Phoenix, AZ (2018), Instructor**

#### **Globalization**

This course examined globalization and its implications on societies. Specifically, the course examined the political, economic, social and cultural effects that globalization has on macro structural systems and on micro individual interactions.

### **Hood College, Frederick, MD (2011- 2017), Adjunct and Visiting Professor**

#### **Sociological Research Methods**

Required for all Sociology majors and minors. This course is a general introduction to social research methods and covers quantitative and qualitative research design, informed consent, and research ethics.

#### **Evaluation Research**

This course introduces students to evaluation research. It provides them the skills in designing a program evaluation and teaches them the importance of evaluation research in program and policy development. This is a hands-on course in which students complete a program evaluation of an organization of their choosing.

#### **Social Gerontology**

Required for students with a major or minor in Gerontology and/or Thanatology. This course explores the social context older adults' experience, including living arrangements, employment, family supports and discrimination. This course also discusses the social policies and social problems affected older adults in the U.S.

#### **Social Problems**

A systematic study of the institutional roots and social consequences of major social problems: poverty, the environment and crime. This course includes critical analysis of assumptions underlying popular and theoretical explanations of social problems as well as programs and policies aimed at alleviating them.

#### **Introduction to Sociology**

Introductory course covering topics with a Macro focus (Social stratification, education, politics) and topics with a Micro focus (symbolic interactions between intimate couples, dyadic interaction and small group behavior).

#### **Sociology of Sex**

This course explores the topic of sexual behavior, sexual identity and social structures. The role social institutions play in understanding ourselves as sexual beings is explored.

#### **Sociology of Gender**

This course examines how profoundly gender shapes individuals and society. This course focuses on gender conforming and non-gender conforming individuals. Attention is given to the role social institutions have in maintaining gender normalized behavior.

**Frederick Community College, Frederick, MD (2015-2016) Adjunct**

**Social Problems**

A systematic study of the institutional roots and social consequences of major social problems: poverty, the environment and crime. This course includes critical analysis of assumptions underlying popular and theoretical explanations of social problems as well as programs and policies aimed at alleviating them.

**Marriage and Family**

Core course for students in Sociology with a concentration in Life Course studies. Material covered included social and political constructs of marriage and families, changes in family structure over time, and alternative lifestyles.

**University of Maryland – Baltimore County, Baltimore, MD (2013-2015) Visiting Professor**

**Special Issues in Medical Sociology**

Introduction to the field of health and illness behavior and health care institutions. Examines the sociocultural context of the practice of medicine and reviews some of the leading health care issues of current concern.

**Health and Illness**

Analysis of health needs and demands of the population. Examination of health and illness behavior, utilization patterns and takes into account socio-demographic variations and trends. Topics include mortality and morbidity, health attitudes and behaviors, social psychology of illness and doctor – patient relationships.

**Sociological Research Methods**

Required for all Sociology majors and minors. This course is a general introduction to social research methods and covers quantitative and qualitative research design, informed consent, and research ethics.

**Social Gerontology**

This course exams the social context older adults experience, such as their living arrangements, employment, family supports and discrimination; and discuss the social policies and social problems affected older adults in the U.S.

**Social Problems**

A systematic study of the institutional roots and social consequences of major social problems: poverty, the environment and crime. This course includes critical analysis of assumptions underlying popular and theoretical explanations of social problems as well as programs and policies aimed at alleviating them.



Monaghan-Geernaert, Pamela G.

Introduction of Sociology

Introductory course covering topics with a Macro focus (Social stratification, education, politics) and topics with a Micro focus (symbolic interactions between intimate couples, dyadic interaction and small group behavior).

**Case Western Reserve University, Cleveland, Ohio (1993-1997) Graduate Student and Adjunct**

Classic and Contemporary Sociological Thought

Core theory course required by the department for all students majoring in Sociology. Material covered included Marx, Weber, Durkheim and modern theorists. (Co-Instructor, 1997)

Marriage and Family

Core course for students in Sociology with a concentration in Life Course studies. Material covered included social and political constructs of marriage and families, changes in family structure over time, and alternative lifestyles. (Co-Instructor, 1995)

Seminar and Practicum in Adolescence

A community based class in which students spend a portion of the allotted class time engaged in community service outreach mentoring with “at risk” inner city youth. Lectures focused on understanding the social and community issues pertinent to these youth. (Instructor, 1993-1995)

Introduction to Sociology

Introductory course covering topics with a Macro focus (Social stratification, education, politics) and topics with a Micro focus (symbolic interactions between intimate couples, dyadic interaction and small group behavior). (Teaching Assistant, 1993-1996)

**Cleveland State University, Cleveland, Ohio (1997) Adjunct**

Introduction to Quantitative Methods.

Core research methods course required by the department for all students majoring in Sociology. Material covered included descriptive and inferential statistics. (Instructor, 1997)

**Idaho State University, Pocatello, Idaho (1992-1993) Graduate Student**

Introduction to Sociology

Introductory course covering topics with a Macro focus (Social stratification, education, politics) and topics with a Micro focus (symbolic interactions between intimate couples, dyadic interaction and small group behavior). (Instructor 1992-1993)

**Professional Work History**

8/19 – present **Northern State University** Assistant Professor Department of History and Social Sciences

Monaghan-Geernaert, Pamela G.

- 4/15- 5/19 **Brave New World Consulting, Principle Partner.** Provide consulting to clients in various industries. Expertise in conducting focus groups, interviewing and survey construction. Provide data driven analysis to clients for best business practices.
- 8/17 – 5/19 **Shippensburg University Visiting Professor.** Department of Sociology and Anthropology
- 8/18 – 5/19 **Trinity Washington University Adjunct Professor.** Department of Sociology
- 5/18-7/18 **Grand Canyon University Adjunct Professor.** Department of Sociology
- 8/16 – 5/17 **Hood College Visiting Professor.** Department of Sociology and Social Work
- 1/11-5/13,  
8/15- 5/16 **Hood College, Adjunct Professor.** Department of Sociology and Social Work
- 8/15- 5/16 **Frederick Community College, Adjunct Professor.** Department of Social and Behavioral Sciences.
- 8/13-6/15 **University of Maryland-Baltimore County, Visiting Lecturer.** Department of Sociology and Anthropology.
- 11/09 – 5/12 **Research Scientist, Prevention Research Center, Department of Pediatrics, School of Medicine, University of New Mexico, Albuquerque, New Mexico.** Provide evaluation to Center projects, including qualitative and quantitative review of data. Ensures data integrity, provides preliminary analyses and interpretations of data. Prepares statistical and narrative reports: coauthors manuscripts and presentations. Assists in grant preparation, progress reports and grant management.
- 11/05 – 8/09 **Librarian, Vista Grande Public Library.** Provided grant writing and administrative coordination to a rural non-profit public library. Assisted in program and literature acquisitions.
- 2/00 – 5/04 **Research Project Coordinator, Empirical Ethics Group, Dept. of Psychiatry, School of Medicine, University of New Mexico, Albuquerque, New Mexico.** Plans coordinates and conducts interviews, focus group and survey research in a 5-year study of barriers to care for stigmatizing illnesses in rural New Mexico and Alaska. Ensures data integrity, provides preliminary analyses and interpretations of data. Prepares statistical and narrative reports: coauthors manuscripts and presentations. Assists in grant preparation, progress reports and grant management. Oversees research assistants assigned to the project.
- 06/99 – 02/00 **Case Management Aide, Senior Management LLC., Albuquerque, New Mexico.** Provided private geriatric case management to elders and family members. Coordinated health care and social services with various local agencies. Provided liaison for families and long term care institutions. Conducted assessments on elders for long term care insurance.
- 01/99 – 06/99 **Interviewer, Albuquerque Veterans Administration Medical Center (AVAMC)**

Monaghan-Geernaert, Pamela G.

Responsible for recruiting and interviewing Hispanic and Native American minority veterans regarding their perceptions of access to health care. Responsible for ensuring integrity of computer based survey data and proper data management.

10/98 – 05/99 **Research Scientist, Center for Alcohol Substance Abuse and Addictions (CASAA) University of New Mexico, Albuquerque, New Mexico.** Coordinated incoming data, ensures data quality and integrity on a study of Navajo behavioral interventions. Prepared analysis and reports of qualitative data using innovative software package.

06/98 – 06/99 **Fellow, National Indian Council on Aging, Albuquerque, New Mexico.** Created a database for state medical services to be incorporated into a GIS (Geographical Information Systems) database, ensure integrity of the data. Prepared report for Health Care Financing Agency (HCFA) of Medicare outreach facilities for remote and vulnerable Indian Elders. Assisted in registration and organization of biennial “Elders Speak” conference.

02/96 – 06/98 **Research Project Director, Department of Nursing, Case Western Reserve University, Cleveland, Ohio.** Supervised data collectors and monitor incoming data on a study of nursing practice models. Conducted weekly presentation to hospital administration and staff. Produced preliminary data analysis and reports. Prepared manuscripts and funding agency progress reports. Oversaw grant management.

09/94 – 05/97 **Research Project Director, Department of Sociology, Case Western Reserve University, Cleveland, Ohio** Conducted statistical analysis and prepared reports on a study determining differences among survivors and controls in a sample of US and Israel Jewish Holocaust survivors and immigrants. Managed data and translation from Israeli sample. Developed coding scheme for qualitative data. Oversaw qualitative data coders.

12/93 – 05/96 **Consultant, Matz and Associates, Cleveland, Ohio.** Provided statistical analysis for a study determining behavior factors and patterns in communication between couples. Provided assistance with survey instrument development.

### **Funded Research and Awards**

Northern State University (2024) College of Arts and Sciences Faculty Development Award: Publication Award.

Northern State University (2023)– Sanford Medical Native Elders Caregiving preferences data collection

Northern State University ( 2021)– Faculty Development Award High school guidance counselors preparation of Native American students towards higher education

Northern State University (2020)– Sanford Medical Program Evaluation Cangleska Waste Native Students program

Monaghan-Geernaert, Pamela G.

Hood College - Summer Institute Grant Curriculum Enhancement: Using technology to “flip” your class so you can apply more active learning strategies with today’s college students.

University of New Mexico - Research Scientist III – Prevention Research Center, Department of Pediatrics.

Program Evaluator - Village Interventions and Venues for Activity (VIVA)  
(CDC)

Program Evaluator - Acoma-Canoncito/To’Hajiilee-Laguna Native American Reservation Teen Center  
(SAMHSA)

University of New Mexico – Research Assistant Professor. School of Medicine, Institute for Ethics

Project Coordinator – Stigma & Rurality: HIV/STD, Drug Abuse & Mental Illness  
(NIH/NIDA)

Qualitative Analyst – Evaluation Support to the Navajo Nation’s Dine Center for Substance  
Abuse Treatment Project  
(NIH/CSAT)

Case Western Reserve University – Project Coordinator. School of Nursing

Project Coordinator - Variations in Nursing Practice Models  
(NIH/NINR)

## Publications

Sills, E., **Monaghan-Geernaert, P.G.**, (2024) The Power of the Funny: Indigenous High Art as Quiescence and Rebellion. In *Political Comedy: The Cultural Roots of Political Humor, Satire and Parody Worldwide*. Language of Politics Book Series. Springer

**Monaghan-Geernaert, P.G.** (2023) Creating a Culturally Responsive College Experience. *Journal of American Indian Education*. 62 1&2

Wold, C., Neville, A., **Monaghan-Geernaert, P. G.**, (2023) The Numbers don’t lie – or do they? Small sample size hides lived reality of representation of Native American students’ in special education in a Midwest state. *Journal of the American Academy of Special Education professionals*.

Waid, C., **Monaghan-Geernaert, P.G.**, Brownfield, K., Near, C. (2022) The effects of the COVID-19 pandemic on victim service provision in a Midwestern state: A Research Note. *The Annual Review of Interdisciplinary Justice Research*. Vol. 11 [https://www.cijs.ca/files/ugd/3ac972\\_8e83cf9544084971818148d06e471c5c.pdf](https://www.cijs.ca/files/ugd/3ac972_8e83cf9544084971818148d06e471c5c.pdf)

Villegas, S., **Monaghan-Geernaert, P.G.** (2022) Boise Coffee Company: Entrepreneur activism and/or ethical dissent. *The Case Journal*

**Monaghan-Geernaert, P.G.** (2021) “Home health caregivers- Paid family or something else?” *Advances in Gender Research*. M. Seigal and V. Demos eds. Emerald Series and Books

**Monaghan-Geernaert, P.G.** (2019) Flipping the Classroom to Teach the Evaluation of Research Articles and the Development of Scientific Literacy. *Journal of Instructional Research* Vol 8 (1) 62-70. 2019

**Monaghan- Geernaert, P.G.** (2019) Teaching in Times of Crisis. Newsletter Article: *in Teaching and Learning Sociology, American Sociological Association*. Spring, 2019

Warner, T.D., Roberts, L.W., & **Monaghan-Geernaert, P.G.** (2005) Rural Health Care. *Encyclopedia of Aging* 2005

Warner, T.D., **Monaghan-Geernaert, P.**, Battaglia, J., Brems, C., Johnson, S.E., Roberts, L.W. (2005) Ethical considerations in rural health care: a pilot study of clinicians in Alaska and New Mexico. *Community Mental Health Journal*, 2005, 41(1);21-33.

Roberts, L.W., **Monaghan-Geernaert, P.G.**, Battaglia, J., & Warner, T.D. (2005) Personal health care attitudes of rural clinicians: Findings of a preliminary study of 136 multidisciplinary caregivers in Alaska and New Mexico. *Journal of Community Mental Health*.

**Monaghan-Geernaert, P.G.** Warner, T.D. & Roberts, L.W. (2003) Rural Women's Health Care. *Encyclopedia of Women's Health.*, 2003

Gossage, J.P., Alexius, R., **Monaghan, P.G.**, Leonard, C., & May, P. (2003) Peacemaking ceremonies for substance abuse treatment. In E. Nebelkopf & M Phillips (Eds.) Speaking in Red: Substance Abuse and Mental Health in Native American Communities, Oakland, Ca

Roberts, L.W., Warner, T.D., Brody, J., **Monaghan, P.G.**, Smrcka, J., Nguyen, K.P. Kaminsky, A., Battaglia, J., Brems, C., Johnson, M., & Speier, T. (2001) Stigma, Ethics, and the Frontier: Challenges In Caring for People With Serious Illnesses in Alaska and New Mexico. *Arctic Research in the United States*. 15, Spring.

Kahana, B., Kahana, E., Harel, Z., Kelly, K., **Monaghan, P.**, & Holland, L. (1997) A paradigm for understanding the Chronic Stressors of Trauma: Perspectives of Holocaust Survivors. In M. Gotlieb (ed.) Chronic Stress of Trauma, New York, N.Y., Plenum Press.

Kahana, B., Kahana, E., King, C., Brown, J., DeCrane, P., Mackey, D., **Monaghan, P.**, Raff, L., Wu, T., Kercher, K., & Stange, K. (1994) Environmental Modifications and Disabled Elders". In J.C. Rey and C. Tilquin (Eds.) Systemed 94 Proceedings for the 5th International Conference on Systems Sciences in Health-Social Services for the Elderly and the Disabled. Geneva: Switzerland.

## Presentations

**Monaghan-Geernaert, P.G.** (2024, November) ACCEPTED Native American Caregiving Preferences - Hearing their Voices . Gerontological Society of American Scientific Meetings, Seattle, WA.

**Monaghan-Geernaert, P.G.** (2024, August) Applying Indigenous Ways of Knowing to C. Wright Mills Sociological Imagination in Introductory Sociology Courses Panel presentation: Pedagogy as Empowerment: Representation, Joy, and Critique in the Sociological Classroom. American Sociological Association Annual Meeting, Montreal, Canada

Brownfield, K., **Monaghan-Geernaert, P.G.** (2024, March) Where To Pee: A Four-Year Analysis of Student Sentiments on Gender-Neutral Bathrooms in a Midwestern Public University. Presented at the Midwest Sociological Society Meetings.

Monaghan-Geernaert, Pamela G.

Sills, L., **Monaghan-Geernaert, P.G.**, (2024, February) The Power of the Funny: Indigenous High Art as Quiescence and Rebellion.. An analysis of Wendy Red Star's "Last Thanks". Presented at the NSU Noon Forum.

**Monaghan-Geernaert, P.G.** (2024, January) Undergraduates Experience of Traveling to Rez ITLC Lilly Conference: Innovative Strategies to Advance Student Learning. San Diego, CA.

**Monaghan-Geernaert, P.G.**, Nelson, L., (2023 October) The Rez of the Story: Lessons from Standing Rock. The use of Experiential Education and traveling classroom the to Standing Rock Sioux nation. Presented at the NSU Noon Forum.

Mitchel, J., & **Monaghan-Geernaert, P.G.** (2023, September) Henrietta Lack: Bioethics and Human Rights . Presented at the Common Read: Wolf Talk. Northern State University

**Monaghan-Geernaert, P.G.** (2023, September) Native Elder Care Preferences National Indian Council on Aging Biannual Meetings, Cherokee, NC.

**Monaghan-Geernaert, P.G.** (2023, January) Home Health Caregivers Sociologist for Women in Society Meetings. New Orleans, LA.

**Monaghan-Geernaert, P.G.** (2022, November) The Effects of COVID-19 on the Migration of Home Healthcare Workers: In special symposium: Rural System-Based Coping Strategies for Advancing Research and Healthcare While Transitioning to the New Normal. Gerontological Society of America Meetings. Indianapolis, Indiana.

**Monaghan-Geernaert, P.G.** (2022, October) Reducing Vaccine Hesitancy for Women in Reservation and Rural Communities. Office of Women's Health. United States Office of the Assistant Secretary for Health . (virtual webinar)

**Monaghan-Geernaert, P. G.** (2022, April) The Greying Economy: Push-Pull factors affecting caregivers. Midwest Sociology Society. Chicago, IL

**Monaghan-Geernaert, P.G.** (2022, April) The Global Economy of Women Home Health Caregivers. Pacific Sociology Society. Sacramento, CA.

**Monaghan-Geernaert, P.G.** (2022, April) Home Health Caregivers. American Society on Aging. New Orleans, LA

**Monaghan-Geernaert, P.G.** & Henderson, A., (2022, March) The Erasure of Native Americans in Higher Education. Native American Critical Issues Conference. Michigan Indian Education Conference.

**Monaghan-Geernaert, P.G.** (2022, April) Home Health Caregivers – Paid Family or Something Else? American Society of Aging, New Orleans, LA.

**Monaghan-Geernaert, P.G.** (2021, November) Racial Disparities during the COVID-19 pandemic. Great Plains Sociological Association. (Virtual)

Monaghan-Geernaert, Pamela G.

**Monaghan-Geernaert, P.G.** (2021, November) Cultural Continuity in a Reservation Nursing Home. In special symposium: Community-Engaged Research with Indigenous Communities to Improve Elder Health and Well-Being. Gerontological Society of America Meetings. Phoenix, AZ.

Villegas, S. & **Monaghan-Geernaert, P. G.** (2021, June) Boise Coffee Company: Entrepreneur Activism and/or Ethical Dissent. Presented at the Western Case Writers Conference . Virtual June 16, 2021

Waid-Lindel, C., Brownfield, K., Near, C., **Monaghan-Geernaert, P.G.** (2021, May) The Effects of the Covid-19 Pandemic on Service Provision in a Midwestern State. Presented at the Mobilizing Justice Conference in Winnipeg, CA (virtual) May 6, 2021.

**Monaghan-Geernaert, P.G.** Henderson, A., (2021, May) Decolonizing the IPED and the Erasure of Native American College Students. Presented at Towards Decolonized Futures: An interdisciplinary conference challenging the politics of knowing and being'. London , England.

Nelson, L., **Monaghan-Geernaert, P.G.** Henderson, A., Brownfield, K., (2021, April) Native American pedagogy: Decolonizing data and curriculum in higher education. Presented at Center for Excellence in Teaching and Learning , Northern State University.

**Monaghan- Geernaert, P.G.** (2021, March) Getting the Vaccine to the Communities that need it the most. Justice in Aging Webinar. Diversity Elder Coalition.

**Monaghan-Geernaert, P.G.** (2021, Feb) Cultural Continuity in a Reservation Nursing Home Presented for MEDLIFE (Medical Education and Development for Low Income Families Everywhere. Dalhousie University, Halifax, Nova Scotia, Canada (presented virtually)

**Monaghan-Geernaert, P.G.** (2020, May) Teaching in Small Classes Presented at the Lily Conference for Evidence-Based Teaching and Learning (Virtual)

**Monaghan-Geernaert, P.G.** (2019, November) Dealing with Crisis: Prepare for the Worst- Hope for the Best Presented at the Great Plains Sociological Society, Sioux Falls, SD

**Monaghan-Geernaert, P.G.** (2019, January) Modernizing the Classroom Presented at the Lily Conference for Evidence-Based Teaching and Learning. Austin, TX

**Monaghan-Geernaert, P.G.** (2017, January). Flipping the Classroom to Teach the Evaluation of Research Articles and the Development of Scientific Literacy Presented at the Lily Conference for Evidence-Based Teaching and Learning. Austin, TX

**Monaghan-Geernaert, P.G.** (2016, January). Awkward Silence, Probing Questions and Current Events: Engaging Students in Critical Thinking . Presented at the AFACCT Meeting. La Plata, MD

**Monaghan-Geernaert, P.G.** (2015, October). Creating Teachable Moments in Times of Crisis. Presented at the Lily Conference for Evidence-Based Teaching and Learning. Traverse City, MI

**Monaghan-Geernaert, P.G.** (2015, January). Using Multi-Media Assignments to Engage Students in Critical Thinking. Presented at the Lily Conference for Evidence-Based Teaching and Learning. Austin, TX

Monaghan-Geernaert, Pamela G.

**Monaghan-Geernaert, P.G.** (2002, December). Promoting Positive Mental Health Through Cultural Continuity. Presented at the Department of Psychiatry Grand Rounds Series. University of New Mexico, Albuquerque, New Mexico

**Monaghan- Geernaert, P.G.** (2002, August). Maintaining Good Mental Health Through Cultural Continuity: A Case Study of a Reservation Nursing Home. Presented at the National Association for Rural Mental Health. Albuquerque, New Mexico.

**Schmrka, J., Monaghan-Geernaert, P.G.** (2002, August). Insider or Outsider: Rural Clinician's Self Definition. Presented at the National Association for Rural Mental Health. Albuquerque, NM

**Monaghan, P.G.** (2002, April). Nursing Care on an Indian Reservation: Culture and Quality. Presented at the American Society on Aging meetings, Denver, Colorado .

**Monaghan, P.G.** (2002, February). A Reservation Nursing Home: Cultural Continuity in Care. Presented at the Society for Cross-Cultural Research meetings, Santa Fe, New Mexico.

**Monaghan, P.G.** (2001, August). Integrating Anglo Technology on a Reservation. Presented at the Annual Meeting of the American Sociological Association, Anaheim, California.

**Monaghan, P.G.** (1999, November). A Qualitative Analysis of the Meaning of a Reservation Nursing Home: A Case Study presented at the Annual Meeting of the Gerontological Society of America in San Francisco, California, in November

**Monaghan, P.G.** (1999, April). Understanding the Need for Reservation Nursing Homes. Presented at the Indian Health Services (I H S) Research meeting, Albuquerque, New Mexico.

**Monaghan, P.G.** (1998, November). Constructing and Deconstructing a Reservation Nursing Home: A Community Study of the Laguna Pueblo Indians. Presented at the Annual Meeting of the Gerontological Society of America, Philadelphia, Pennsylvania.

**Monaghan, P.G.** (1997, November). Models of PE fit for Native American Nursing Home Care. Presented at the Annual Meeting of the Gerontological Society of America, Cincinnati, Ohio.

Kahana, B., Kahana, K., Harel, Z., **Monaghan, P.G.**, Holland, L., (1997, June). Adaptation to Aging in the Aftermath of Trauma Presented at the Fifth European Conference on Traumatic Stress, Netherlands.

Kahana, B., Kahana, K., Harel, Z., **Monaghan, P.G.**, Holland, L., (1997, June). Social Achievements in the Shadow of Psychological Distress Among Survivors of the Nazi Holocaust Living in the US and Israel Presented at the Fifth European Conference on Traumatic Stress, Netherlands.

**Monaghan, P.G.** (1996, November). The Importance of Cultural Sensitivity for American Indian Elderly in Nursing Homes. Presented at the Annual Meeting of the Gerontological Society of America, Washington, D.C.

**Monaghan, P.G.** (1995, November). Understanding American Indian Health Care Use: Application of the Andersen Health Beliefs Model Presented at the Annual Meeting of the Gerontological Society of America, Los Angeles, California.



Monaghan-Geernaert, Pamela G.

Kahana, B., Kahana, E., **Monaghan, P.G.** (1995, September). Cultural Context and Coping with Trauma-Induced Stressors Presented at the congress of the International Institute of Sociology, Trieste, Italy.

**Monaghan, P.G.**, (1995, April). Do early Childhood events influence Personality and late life happiness? Presented at the Annual Professional and Scientific conference of ONECA (Ohio Network of Educational Consultants in the Field of Aging), Akron, Ohio.

**Monaghan, P.G.** Brown, J. (1994, November). The Effects of Personality and Life Events on Subjective Well-Being in the Old-Old . Presented at the Annual Meeting of the Gerontological Society of America, Atlanta, Georgia.

**Monaghan, P.G.** (1994, September). Employment Opportunities for Retired Canadians. Presented at the twenty-fifth Anniversary of the American Association of Retired Persons (AARP) Senior Employment Program (SEP). Cleveland, Ohio.

**Monaghan, P. G.** (1994, October). Mentorship: A Time to Grow- The Graduate Student Professional Socialization Experience Presented at Association for Gerontology in Higher Education (AGHE). Cleveland, Ohio.

**Monaghan, P.G.** (1992, August). Sociological Theories of Gender Inequality in the Labor Market Presented at the Honors Student presentations at American Sociology Association (ASA). Pittsburgh, Pennsylvania.

### **Professional Membership and Positions**

Reviewer: CyberPsychology, Networking and Social Behavior 2019  
Journal of Instructional Research, 2019  
Journal of Cross Cultural Aging 2022

Abstract Conference Reviewer  
Lilly Conference 2021-2024  
Gerontological Society of America Meetings 2022-2024

Vice president: Behavioral and Social Sciences section 2023-2024  
Gerontological Society of America

American Sociological Association Interest Groups  
Medical Sociology  
Aging  
SOTL



# TARA L. HILL

EDUCATIONAL QUALIFICATIONS	TEACHING EXPERIENCE																
<p><b>ENDORSEMENT</b> <span style="float: right;">2014</span></p> <p><b>K - 12 ENGLISH AS A NEW LANGUAGE</b> VALLEY CITY STATE UNIVERSITY</p>	<p><b>K - 5 ESL TEACHER</b> <span style="float: right;">2012 - PRESENT</span></p> <p>ABERDEEN SCHOOL DISTRICT SIMMONS AND MIKE MILLER ELEMENTARY</p>																
<p><b>M. S. ED. DEGREE</b> <span style="float: right;">2010</span></p> <p><b>TEACHING AND LEARNING</b> NORTHERN STATE UNIVERSITY</p>	<p><b>K - 8 GENERAL EDUCATION TEACHER</b> <span style="float: right;">2008 - 2012</span></p> <p>NORTHWESTERN SCHOOL DISTRICT HUTTERVILLE COLONY</p>																
<p><b>BACHELOR'S DEGREE</b> <span style="float: right;">2007</span></p> <p><b>K-8 EDUCATION</b> NORTHERN STATE UNIVERSITY</p>	<p><b>K - 2 GENERAL EDUCATION TEACHER</b> <span style="float: right;">2007 - 2008</span></p> <p>LEOLA SCHOOL DISTRICT SPRING CREEK COLONY</p>																
REFERENCES	CONTACT																
<table border="0"> <tr> <td>Kayla Krause</td> <td>Jennifer Weishaar</td> </tr> <tr> <td>2nd Grade Teacher</td> <td>1st Grade Teacher</td> </tr> <tr> <td>Mike Miller Elementary</td> <td>Mike Miller Elementary</td> </tr> <tr> <td>605-290-7327</td> <td>605-881-2457</td> </tr> <tr> <td>Kayla.Krause@k12.sd.us</td> <td>Jennifer.Weishaar@k12.sd.us</td> </tr> </table>	Kayla Krause	Jennifer Weishaar	2nd Grade Teacher	1st Grade Teacher	Mike Miller Elementary	Mike Miller Elementary	605-290-7327	605-881-2457	Kayla.Krause@k12.sd.us	Jennifer.Weishaar@k12.sd.us	<table border="0"> <tr> <td></td> <td>1-605-290-3959</td> </tr> <tr> <td></td> <td>tara.hill@k12.sd.us</td> </tr> <tr> <td></td> <td>907 N. 1st St. Groton, SD 57445</td> </tr> </table>		1-605-290-3959		tara.hill@k12.sd.us		907 N. 1st St. Groton, SD 57445
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	1-605-290-3959																
	tara.hill@k12.sd.us																
	907 N. 1st St. Groton, SD 57445																

**Leslie D Sauder, Ph.D.**  
Curriculum Vitae  
2024-2025

**Northern State University**  
School of Education  
Teacher Education Department  
Aberdeen, South Dakota  
Leslie.Sauder@Northern.edu

19266 William Street  
Bryant, South Dakota  
605-237-2157  
lesliedsauderphd@gmail.com

**EDUCATION**

**2023 Ph.D.** University of South Dakota - Human Development and Educational Psychology  
Dissertation: Effect of STEM Learning Activities on Student Engagement and Learning

**2019 Ed.S.** Black Hills State University - Mathematics

**2015 MA** Northern State University - Teaching and Learning

**2001 BA** Mount Marty University - Elementary Education 6-8 math, science, and language arts

**GRANTS**

**2023** SD DOE STEM Grant – STEM materials, Coding program, Development of STEM resources

**2022** Graduate Research Grant – University of South Dakota

**2018** Watertown Community Foundation Grant - STEM materials

**TEACHING EXPERIENCE**

**Northern State University** Aberdeen, South Dakota

2023-2025 Assistant Professor

Psychology of Learning – On-line Graduate

Science Content for Elementary Teachers

Science Methods for Elementary Teachers

Introduction to Education – Traditional and HyFlex

Middle School Methods

Curriculum Committee – chair

Instructional Technology committee – member  
Student Teaching Supervisor  
Field Experience Supervisor  
Meeting with and recruiting prospective students

**Hamlin Education Center** Hayti, South Dakota

2022-2023 K-5 Computer and Technology Teacher

2018-2022 7<sup>th</sup> grade Life Science Teacher

8<sup>th</sup> grade Pre-Algebra and Health Teacher

2011-2018 4<sup>th</sup> grade Teacher

2004-2011 Preschool and Kindergarten Teacher

**Western Governors University** Salt Lake City, Utah (remote)

2022 Independent Contractor for Rapid Item Development in Elementary Science  
Methods

**TRAININGS and CERTIFICATION**

2023 HyFlex training and certification NSU

2023 CITI Certification for conducting research.

**PUBLICATIONS**

Manuscript in Preparation

2024 Effect of STEM Learning Activities on Student Engagement and Learning

**RESEARCH**

In progress

2023-2025 To what extent do embedded experiences have on teacher candidate's self- efficacy?

**CONFERENCES**

2024 STEM Ed Conference Huron, South Dakota

These Cars are Mint! STEM using the Engineering Design Process

**2023 National Science Teachers Association** National Conference Kansas City, MO

Workshop: Building Engagement in the Science classroom using the Engineering Design Process.

**2023 STEM-Ed Conference** Huron, South Dakota

Hands-on STEM Learning Activities for Elementary Students

**2022 National Council of Teachers of Mathematics** Baltimore, Maryland

Workshop: Hands-on STEM for middle school – Increasing Engagement and Joy in the Math classroom.

**2022 STEM-Ed Conference** Huron, South Dakota

STEM in the Elementary Classroom

### **INVITED TALKS**

2022 University of South Dakota – Child and Adolescent Development and Learning

2018 Mount Marty College – Math Methods

### **SERVICE TO THE PROFESSION**

**2024 President Elect** South Dakota Science Teachers Association

**NSU Learning Expo**

2024 Teacher Candidate Presentations

Assisted with expo preparation and set up

2023 Presentation and Hands-on Activity: How STEM Learning Activities increase Engagement in the classroom – Building cars using simple materials.

### **Professional Book Studies**

2017 CED-592 Mindset

2018 CED-592 Inevitable

2019 CED-592 Mindset in the Classroom

### **South Dakota Department of Education**

2022 Math and Science Leadership Cohort

2019-2021 Virtual Math Coach

2019 South Dakota Unpacked Standards Document

**PROFESSIONAL MEMBERSHIPS or COMMITTEES**

2015-2025 South Dakota Science Teachers Association

2015-2025 National Science Teachers Association

2001-2023 National Education Association/ South Dakota Education Association

2015-2023 National Council of Teachers of Mathematics

2016-2018 Positive Behavior Intervention Committee

2017-2019 Multi-Tiered System of Support Committee

# Natasha Opp

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## EDUCATION

### **University Of North Dakota** — *M.S. Ed in Special Education (2017-2018) (May 2023-August 2023)*

- Began M.Ed. Special Education in 2017-2018 - 20 credits completed with a 3.55 GPA
- Re-enrolled in April 2023 and completed in August of 2023

### **Northern State University, Aberdeen SD** — *B.S.Ed in Special Education (2012-2016)*

- Graduated Magna Cum Laude with a Cumulative GPA of 3.71
- Member of Council of Exceptional Children (2014-2016)
  - Participated in Read Across America Event (2015)
  - Campaigned on Campus for Spread the Word to End the Word (2015)
  - CEC Officer (2016)
  - Attended National CEC Conference in St. Louis (April 2016)
- Member of Aberdeen University Civic Symphony (2012-2013, 2014-2016, 2020-2021)
- Student Instructor for Beginning Strings (Spring 2013)

## TEACHING EXPERIENCE

### **Instructor of Special Education - Northern State University** – (2023-current)

- Plan and teach undergraduate-level special education courses
- Provide instruction through in-person, online, and Hy-Flex modalities
- Co-Advisor for our School of Education Clubs (CEC, AEYC, & SDEA)
- Serve as Northern representative on SDSBVI Advisory Council

### **Elementary Special Education Teacher** – *Webster Area Elementary School* – (2020-2023)

- Plan and teach academic classes for students in small-group setting
- Caseload Manager for 15-25 students grades PreK - 5th grade
- Lead and manage a team of 3-5 paraprofessionals
- Work closely with BCBA in conducting and managing FBAs and BIPs
- Coordinating teacher for a student from BHSU in final student teacher placement (Spring 2021)
- Organize district-wide autism awareness month activities
- Administer standardized assessments, functional assessments, and complete observations for eligibility assessments.

### **Summer Learning Coordinator & Instructor** – *Webster Area School Elementary* – (2021, 2022)

- Organize, schedule, and coordinate services for elementary tutoring, ESY services, and free Title I summer services
- Plan and teach individualized sessions for 8 weeks over the summer (PreK - 5th grade)

### **K-6 Alternative Education Program Instructor – Watertown Special Services – (2018-2020)**

- Managed self-contained program for 8-12 students grades ranging from KG-6th
- Planned and prepared lesson plans covering all academic areas for each student
- Led/organized/trained a team of 4-6 paraprofessionals
- Worked closely with BCBA and managed IEPs and BIPs for each student
- Assisted in providing behavior training for other members in the district
- Presented 90 Minute Positive Behavior Supports class for Watertown Summer Academy

### **Summer ESY Instructor – Watertown School District – (2016, 2017, 2018, 2019)**

- Taught small-group sessions for Extended School Year program (grades KG-5th)
- Helped schedule and coordinate district-wide elementary ESY schedule (2017-2019)

### **5th & 6th Special Education Teacher – Watertown Intermediate School – (2016-2018)**

- Taught 5th and 6th grade resource room classes for math, reading, and writing
- Managed caseload of 18-26 students, primarily OHI & EBD qualified
- Worked in a team of 4 other special education teachers and 4-6 paraprofessionals
- Designated Mastery Connect Super User (attended extra professional training to assist in training fellow teachers)
- Administered Kaufman-Test of Educational Achievement (3rd edition) for eligibility assessments

## **RELATED PROFESSIONAL DEVELOPMENT & TRAINING**

- Dr. Arnio - *Dyslexia: Process and Interventions* (2022)
- ILAUGH - *Social Thinking Curriculum* (2020)
- Autism Speaks: *Behavior Plan Management* (2019)
- Crisis Prevention Institute: *Non-violent Crisis Intervention* (certified annually from 2016-2022)
- Orton-Gillingham literacy support training (2018)
- Boys Town - *Specialized Classroom Management Training* (2018)

## **GRANTS RECEIVED**

- Webster Knights of Columbus, \$500
  - Supply 2nd graders with autism awareness shirts
- SD Community Foundation, Hanse Family Fund, \$800
  - Request to receive sensory seating & equipment for a calm-down area in the resource room
- Arrow Education Foundation, \$500
  - For new balls and recess equipment for the alternative education program

## **HONORS & SCHOLARSHIPS RECEIVED**

- Dakota Corps Scholarship (2012-2016)
  - Awarded to those entering a high-needs area in South Dakota with good academic standing
- South Dakota Opportunities Scholarship (2012-2016)
  - Awarded to those with high academic achievement attending SD University
- Conway Scholarship (2012-2016)
  - Selected based on submitted Essay and high academic achievement
- Hatterscheidt Music Scholarship (2012-2013)
  - Awarded based on solo performance for Music Department
- NSU WolfPac Scholarship (2012-2016)
- Teach Grant (2017-2018)