

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

INSTITUTION: Dakota Wesleyan University DATE: 04/16/2021

NAME/TITLE OF DEAN/CHAIR OF TEACHER EDUCATION:

Ashley Digmann Education Department Chair

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

Signature *Ashley Digmann*

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

5-12 Secondary Education _____ (major)

K-12 Education _____ (major)

Administrative Program _____

School Service Specialist _____

Master of Arts in Education K12 Principal _____

Section III. Program Justification & Objectives

Justification of New Program

Dakota Wesleyan University offered a Pre K-12 Principal Certification and Degree program in past years. Over the past ten years as the program underwent different leadership, the program was placed in dormancy with the Department of Education for one year, underwent revisions, and was then reinstated in 2014. Currently, it is not known if the program was placed back in dormancy with the S.D. Department of Education; however, the last time the Dakota Wesleyan University Education Department submitted accreditation documents there was no report filed for the Pre K-12 Principal Certification and Degree program. Therefore, we are seeking approval for a revised Master of Arts in Education K-12 Principal program.

Administrative vacancies will continue to rise as principals and superintendents retire or principals move into superintendent vacancies. Leadership positions are often filled from within by teachers who have earned their principal certification or are seeking this certification. An informal study of area educators and administrators identified the need to once again offer the K-12 Principal program, recognizing the importance of continued training for administrators. Through this program, area schools will benefit from the leadership and training of the individual teachers.

The addition of the new program advances the mission of the university by providing enhanced programming primarily focused on the improvement of inclusive and intentional education for all learners. The proposed program applies experiential learning through the required internship experience in the master's degree, as well as the coursework which requires students to implement strategies in K-12 classrooms and schools. The program is also aligned with the university's distinctions of meeting the needs of rural South Dakota and improving community engagement.

Program Objectives

The program objectives are to:

1. Provide a setting for professional growth and practical educational experiences for area educators.
2. Evaluate, develop, and implement educational practices to reinvigorate area school environments by supporting student and adult success and well-being.
3. Encourage exploration and application of contemporary educational practices resulting in equitable, inclusive, and culturally responsive educational practices.
4. Model and advocate for legal and ethical decisions and professional norms.
5. Collaboratively engage and communicate with families, diverse community members, and school personnel in order to strengthen student learning, support school improvement, and to advocate for the needs of the school and community.

Section IV. Program Requirements

This program is designed for students with a bachelor's degree in either elementary or secondary education and three years teaching experience who are interested in educational leadership in K-12 schools. The program requires a minimum of 36 coursework credit hours, including an internship over the course of two traditional school semesters, and the completion of a comprehensive exam.

Admission Requirements

An undergraduate cumulative grade point average (GPA) of 2.7 meets minimum acceptance standards. Applicants who are below that minimum may be denied admission. An appeal process is in place in which a written appeal should be sent to the office of admissions within a reasonable amount of time for review by the Graduate Studies Committee.

Graduation Requirements

The Master of Arts in Education degrees are conferred upon students who:

1. Maintain a cumulative GPA of 3.0 or better.
2. Receive a minimum course grade of C or better for courses accepted toward a graduate degree. Grades of less than a C are not considered toward degree completion but are counted in the cumulative GPA. All courses may be repeated once for credit if a C- or less is received. Students wishing to repeat a course with a C or better must receive permission from the program director to repeat the course. Students are only allowed to count toward graduation, one course in which they earned a C.
3. Complete all required coursework for a program degree within four years of admission to that program. A student may be granted a one-year extension for completion of a degree upon request and with approval of the Graduate Studies Committee.
4. Successfully complete a research thesis or comprehensive examination.



DAKOTA WESLEYAN UNIVERSITY
Master of Arts in Education
K-12 Principal Plan of Study
2021-22

ID#: _____	Anticipated Graduation Date: _____
Name: _____	Undergraduate Degree: _____
Catalog year in which student enrolled: _____	University or College _____
	Major _____
	Year received _____

COURSE NUMBER	COURSE TITLE	CREDIT HOURS		GRADE	SEMESTER/YEAR
		Required	Earned		
EDU 603	Statistical Analysis in Education	3			
EDU 610	Human Relations/Multiculturalism	3			
EDU 613	School and Community Relations	3			
EDU 615	School Improvement	3			
EDU 617	Employee Life Cycle	3			
EDU 659	Educational Leadership	3			
EDU 665	Curriculum & Teaching Methods	3			
EDU 673	Educational Administration	3			
EDU 675	Education Law	3			
EDU 677	Instructional Supervision	3			
EDU 690	Research Methodologies	3			
EDU 693	Internship	3			
Total Hours		36			
Minimum Required Cumulative GPA		3.0			

* EDU 335/635 American Indian Studies is required for the principal endorsement through the S.D. Department of Education.

* A comprehensive exam is required for program completion.

Comments:

Section V. Compliance with Program Standards

Matrix of Program Standards/Coursework/Program Objectives

NELP Standard	DWU Coursework/Experience	Program Objectives Addressed
Standard 1: Mission, Vision, and Improvement - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	EDU 603 EDU 613 EDU 615 EDU 617 EDU 690	1. Provide a setting for professional growth and practical educational experiences for area educators 2. Evaluate, develop, and implement educational practices to reinvigorate area school environments by supporting student and adult success and well-being.
Standard 2: Ethics and Professional Norms - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	EDU 613 EDU 659 EDU 673 EDU 675	1. Provide a setting for professional growth and practical educational experiences for area educators 4. Model and advocate for legal and ethical decisions and professional norms.
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	EDU 610 EDU 613 EDU 659 EDU 673	1. Provide a setting for professional growth and practical educational experiences for area educators 3. Encourage exploration and application of contemporary educational practices resulting in equitable, inclusive, and culturally responsive educational practices.

<p>Standard 4: Learning and Instruction - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.</p>	<p>EDU 659 EDU 665 EDU 677</p>	<p>1. Provide a setting for professional growth and practical educational experiences for area educators.</p> <p>2. Evaluate, develop, and implement educational practices to reinvigorate area school environments by supporting student and adult success and well-being.</p>
<p>Standard 5: Community and External Leadership - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.</p>	<p>EDU 613 EDU 659 EDU 673</p>	<p>1. Provide a setting for professional growth and practical educational experiences for area educators.</p> <p>2. Evaluate, develop, and implement educational practices to reinvigorate area school environments by supporting student and adult success and well-being.</p> <p>5. Collaboratively engage and communicate with families, diverse community members, and school personnel in order to strengthen student learning, support school improvement, and to advocate for the needs of the school and community.</p>
<p>Standard 6: Operations and Management - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.</p>	<p>EDU 603 EDU 659 EDU 673 EDU 675</p>	<p>4. Model and advocate for legal and ethical decisions and professional norms.</p>

<p>Standard 7: Building Professional Capacity - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.</p>	<p>EDU 617 EDU 659 EDU 665 EDU 673 EDU 677</p>	<ol style="list-style-type: none"> 1. Provide a setting for professional growth and practical educational experiences for area educators. 2. Evaluate, develop, and implement educational practices to reinvigorate area school environments by supporting student and adult success and well-being. 4. Model and advocate for legal and ethical decisions and professional norms.
<p>Standard 8: Internship - Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.</p>	<p>EDU 693</p>	<ol style="list-style-type: none"> 1. Provide a setting for professional growth and practical educational experiences for area educators. 2. Evaluate, develop, and implement educational practices to reinvigorate area school environments by supporting student and adult success and well-being. 3. Encourage exploration and application of contemporary educational practices resulting in equitable, inclusive, and culturally responsive educational practices. 4. Model and advocate for legal and ethical decisions and professional norms. 5. Collaboratively engage and communicate with families, diverse community members, and school personnel in order to strengthen student learning, support school improvement, and to advocate for the needs of the school and community.

An institutional response to the program standards, including a correlation of standards to course objectives

Dakota Wesleyan University Education Department has demonstrated, and will continue to demonstrate, its commitment to cooperate in all Higher Learning Commission and South Dakota Department of Education accreditation activities. The proposed Master of Arts in Education K-

12 Principal program meets NELP building level standards and South Dakota's requirements for a preschool through grade 12 principal program.

Dakota Wesleyan University Education Department respectfully seeks approval by the South Dakota State Board of Education to offer a Master of Arts in Education degree in the area of K-12 Principal. The Master of Arts in Education program has undergone several staffing changes in the past ten years. Dakota Wesleyan University did offer a Pre K-12 Principal Certification and Degree program; past records indicate the program had been placed in dormancy with the Department of Education in 2013-2014. After revisions to the program, the Department of Education approved a request to reinstate the program in December 2013. The program was offered for several years before the university placed it into dormancy. However, there is no record of the program being placed into dormancy with the Department of Education after that date. After focus groups with area administrators and area educators, updates were made to the program. The plan of study underwent several revisions through discussions with local administrators, the Dakota Wesleyan University Education Department, and the graduate studies committee. After approval from the Education Department and the College of Leadership and Public Service, the plan of study and program were approved by full faculty.

Below are the course descriptions. The syllabi can be found at the end of the document. Within each syllabus, the course assessments are linked to the course objectives and the NELP building level standards.

Course Descriptions: Syllabi can be found at the end of the document.

# Credits	Course #	Course Name	Course Description
3	EDU 603	Statistical Analysis in Education	This course is the reinforcement of basic managerial math, to include some statistical analysis, research methodology, mathematics for education and elementary calculus. Emphasis is placed on practical applications and tools as well as analytical inquiry of the results.
3	EDU 610	Human Relations / Multiculturalism	This course offers an in-depth approach to providing an understanding of cultural backgrounds and the influences of dehumanizing biases such as racism, sexism and classism on the lives of students. Some field study is required. There is a specific focus on South Dakota strands for human understanding as delineated by the South Dakota Department of Education.
3	EDU 613	School and Community Relations	This course investigates how school community relations are impacted by varying strategies for building community support, developing and selecting staff, and using the strengths of staff members, both in the school and in the community.
3	EDU 615	School Improvement	This course is a study of the school improvement process designed to equip educational leaders with the knowledge and skills to facilitate sustainable, systemic school improvement.

3	EDU 617	Employee Life Cycle	Students will learn the employment cycle and the performance management cycle. Knowledge and skills developed will help student recruit, hire, develop, retain, and reassign or release teachers, coaches, staff and volunteers.
3	EDU 659	Educational Leadership	This course examines the day-to-day management of learning environments. Topics include classic organizational theory, traditional administrative and governance models, campus climate and culture, project management, collaboration in the community, leadership analysis, ethics, educational advocacy and other management principles.
3	EDU 665	Curriculum and Teaching Methods	This course is an intensive study of differentiated instruction and teaching methods of secondary schools in connection with the latest research and foundational knowledge of human learning. It includes an understanding of the middle school concept and instructional strategies that support that concept. It covers a distinct study of delivery systems and curricular models that can affect the most dynamic positive change for individual students.
3	EDU 673	Educational Administration	Educational Administration continues to be in a state of flux as school districts explore varying models of effective administration and leadership. With reference to the most commonly designed instructions, educational administration will be introduced to students. Specific coverage of how principals' function in the elementary school setting will be explored. The dynamics of secondary school administration and their similarities and differences to elementary will be researched and studied. Current trends, both in general administration and assessment and evaluation add to this exhaustive study of educational administration.
3	EDU 675	Educational Law	This course is an intensive study of associated school law in the state of South Dakota and federal legal procedure and protocol.
3	EDU 677	Instructional Supervision	The role of the educational leader in instructional supervision continues to change. This course fully explores current research in providing effective instructional supervision.
3	EDU 690	Research Methodologies	This course will give graduate education students an applied knowledge of research methods. Students will develop skills in evaluating statistical data, conducting research and producing essential elements of experimental and theoretical research projects.

3	EDU 693	Internship	Candidates will intern with a school administrator with appropriate evaluation and university supervision. The internship must include all job responsibilities of the principalship, and time spent in both the elementary and secondary levels
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Section VI. Faculty

Course Number	Course Name	Instructor	Title	Highest Degree
EDU 603	Statistical Analysis in Education	Kathryn McConaghy	Adjunct Math Professor	M.S. Statistics
EDU 610	Human Relations: Multiculturalism	Dr. Kristi Oskar-Groen	SPED: Math Lincoln High School	Ed.D. Curriculum & Instruction/SPED
EDU 613	School and Community Relations	Melissa Weber	Assistant Professor DWU	Ed.S. Educational Administration
EDU 615	School Improvement	Dr. Tonia Warzecha	Director of Curriculum, Instruction, and Assessment, Tea Area School District	Ed.D. Educational Administration and Leadership - School Superintendent
EDU 617	Employee Life Cycle – newly adopted course	TBD – will be filled by July 1, 2021		
EDU 659	Educational Leadership	Dr. Joe Childs	H.S. Principal, Mitchell School District	Ed.D. Educational Administration & Leadership
EDU 665	Curriculum and Teaching Methods	Dr. Michelle VandeWeerd	Director of Curriculum and Instruction and Continuous Improvement, Brookings School District	Ed.D. Educational Administration & Leadership
EDU 673	Educational Administration	Dr. Joe Childs	H.S. Principal, Mitchell School District	Ed.D. Educational Administration & Leadership
EDU 675	Education Law	Dr. Joe Childs	H.S. Principal, Mitchell School District	Ed.D. Educational Administration & Leadership
EDU 677	Instructional Supervision	Dr. Tonia Warzecha	Director of Curriculum, Instruction, and Assessment, Tea Area School District	Ed.D. Educational Administration and Leadership - School Superintendent
EDU 690	Research Methodologies	Dr. Doreen Gosmire	Associate Director of Communications, Dakotas Annual Conference	Ed.D. Educational Administration
EDU 693	Internship	Melissa Weber	Assistant Professor DWU	Ed.S. Educational Administration

Section VII. Library Facilities

[George and Eleanor McGovern Library](#) provides comprehensive resources and services for on-campus and off-campus students. The collection includes approximately 75,000 physical volumes; more than 200,000 eBooks; over 30,000 streaming films; and more than 30,000 periodicals titles. The library circulates DVDs and Blue-Rays, sound recordings, computer files, graphic materials, cartographic materials, and curriculum kits. The library has classrooms equipped with instructional and presentation technology. Student Support Services is located in McGovern Library and offers regular tutoring services.

McGovern Library provides services to all DWU students and faculty. Library policies are published at https://library.dwu.edu/home/mission_policies. McGovern Library provides orientation tutorials for many of the online databases.

McGovern Library is a full member of OCLC, a global library cooperative that provides shared technology services. OCLC services include a cloud-based online catalog, interlibrary loan services, and journal indexing. Through OCLC, McGovern Library provides DWU students access to a growing body of resources, regardless of the location of the information or the student.

Graduate education students have access to online databases that provide students with a wide variety and breadth of resources. The entire list of McGovern Library databases can be found at <https://library.dwu.edu/az.php>, and specific education resources are found at <https://library.dwu.edu/education>. For students who wish to physically visit the library, the library is open seven days a week during the academic year: Monday-Thursday, 7:30 a.m. - midnight; Friday, 7:30 a.m. - 5:00 p.m.; Saturday, 11:00 a.m. - 4:00 p.m.; Sunday, 3:00 p.m. - midnight.

Graduate education students have access to comprehensive online learning resources through McGovern Library and are available via a dedicated distance student website located on the McGovern Library website at: https://library.dwu.edu/distance_students. Also included at this site are step-by-step instructions for access to electronic databases. Other McGovern Library resources are available to distance students through its general website at <https://library.dwu.edu/home>.



Department of Education

COURSE CODE: EDU 603

COURSE TITLE: Statistical Analysis in Education

SEMESTER AND YEAR: Spring 2021

TOTAL COURSE HOURS: 3

CLASS LOCATION, MEETING TIME, AND DAY(S): Online via Canvas

INSTRUCTOR: Kathryn McConaghy

CONTACT INFORMATION: Kathryn.McConaghy@dwu.edu

COURSE DESCRIPTION: This course is the reinforcement of basic managerial math, to include some statistical analysis, research methodology, mathematics for education and elementary calculus. Emphasis is placed on practical applications and tools as well as analytical inquiry of the results.

DWU MISSION STATEMENT:

As an inclusive educational community, Dakota Wesleyan University provides a transformative learning experience that cultivates enduring intellectual growth, ethically grounded leadership, intentional faith exploration, and meaningful service.

GRADUATE PROGRAM MISSION STATEMENT:

The mission of DWU Graduate Studies is to provide high-quality graduate programs in a liberal arts environment by emphasizing the values of Learning, Leadership, Faith and Service. We strive to promote excellence in teaching, learning, scholarship, and research. The Graduate Studies Division provides guidance for development of programs in order to ensure rigorous academic preparation and leadership opportunities for professional development.

STATE OR NATIONAL STANDARD REQUIREMENTS: Courses in the Master of Arts in Education graduate program align with the National Educational Leadership Preparation (NELP) Program Recognition Standards at the Building Level.

- Standard 1: Mission, Vision, and Improvement
- Standard 2: Ethics and Professional Norms
- Standard 3: Equity, Inclusiveness, and Cultural Responsiveness
- Standard 4: Learning and Instruction
- Standard 5: Community and External Leadership
- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity
- Standard 8: Internship

COURSE OBJECTIVES/LEARNING OUTCOMES:

Objectives/Outcomes	Building Level NELP Standard	Assessment Method
Upon completion of the course, students will be able to: understand and demonstrate the capacity to create and interpret data using graphical data including stem and leaf graphs, histograms, bar and pie charts, frequency	1.2	Discussion Forums Problem Set Data Analysis

graphs and use the graphs to make predictions about outliers.		
understand and demonstrate the capacity to describe and analyze data by calculating and interpreting measures of central tendency including mean, and median.	1.2	Discussion Forums Problem Set Data Analysis
understand the capacity to calculate and interpret measures of dispersions including range and standard deviation.	1.2	Discussion Forums Problem Set Data Analysis
understand the capacity to analyze and interpret the results of statistical tests.	1.2	Discussion Forums Problem Set Data Analysis
understand the capacity to assess the validity of a hypothesis using appropriate statistical concepts and tests.	1.2	Discussion Forums Problem Set Data Analysis
understand the capacity to calculate correlations and perform a regression analysis with least squares regression equation.	1.2	Discussion Forums Problem Set Data Analysis
understand the capacity to statistically analyze an educational data set and create a critical analysis report of the data received.	1.2 6.2	Final Project

UNITS OF COURSE (Course Content Outline):

Readings

Reading 1	Triola, Elementary Statistics , Chapters 1 and 2.
Reading 2	Triola, Elementary Statistics , Chapter 3.
Reading 3	Triola, Elementary Statistics , Chapter 6, Sections 1-3.
Reading 4	Triola, Elementary Statistics , Chapter 8, Sections 1, 3, and 4.
Reading 5	Triola, Elementary Statistics , Chapter 9, Sections 1, 3, and 4.
Reading 6	Triola, Elementary Statistics , Chapter 10, Sections 1-3.
Reading 7	Triola, Elementary Statistics , Chapter 12, Sections 1 and 2, and Chapter 11, Sections 1 and 3.
Reading 8	There are no assigned readings for this unit.

COURSE CALENDAR: See Canvas.

COURSE ASSESSMENT AND EVALUATION GUIDELINES

Participation

Information sharing is extremely valuable in any learning experience. Your fellow students are excellent resources to tap for stories, information, and different perspectives on your project work. At the same time, they can benefit from your ideas and insights. That is why you need to participate and post questions as often as possible. If you do not participate, you and your classmates will miss out on worthwhile opportunities to enhance learning.

Interaction in a virtual environment such as the discussion involves many of the skills used in face-to-face communication. Below are some tips for effective asynchronous discussion.

- Keep postings short and to the point.
- Include pieces of the original message in any response.
- Be respectful of others' ideas and comments. Consider what is useful in the opinion shared and how it is similar to and different from your own point of view.

- Post responses in a timely manner.
- Keep your faculty member and other students informed about any events that could affect your progress.
- Choose words carefully and consider how the reader might interpret them. Sometimes text may seem more harsh or critical than the spoken word.

GRADING POLICY: In this course, your faculty member will assess whether your work demonstrates that you have mastered the learning outcomes. For each unit, you will complete one or more assignments. For each assignment, you will receive a numerical grade ranging from 0 to 100. Each assignment grade will in turn contribute to your final course grade, according to the weight of each assignment, which is described on the Syllabus page. Your final course grade will be one of the following:

Grading Scale:

A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	0-59.99

Each week of this course may include readings and several assignments. Unless otherwise noted, all assignments are due by 11:59 p.m. (Central Time) on the socialized due date. Be sure the time zone for your user account is **set to your own time zone**.

Assessment criteria may differ for each unit. Be certain you understand that specific criteria on which each individual assignment will be assessed and confirm your understanding with your faculty member.

DWU ACADEMIC HONESTY/PLAGIARISM POLICY:

Students should refer to the student handbook for the academic integrity policy. Any violations of this policy may result in a zero on the particular assignment, quiz, or test, and possibly failure in the course.

TITLE IX:

In support of its mission, Dakota Wesleyan University is committed to maintaining a healthy and safe learning, living, and working environment that promotes responsibility and respect among all members and guests of the campus community. This is an environment in which no one is unlawfully excluded from participation in, denied the benefits of, or subjected to discrimination in any university program or activity on the basis of gender, sex, sexual orientation, sexual identity, gender identity, or gender expression. Individuals wishing to discuss a Title IX issue or file a formal complaint should contact the Title IX Coordinator.

John Kippes, Director of Student Life

Office: Rollins Campus Center

Phone: (605) 995-2160

Fax: (605) 995-2892

john.kippes@dwu.edu

Academic Success and Career Services Center

The Academic Success and Career Services Center is located on the second Floor of the McGovern Library. This center offers a wide range of academic support and career planning services. Services include selecting or changing a major, preparing for standardized tests, applying to graduate schools, tutoring, writing assistance, identifying strengths and talents, career preparation, and many more. The center is also a place for students to learn, collaborate, and study. For more information and/or questions, please contact:

Kristy Zink, Academic Success and Career Services Coordinator
Office: McGovern Library, Room 202
Phone: (605) 995-2904

Office of Disability Services and The Americans with Disabilities Act Statement:

Any student who believes she or he may need academic accommodations or access accommodations based on the impact of a documented disability are encouraged to contact and register with Disability Services no later than three weeks after the first day of classes. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation letter each semester.

The Americans with Disabilities Act (ADA) guarantees the privacy of students with disabilities. For more information, questions, and/or accommodation arrangement, please contact:

Kyle Hobbs, Disability Services Coordinator
kyle.hobbs@dwu.edu
Office: McGovern 231
Phone:(605) 995-2931

REQUIRED TEXTBOOKS:

The following textbooks are required for this course:

- Pearson Education. MyStatLab - Standalone Access Card, Pearson, 2010. ISBN: 978-0-3216-9464-5
- **Resources**
 1. To access the MyStatLab Student Resource Kit, follow these steps: Visit Pearson Education's MyLab & Mastering
 2. (<http://www.pearsonmylabandmastering.com/northamerica/>)
 3. Click on the link for "Student" on the main page.
 4. Click "Sign in" to use an existing Pearson account if you have one. If you do not have an account, you will need to create a new account by clicking "OK! Register now"
 5. Enter the following course ID: mcconaghy46027, then click "continue."
 6. To view the course, you will need to enter an access code, which you should have purchased for this course.
 7. Click "Go To Your Course" on the confirmation page, then select "DWU EDU603 - Statistical Analysis in Education -Spring I 2021" from the left hand navigation

Note: The Professor/Instructor reserves the right to change any assignment and/or evaluation to meet the needs of the course.



Department of Education

COURSE CODE: EDU 610

COURSE TITLE: Advanced Human Relations

SEMESTER AND YEAR: Fall 2021

TOTAL COURSE HOURS: 3

CLASS LOCATION, MEETING TIME, AND DAY(S): Online via Canvas

INSTRUCTOR: Kristi Oskar-Groen

FACULTY CONTACT INFORMATION: Kristi.Oskar-Groen@dwu.edu

COURSE DESCRIPTION:

This course offers an in-depth approach to providing an understanding of cultural backgrounds and the influences of dehumanizing biases such as racism, sexism and classism on the lives of students. Some field study is required. There is a specific focus on South Dakota strands for human understanding as delineated by the South Dakota Department of Education.

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As an inclusive educational community, Dakota Wesleyan University provides a transformative learning experience that cultivates enduring intellectual growth, ethically grounded leadership, intentional faith exploration, and meaningful service.

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The mission of DWU Graduate Studies is to provide high-quality graduate programs in a liberal arts environment by emphasizing the values of Learning, Leadership, Faith and Service. We strive to promote excellence in teaching, learning, scholarship, and research. The Graduate Studies Division provides guidance for development of programs in order to ensure rigorous academic preparation and leadership opportunities for professional development.

STATE OR NATIONAL STANDARD REQUIREMENTS (IF APPLICABLE): Courses in the Master of Arts in Education graduate program align with the National Educational Leadership Preparation (NELP) Program Recognition Standards at the Building Level.

- Standard 1: Mission, Vision, and Improvement
- Standard 2: Ethics and Professional Norms
- Standard 3: Equity, Inclusiveness, and Cultural Responsiveness
- Standard 4: Learning and Instruction
- Standard 5: Community and External Leadership
- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity
- Standard 8: Internship

COURSE OBJECTIVES/LEARNING OUTCOMES:

Objectives/Outcomes	Building Level NELP Standard	Assessment Method
Upon completion of this course, the student will be able to:		

Explain the values, lifestyles, contributions and history of a pluralistic society and respect human dignity and individual rights.	3.2	Discussion Forum Human Activist Report Course Assessment Course Reflection
Advocate for a school culture that dehumanizing biases, including, but not limited to sexism, racism, prejudice and discrimination, and an awareness of the impact such biases have on interpersonal relations.	3.2	Discussion Forum "Isms" Portfolio Course Assessment Course Reflection
Develop the ability to translate knowledge of human relations into attitudes, skills and techniques which result in favorable experiences for students and also be able to recognize the ways dehumanizing biases may be reflected in instructional materials.	3.2	Term Analysis Current International Events Presentation Research Paper Course Assessment Course Reflection
Relate effectively to other individuals and to groups in a pluralistic society.	3.3	Discussion Forum

COURSE CALENDAR & UNITS OF COURSE:

Week	Date	Unit	Assignment
1			Meet Your Classmates Discussion
		Unit 1: Understanding the Challenges of Diversity	Film: <i>Freedom of Expression Must Include the License to Offend: A Debate</i> Freedom of Expression Discussion
2		Unit 1: Understanding the Challenges of Diversity	Human Activist Report Human Activist Report Discussion
3		Unit 1: Understanding the Challenges of Diversity	Current International Events Presentation
4		Unit 2: Racism, Sexism, Ageism, and Classism	Film: <i>Crash</i> "Isms" Portfolio
5		Unit 3: Awareness of Diverse Needs	Term Analysis "Isms" Portfolio Discussion
6		Unit 3: Awareness of Diverse Needs	Research Paper Rough Draft Research Paper Rough Draft Discussion
7			Research Paper Final Draft Course Assessment
8			Course Reflection

COURSE ASSESSMENT AND EVALUATION GUIDELINES (Evaluation Criteria for course learning activities)

Assessment	Total Points Possible
Weekly Discussions	200

Human Activist Report	100
Current International Events Presentation	100
“Isms” Portfolio	200
Term Analysis	100
Research Paper Rough Draft	250
Research Paper Final Draft	100
Final Assessment	100
Course Reflection	50
Total Points Possible	1200

GRADING POLICY: In this course, your faculty member will assess whether your work demonstrates that you have mastered the learning outcomes. For each unit, you will complete one or more assignments. For each assignment, you will receive a numerical grade ranging from 0 to 100. Each assignment grade will in turn contribute to your final course grade, according to the weight of each assignment, which is described on the Syllabus page. Your final course grade will be one of the following:

Grading Scale:

A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	0-59.99

Each week of this course may include readings and several assignments. Unless otherwise noted, all assignments are due by 11:59 p.m. (Central Time) on the published due date. Be sure the time zone for your user account is **set to your own time zone.**

Assessment criteria may differ for each unit. Be certain you understand that specific criteria on which each individual assignment will be assessed and confirm your understanding with your faculty member.

ATTENDANCE POLICY (Participation):

Information sharing is extremely valuable in any learning experience. Your fellow students are excellent resources to tap for stories, information, and different perspectives on your project work. At the same time, they can benefit from your ideas and insights. That is why you need to participate and post questions as often as possible. If you do not participate, you and your classmates will miss out on worthwhile opportunities to enhance learning.

Interaction in a virtual environment such as the discussion involves many of the skills used in face-to-face communication. Below are some tips for effective asynchronous discussion.

- Keep postings short and to the point.
- Include pieces of the original message in any response.
- Be respectful of others' ideas and comments. Consider what is useful in the opinion shared and how it is similar to and different from your own point of view.
- Post responses in a timely manner.
- Keep your faculty member and other students informed about any events that could affect your progress.
- Choose words carefully and consider how the reader might interpret them. Sometimes text may seem more harsh or critical than the spoken word.

DWU ACADEMIC HONESTY/PLAGIARISM POLICY:

Students should refer to the student handbook for the academic integrity policy. Any violations of this policy may result in a zero on the particular assignment, quiz, or test, and possibly failure in the course.

TITLE IX:

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800 Governors Drive, Pierre, SD 57501-2291
Phone: 605-773-3134 Fax: 605-773-6139

Kyle Hobbs, Disability Services Coordinator

kyle.hobbs@dwu.edu

Office: McGovern 231

Phone:(605) 995-2931

REQUIRED TEXTBOOKS: There are no required textbooks for the course but be sure you are familiar with **Bloom's Taxonomy**.

REQUIRED FILMS:

- **Crash.** Paul Haggis. 112 min. Lions Gate Films, 2004. DVD and VOD. (If you are unable to locate this film locally or online, it is on reserve at the Dakota Wesleyan University McGovern Library.)
- **Freedom of Expression Must Include the License to Offend: A Debate.** 109 min. McIntyre Media, 2006. (If you are unable to locate this film locally or online, it is on reserve at the Dakota Wesleyan University McGovern Library.)

If you have questions about accessing these films, please contact the McGovern Library at library@dwu.edu.

Note: The Professor/Instructor reserves the right to change any assignment and/or evaluation to meet the needs of the course.



Department of Education

COURSE CODE: EDU 613

COURSE TITLE: School and Community Relations

SEMESTER AND YEAR: Spring 2022

TOTAL COURSE HOURS: 3

CLASS LOCATION, MEETING TIME, AND DAY(S): Online via Canvas

INSTRUCTOR: Melissa Weber, Ed.S.

FACULTY CONTACT INFORMATION: Melissa.Weber@dwu.edu

605-995-2835 (O) or 605-212-7488 (C)

LOCATION OF OFFICE AND OFFICE HOURS: EDU 106

COURSE DESCRIPTION: This course investigates how school community relations are impacted by varying strategies for building community support, developing and selecting staff, and using the strengths of staff members, both in the school and in the community.

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- Standard 1: Mission, Vision, and Improvement
- Standard 2: Ethics and Professional Norms
- Standard 3: Equity, Inclusiveness, and Cultural Responsiveness
- Standard 4: Learning and Instruction
- Standard 5: Community and External Leadership
- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity
- Standard 8: Internship

COURSE OBJECTIVES/LEARNING OUTCOMES:

Objectives/Outcomes	Building Level NELP Standard	Assessment Method
Upon completion of the course, students will be able to understand and demonstrate the capacity to lead school improvement processes.	1.2	Applied Assignments Final Project

understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.	2.2	Applied Assignments Discussion Forums Final Project
Understand and demonstrate the capacity to advocate for a supportive and inclusive school culture.	3.1	Applied Assignments Discussion Forums Final Project
understand and demonstrate the capacity to collaboratively work with diverse families in an effort to strengthen student learning in and out of school.	5.1	Applied Assignments Discussion Forums Final Project
understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse stakeholders for school improvement and student development.	5.2	Applied Assignments Discussion Forums Final Project
understand and demonstrate the capacity to effectively communicate with diverse stakeholders when advocating for the school and community needs.	5.3	Applied Assignments Discussion Forums Final Project

UNITS OF COURSE (Course Content Outline): See below.

COURSE CALENDAR:

Week	Topics	Reading	Assignments
Week 1	Public Relations and Public Character	Chapters 1 & 2	Introduction Discussion Forum
Week 2	Understanding the Community, Policies, and Program Administration	Chapters 3, 4, & 5	Discussion Forum Applied Assignment
Week 3	Communication Process and Communicating with Internal Publics	Chapters 6 & 7	Discussion Forum
Week 4	Communicating with External Publics	Chapter 8	Discussion Forum Interview Paper
Week 5	Crisis Communication and Communication about Special Services, Activities, and Events	Chapters 9 & 10	Discussion Forum Applied Assignment
Week 6	Working with the News Media and Online and Print Communications	Chapters 11 & 12	Discussion Forum
Week 7	Special Issues Campaigns and School Finances	Chapters 13 & 14	Discussion Forum Applied Assignment
Week 8	Communication Assessment and Accountability	Chapter 15	Discussion Forum Applied Assignment Final Project

COURSE ASSESSMENT AND EVALUATION GUIDELINES

Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their

learning in more than one way, and giving consideration to individual learning styles. Course components that will be evaluated include:

- **Discussion Forums:** Each week, students will participate in the online discussion forum with classmates, as related to the week's content. Activities and assessments that take place in the discussion forum replace the interactive dialogue that occurs in the traditional classroom setting. Students' initial discussion forum posts are due by 11:59 p.m. CST on Thursday. Students will have until 11:59 p.m. CST on Sunday to make the required minimum number of response posts to classmates. **Discussions represent 32% of the overall course grade.**
- **Applied Assignments:** There is an applied assignment due in Weeks 2, 5, 7, and 8 of this course. These assignments must reflect college-level writing and critical thinking. **Assignments represent 28% of the overall course grade.**
- **Interview and Paper**
Students will conduct an interview with a leader primarily responsible for school and community relations and write a reflection paper due in Week 4 of this course. The paper must reflect college-level writing and critical thinking. **Assignments represent 10% of the overall course grade.**
- **Final Project**
The purpose of the Final Project is for you to culminate the learning achieved in the course. **The Final represents 30% of the overall course grade.**

GRADING POLICY:

Course Grading Scale		Grading Percent Breakdown	
Grade	Percent	Assignment Type	Percent
A	93-100%	Discussion Forums	32%
A-	90-92.9%	Applied Assignments	28%
B+	87-89.9%	Interview and Paper	10%
B	83-86.9%	Final Project	30%
B-	80-82.9%	Total	100%
C+	77-79.9%		
C	73-76.9%		
C-	70-72.9%		
D+	67-69.9%		
D	63-66.9%		
D-	60-62.9%		
F	0-59.9%		

PARTICIPATION POLICY:

Online course attendance is primarily determined by meeting the submission dates for assignments, assessments, and discussion postings. Logging into Canvas is insufficient to verify/validate attendance for online courses. However, if, due to circumstances beyond your control, you are unable to submit an assignment or complete an exam during the scheduled time frame, *you must contact the instructor prior to the due dates of the assignment or project.* Students will be asked to justify their absences; make-up exams must be taken within one week. Events happen that are beyond control and instructors will work with you in order to accommodate unforeseen circumstances that may hinder you from meeting the due dates outlined in the syllabus. Each circumstance will be evaluated to determine whether an accommodation shall be granted

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Phone: 605-773-3134 Fax: 605-773-6139

Students should refer to the student handbook for the academic integrity policy. It is also located in the course in Canvas under Course Policies. Any violations of this policy may result in a zero on the particular assignment, quiz, or test, and possibly failure in the course.

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Kyle Hobbs, Disability Services Coordinator
kyle.hobbs@dwu.edu
 Office: McGovern 231
 Phone:(605) 995-2931

REQUIRED TEXTBOOKS:

Moore, E. H., Bagin, D., & Gallagher, D. R. (2020). *The school and community relations*. Pearson Education, Inc.

Note: The Professor/Instructor reserves the right to change any assignment and/or evaluation to meet the needs of the course.



Department of Education

COURSE CODE: EDU 615

COURSE TITLE: School Improvement

SEMESTER AND YEAR: Summer 2021

TOTAL COURSE HOURS: 3

CLASS LOCATION, MEETING TIME, AND DAY(S): Online via Canvas

NAME AND TITLE OF FACULTY MEMBER: Dr. Tonia Warzecha, Adjunct Professor

FACULTY CONTACT INFORMATION: 507.317.2922

LOCATION OF OFFICE AND OFFICE HOURS: Online or by appointment

COURSE DESCRIPTION: This course is a study of the school improvement process designed to equip educational leaders with the knowledge and skills to facilitate sustainable, systemic school improvement.

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- Standard 4: Learning and Instruction
- Standard 5: Community and External Leadership
- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity

COURSE OBJECTIVES/LEARNING OUTCOMES:

Course Objective:	Building Level NELP Standard	Assessment Method
Upon completion of this course, students will be able to: Understand and articulate the strategies introduced to effectively manage organizational change	1.2	Discussion Mid-term paper
Identify and apply Nine Principles of Organizational Excellence to evaluate utilization of Nine Principles	1.2	Discussion Inclusive of

		Critical Examination of Current Organization Activities
Develop and articulate a shared process for creating a district mission, vision, and values	1.1	Discussion
Develop district goals aligned to mission and vision and determine a plan for measurement of goals	1.2	Activities
Analyze multiple measures of data and develop a school improvement plan	1.2	Final Paper

UNITS OF COURSE (Course Content Outline):

1. **Week 1:** Changing Times, Constant Values
2. **Week 2:** A Starting Point for Change: Accountable Leadership
3. **Week 3:** The Organizational Flywheel: Building Momentum
4. **Week 4:** Nine Principles of Organizational Excellence
5. **Week 5:** Hardwiring Educational Excellence
6. **Week 6:** Supporting Organizational Excellence
7. **Week 7:** Performance Management
8. **Week 8:** Process Improvement

COURSE CALENDAR:

Week	Topic	Date	Assigned Reading	Assignment & Due Dates
1	Changing Times, Constant Values	6.28.21-7.4.21	Studer & Pilcher, <i>Maximize Performance</i> , Chapters 1-2	Original Discussion Post Due: 11:59 p.m. 7/4/21 Discussion Post Replies (2) Due: 11:59 p.m. 7/6/21
2	A Starting Point for Change: Accountable Leadership	7.5.21 - 7.11.21	Studer & Pilcher, <i>Maximize Performance</i> , Chapters 3-4	Original Discussion Post Due 11:59 p.m. 7/11/21 Discussion Post Replies (2) Due 11:59 p.m. 7/13/21 Reflection Paper: Five Factors of High-Performing Organization Due: 11:59 p.m. 7/13/21
3	The Organizational Flywheel: Building Momentum	7.12.21–7.18.21	Studer & Pilcher, <i>Maximize Performance</i> , Chapter 5 Studer, <i>Hardwiring Excellence</i> , Chapter 2	Original Discussion Post Due 11:59 p.m. 7/18/21 Discussion Post Replies (2) Due 11:59 p.m. 7/20/21 Activity: District Mission, Vision, Goals Due: 11:59 p.m. 7/20/21

4	Nine Principles of Organizational Excellence	7.19.21–7.25.21	Studer & Pilcher, <i>Maximize Performance</i> , Chapter 6 Studer, <i>Hardwiring Excellence</i> , Chapter 3	Original Discussion Post Due 11:59 p.m. 7/25/21 Discussion Post Replies (2) Due 11:59 p.m. 7/27/21 Midterm Paper: Synthesis of Organizational Change Due: 11:59 p.m. 7/25/21
5	Hardwiring Educational Excellence	7.26.21–8.1.21	Studer & Pilcher, <i>Maximize Performance</i> , Chapters 7-8	Original Discussion Post Due: 11:59 p.m. 8/1/21 Discussion Post Replies (2) Due: 11:59 p.m. 8/3/21
6	Supporting Organizational Excellence	8.2.21 – 8.8.21	Studer & Pilcher, <i>Maximize Performance</i> , Chapters 9-10	Original Discussion Post Due: 11:59 p.m. 8/8/21 Discussion Post Replies (2) Due: 11:59 p.m. 8/10/21 Activity: Organizational Values Due: 11:59 p.m. 8/8/21
7	Performance Management	8.9.21 – 8.13.21	Studer & Pilcher, <i>Maximize Performance</i> , Chapters 11-12	Original Discussion Post Due 11:59 p.m. 8/15/21 Discussion Post Replies (2) Due 11:59 p.m. 8/17/21
8	Process Improvement	8.14.21–8.20.21	Studer & Pilcher, <i>Maximize Performance</i> , Chapter 13	Final: School Improvement Plan Due 11:59 p.m. 8/18/21

COURSE ASSESSMENT AND EVALUATION GUIDELINES (Evaluation Criteria for course learning activities)

1. Class Discussion Posts & Replies – *Designed to build a community of learners through collaboration and discussion centered on continuous school improvement science, strategies, efforts, and implementation. We grow through the sharing of professional ideas and critical discourse.* All posts must be substantive in nature, directly relate to the readings with at least two citations, and add to the professional conversation with considerable thought and professionalism. Deductions will occur for late postings and lack of citations.
 - a. 7 original posts = 140 points (7 at 20 points. each)
 - b. 14 collegial replies = 140 points (14 at 10 points. each)
2. Five Factors of High Performing Organizations Reflection Paper – *Designed to promote a reflective nature centered on organizational excellence. This activity will help synthesize a knowledge of foundational factors required for improvement with each professional's current organizational status.* The paper must be three pages in length, follow APA guidelines, include a Title page, and summarize the factors and the evidence of application to current organization.
 - a. 30 points

3. Development of Mission, Vision and Goals – *Designed to apply knowledge to critical step in school improvement work.* The activity must articulate the school district’s mission, vision and aligned goals.
 - a. 30 points
4. Mid-Term Paper – *Designed to provide opportunity to synthesize learning and reflect on how the strategies introduced thus far may be applied in a school district setting.* The paper will be 4 pages in length, follow APA guidelines, and thoroughly address strategies and knowledge shared through readings and activities.
 - a. 50 points
5. Organizational Values – *Designed to develop a collaborative process identifying organizational values and standards of practice to illustrate how an organization will live out the values.* A one-page graphic of organizational values and standards of practice will accompany a description of the collaborative process designed to incorporate multiple perspectives throughout the district.
 - a. 30 points
6. School Improvement Plan – *Designed to apply course knowledge in an activity that is critical to the school improvement effort.* The SIP will identify big aims, pillars, and goals for the district.
 - a. 100 points

GRADING POLICY:

Class Activity	Points Possible
Classroom Discussion Posts	280 points
Five Factors of High Performing Organizations	30 points
Mission, Vision & Goals	30 points
Midterm Paper	50 points
Organizational Values	30 points
School Improvement Plan	100 points
Total	520 points

There is be a midterm and final exam. Please see descriptions outlined above.

Grading Scale: Weighted factors noted above. Overall course grades will be assigned based upon the DWU grading scale.

Grading Scale	
A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99

F	0-59.99
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ATTENDANCE POLICY:

- A. Reading – Read the chapters of assigned readings and other current educational topics on time as assigned and demonstrate their application to education for a culture of change.
- B. Preparation – Be prepared to discuss the material. Students’ principal homework will be the reading, along with a few short assignments. This course has been established for online forums and problem-solving format.
- C. Participation - This course is intended to be interactive. You must be engaged and willing to participate - it is a by-product of new millennial relationship - building. There is no extra credit. Be involved and participate—the course will be a culture of engagement. This is crucial to a better understanding of the course material. Your timely reading, participation on-line, and performance on evaluating case studies will keep other educational crutches like quizzes to a minimum. You are required to maintain an open mind and be engaged. You need to be sensitive to the opinions of other class participants. Quality participation includes not how much you say, but what you say. Was it on target with the subject at hand? Be an active participant, but do not dominate the discussion. Listening and properly responding is also an important communication skill. Your timely reading should charge this interchange process up.
- D. Attendance – Students are both expected and encouraged to participate in online activities. See the related course grading component below.
- E. Academic integrity is assumed and expected of all students taking courses at Dakota Wesleyan University. Plagiarism - the use of someone else’s words or ideas without giving that person credit - is also dishonest and has serious consequences. Note that recycling your own work by submitting a previously submitted assignment in one class to another is also plagiarism. Refer to DWU’s official academic honesty/plagiarism policy for any additional guidance. Any evidence of violations will result in a zero for that assignment, and if repeated, a failing grade for the course.
- F. Writing - Writing assignments will focus on research and analysis of concepts presented in this course. The intent is to provide an opportunity for each student to explore the practical application of course concepts.
- G. Taking Responsibility - This class meets online. You need to participate several times weekly on-line. Failure to take an exam on the assigned date will result in a zero, unless, because of an emergency, taking it in advance has been approved.
- H. Course Communications: I am always available through email and the phone numbers provided.

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Kyle Hobbs, Disability Services Coordinator
kyle.hobbs@dwu.edu
Office: McGovern 231
Phone:(605) 995-2931

REQUIRED TEXTBOOKS:

Studer, Quint. (2003). *Hardwiring excellence*. Fire Starter Publishing: Pensacola, FL.

Studer, Q. & Pilcher, J. (2015). *Maximize performance. Creating a culture for educational excellence*. Fire Starter Publishing: Pensacola, FL.

ADDITIONAL BIBLIOGRAPHY (OPTIONAL):

Studer, Q. (2009). *Straight A leadership: Alignment, action, accountability*. Fire Starter Publishing: Pensacola: FL.

Note: The Professor/Instructor reserves the right to change any assignment and/or evaluation to meet the needs of the course.



Department of Education

COURSE CODE: EDU 617

COURSE TITLE: Employee Life Cycle

SEMESTER AND YEAR: Fall 2021

TOTAL COURSE HOURS: 3

CLASS LOCATION, MEETING TIME, AND DAY(S): Online via Canvas

NAME AND TITLE OF FACULTY MEMBER: TBD

FACULTY CONTACT INFORMATION: TBD

LOCATION OF OFFICE AND OFFICE HOURS: TBD

COURSE DESCRIPTION: Students will learn the employment cycle and the performance management cycle. Knowledge and skills developed will help student recruit, hire, develop, retain, and reassign or release teachers, coaches, staff and volunteers.

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- Standard 4: Learning and Instruction
- Standard 5: Community and External Leadership
- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity
- Standard 8: Internship

COURSE OBJECTIVES/LEARNING OUTCOMES:

Objectives/Outcomes	Building Level	Assessment Method
Upon completion of this course, the student will be able to:	NELP Standard	

Understand and have the ability to review, develop and communicate a school mission and vision designed to reflect a core set of values and priorities	1.1	Weekly Discussions Applied Assignments Final Project
Understand and have the ability to enhance the school's staff through the process of recruiting, selecting, and hiring staff	7.1	Weekly Discussions Applied Assignments Human Resources Interview Final Project
Program completers understand and have the capacity to develop staff and collaboratively engage in a culture designed to promote the success and well-being of all stakeholders.	7.2	Weekly Discussions Applied Assignments Human Resources Interview Final Project

UNITS OF COURSE (Course Content Outline):

Week	Topics	Reading	Assignments
Week 1	Organizational Dimensions	Pgs. 1-48	Weekly Discussion
Week 2	Human Resources Planning	Pgs. 49-102	Weekly Discussion Applied Assignment
Week 3	Recruitment and Selection	Pgs. 103-160	Weekly Discussion
Week 4	Placement and Induction	Pgs. 161-181	Weekly Discussion Applied Assignment
Week 5	Staff Development	Pgs. 192-205	Weekly Discussion Human Resources Interview
Week 6	Performance Evaluation	Pgs. 206-247	Weekly Discussion Applied Assignment
Week 7	Compensation and Collective Negotiations	Pgs. 248-335	Weekly Discussion Applied Assignment
Week 8	Legal, Ethical, and Policy Issues	Pgs. 336-362	Weekly Discussion Final Project

COURSE CALENDAR: See Canvas.

COURSE ASSESSMENT AND EVALUATION GUIDELINES (Evaluation Criteria for course learning activities):

- Weekly Discussion:** Each week, students will participate in the online discussion forum with classmates, as related to the week's content. Activities and assessments that take place in the discussion forum replace the interactive dialogue that occurs in the traditional classroom setting. Students' initial discussion forum posts are due by 11:59 p.m. CST on Thursday. Students will have until 11:59 p.m. CST on Sunday to make the required minimum number of response posts to classmates. **Discussions represent 32% of the overall course grade.**
- Applied Assignment:** There is an applied assignment due in Weeks 2, 4, 6, and 7 of this course. These assignments must reflect college-level writing and critical thinking. **Assignments represent 28% of the overall course grade.**

- **Human Resources Interview & Paper:** Students will conduct an interview with a human resources manager or the leader primarily responsible for this role and write a reflection paper due in Week 5 of this course. The paper must reflect college-level writing and critical thinking. **Assignments represent 10% of the overall course grade.**
- **Final Project:** The purpose of the Final Project is for you to culminate the learning achieved in the course. You will be responsible for improving the human resources process at the school building level. **The Final represents 30% of the overall course grade.**

GRADING POLICY:

Assignment Type	Percent
Weekly Discussions	32%
Applied Assignments	28%
Interview and Paper	10%
Final Project	30%
Total	100%

Grading Scale:

A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	0-59.99

Each week of this course may include readings and several assignments. Unless otherwise noted, all assignments are due by 11:59 p.m. (Central Time) on the published due date. Be sure the time zone for your user account is **set to your own time zone.**

Assessment criteria may differ for each unit. Be certain you understand that specific criteria on which each individual assignment will be assessed and confirm your understanding with your faculty member.

ATTENDANCE POLICY (Participation):

Information sharing is extremely valuable in any learning experience. Your fellow students are excellent resources to tap for stories, information, and different perspectives on your project work. At the same time, they can benefit from your ideas and insights. That is why you need to participate and post questions as often as possible. If you do not participate, you and your classmates will miss out on worthwhile opportunities to enhance learning.

Interaction in a virtual environment such as the discussion involves many of the skills used in face-to-face communication. Below are some tips for effective asynchronous discussion.

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Kyle Hobbs, Disability Services Coordinator

kyle.hobbs@dwu.edu

Office: McGovern 231
Phone:(605) 995-2931

REQUIRED TEXTBOOKS:

Rebore, R. (2014). *Human resources administration in education*. Pearson.
(ISBN: 978-0133351934)

Note: The Professor/Instructor reserves the right to change any assignment and/or evaluation to meet the needs of the course.



Department of Education

COURSE CODE: EDU 659

COURSE TITLE: Educational Leadership

SEMESTER AND YEAR:

TOTAL COURSE HOURS: 3

CLASS LOCATION, MEETING TIME, AND DAY(S): Online via Canvas

FACULTY MEMBERS: Dr. Joe Childs

FACULTY CONTACT INFORMATION: Jody.Childs@dwu.edu

COURSE DESCRIPTION: This course examines the day-to-day management of learning environments. Topics include classic organizational theory, traditional administrative and governance models, school climate and culture, project management, collaboration in the community, leadership analysis, ethics, educational advocacy and other management principles.

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- Standard 4: Learning and Instruction
- Standard 5: Community and External Leadership
- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity
- Standard 8: Internship

COURSE OBJECTIVES/LEARNING OUTCOMES:

Objectives/Outcomes	Building Level NELP Standard	Assessment Method
Upon completion of the course, students will be able to: Understand and demonstrate the capacity to model ethical behavior in their personal and professional lives.	2.3	Weekly Discussions Reading Reflections

Understand and demonstrate the capacity to advocate for a supportive and inclusive school culture.	3.1	Weekly Discussions Reading Reflections
Investigate instructional supervision strategies.	4.4	Weekly Discussions Reading Reflections
understand and demonstrate the capacity to effectively communicate with diverse stakeholders when advocating for the school and community needs.	5.3	Weekly Discussions Reading Reflections
comprehend different organizational models used to understand institutions of K-12 education	6.1	Weekly Discussions Reading Reflections Interview
describe the major theories and practices of leadership utilized by K-12 school districts.	7.3	Weekly Discussions Seminar Paper Reading Reflections
develop a philosophy and practice for leadership in the K-12 education setting	7.4	Weekly Discussions Reading Reflections Summary Paper

UNITS OF COURSE (Course Content Outline):

Week 1	Reading 1	Bolman and Gallos, <i>Reframing Academic Leadership</i> , Chapters 1-3.
Week 2	Reading 2	Bolman and Gallos, <i>Reframing Academic Leadership</i> , Chapters 4-7.
Week 3	Reading 3	Bolman and Gallos, <i>Reframing Academic Leadership</i> , Chapters 8-10.
Week 4	Reading 4	Bolman and Gallos, <i>Reframing Academic Leadership</i> , Chapters 11-13.
Week 5	Reading 5	Domain 1, South Dakota Principal Effectiveness Handbook
Week 6	Reading 6	Domains 2 and 3, South Dakota Principal Effectiveness Handbook
Week 7	Reading 7	Domains 4 and 5, South Dakota Principal Effectiveness Handbook
Week 8	Reading 8	Domain 6, South Dakota Principal Effectiveness Handbook

COURSE CALENDAR: See Canvas.

COURSE ASSESSMENT AND EVALUATION GUIDELINES:

The final grade will be made up of several elements as follows:

Assignment	Percentage	Activities
Forum Discussions	21%	7 Discussions
Reading Reflections	29%	6 Reflections
Seminar Paper	25%	Midterm Paper
Final: Summary Paper	25%	Final Project

Forum Discussions

This course requires students to be actively involved in their learning about concepts and tools. Students are expected to be prepared each week, contribute to online discussions, and to interact with class members. Students will be graded each week on online class discussion sessions.

Reading Reflections

Students are expected to read pages in the course textbooks assigned by the instructor related to various topics of the course. Students will write a written reflection for assigned reading activities and submit their reflection to the instructor electronically. The questions that students will address in their reflections will be posted in Canvas. A schedule of reading and due dates for the reflections can be found in the Canvas.

Reflection papers will be graded each week based upon succinctness, conciseness, content, and quality of writing. Papers should also include how the newly learned information will apply to you, and possibly how it changed your thinking.

Seminar Paper

Students will be responsible for writing a midterm seminar paper about a leadership concept learned over the first weeks of the course. The papers will be written about a leadership topic learned in the class textbooks. Each paper should be a critical analysis essay covering the topic. The paper should be no longer than 1000 words (3-4) pages. The content, quality of writing, and thinking process for the Seminar paper are some key components for this midterm project.

Summary Paper

Students will be responsible for writing a final summary paper at the conclusion of the course for the South Dakota Effective Principal Standards and Principal Evaluation Leadership Handbook. The paper will provide a brief summary of the domains and components, a listing of artifacts that could be used to provide evidence of domain and component attainment, and a brief description of how the evaluation process works. The paper should be no longer than 1000 words (3-4) pages. The content, quality of writing, and thinking process for the Summary paper are important for this final project.

Please note: Papers for this course should be double-spaced, with one-inch margins and with pages numbered and a running head at the top left corner of each page. Papers over the word limit will be subject to a one-point/grade deduction. APA style is expected; papers should conform to the manuscript preparation guidelines of the Publication Manual (7th ed.) of the American Psychological Association.

All papers are to be submitted to the instructor electronically as MS Word documents. You are required to submit your papers via Canvas. I will read your paper, make comments using the MS Word "Track Changes" function, and return the graded paper to you electronically. (Just trying to do my part to save the forests.)

Participation

Information sharing is extremely valuable in any learning experience. Your fellow students are excellent resources to tap for stories, information, and different perspectives on your project work. At the same time, they can benefit from your ideas and insights. That is why you need to participate and post questions as often as possible. If you do not participate, you and your classmates will miss out on worthwhile opportunities to enhance learning.

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- Post responses in a timely manner.
- Keep your faculty member and other students informed about any events that could affect your progress.
- Choose words carefully and consider how the reader might interpret them. Sometimes text may seem more harsh or critical than the spoken word.

GRADING POLICY:

In this course, your faculty member will assess whether your work demonstrates that you have mastered the learning outcomes. For each unit, you will complete one or more assignments. For each assignment, you will receive a numerical grade ranging from 0 to 100. Each assignment grade will in turn contribute to your final

course grade, according to the weight of each assignment, which is described on the Syllabus page. Your final course grade will be one of the following:

Grading Scale and Rubric	
A	93.00-100
A-	90.00-92.99
B+	87.00-89.99
B	83.00-86.99
B-	80.00-82.99
C+	77.00-79.99
C	73.00-76.99
C-	70.00-72.99
D+	67.00-69.99
D	63.00-66.99
D-	60.00-62.99
F	Below 60.00

Assessment criteria may differ for each unit. Be certain you understand the specific criteria on which each individual assignment will be assessed and confirm your understanding with your faculty member.

Grading Criteria

Assignments must demonstrate grasp of the course concepts and techniques at the graduate level. All student work must exhibit the following quality indicators to be acceptable (rework arrangements may be made if it is not). The paper or instructional product should:

- address the content/task appropriately within the context of the course's concepts and techniques.
- demonstrate critical reasoning or higher order mental engagement with the content or task (e.g., application, analysis, synthesis, and evaluation).
- show creativity, originality, self-direction, and initiative in assignment selection and execution.
- clearly organize ideas and concepts, and communicates them effectively.
- exhibit the stylistic requirements of graduate work (e.g., utilize APA style, word- processed and meets length, format, citation, writing, grammar, and spelling standards).
- (for a group assignment) demonstrate the added effort and synergy created through collaboration with others (noting individual contribution in a short statement).

Instructor Feedback

All feedback from the instructor will happen electronically within 24 hours if you e-mail the instructor. The instructor will notify you if he or she is unable to respond in 24 hours. Feedback for assignments will occur in the form of a point sheet, rubric, or comments that are inserted on the actual document submitted by the student. These feedback forms will be posted in Canvas no sooner than five days after the assignment is submitted. The course grade will be posted in TigerNet one week after the completion of the course.

Students who do not turn in assignments on the due dates, ask for an extension, or are asked to redo an assignment by the instructor will not receive feedback from the instructor until possibly the end of the course.

The Professor/Instructor reserves the right to change any assignment and/or evaluation to meet the needs of the course.

DWU ACADEMIC HONESTY/PLAGIARISM POLICY:

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kyle.hobbs@dwu.edu

Office: McGovern 231

Phone:(605) 995-2931

REQUIRED TEXTBOOKS:

Bolman, L.G. & Gallos, J.V. (2011). *Reframing Academic Leadership*. San Francisco; Jossey-Bass Publishers:

ISBN-13: 978-0-7879-8806-7

South Dakota Principal Effectiveness Handbook (2013), pp. 1-86

Note: The Professor/Instructor reserves the right to change any assignment and/or evaluation to meet the needs of the course.



Department of Education

COURSE CODE: EDU 665

COURSE TITLE: Curriculum and Teaching Methods

SEMESTER AND YEAR: TBD

TOTAL COURSE HOURS: 3

CLASS LOCATION, MEETING TIME, AND DAY(S): Online via Canvas

FACULTY: Dr. Michelle Vande Weerd

FACULTY CONTACT INFORMATION: Michelle.VandeWeerd@dwu.edu

COURSE DESCRIPTION: This course is an intensive study of differentiated instruction and teaching methods of secondary schools in connection with the latest research and foundational knowledge of human learning. It includes an understanding of the middle school concept and instructional strategies that support that concept. It covers a distinct study of delivery systems and curricular models that can affect the most dynamic positive change for individual students.

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STATE OR NATIONAL STANDARD REQUIREMENTS (IF APPLICABLE): Courses in the Master of Arts in Education graduate program align with the National Educational Leadership Preparation (NELP) Program Recognition Standards at the Building Level.

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- Standard 4: Learning and Instruction
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- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity
- Standard 8: Internship

COURSE OBJECTIVES/LEARNING OUTCOMES:

	Course Objective:	Building Level NELP Standard	Assessment Method
	Upon completion of this course, students will be able to:		

1.	Draw from a variety of classroom management plans that meet style and purpose in the classroom.	4.2	Weekly Discussions Final Project
2.	Have a working knowledge of middle and high schools in the past and present while considering the future of our students.	4.2	Weekly Discussions Final Project
3.	Plan and implement instruction using relevant and engaging activities	4.1	Weekly Discussions Lesson Jigsaw Final Project
4.	Understand purposes for assessment	4.3 4.4	Weekly Discussions Final Project
5.	Evaluate teaching and reflect on practices	7.3	Weekly Discussions

UNITS OF COURSE (Course Content Outline):

Week 1 – 3/8-3/14	Course Introductions and Welcome The History of The New Art and Science of Teaching Foundations of Teaching Methods
Week 2 – 3/15-3/21	Planning and Instruction Connecting with students Planning fundamentals
Week 3 – 3/22-3/28	Planning and Instruction Planning Lessons and Units Learning Goals
Week 4 – 4/1-4/4	Instructional Strategies Teacher-centered instructional strategies Student-centered instructional strategies
Week 5 – 4/4-4/11	Instructional Strategies Strategies that promote understanding, thinking, and engagement
Week 6 – 4/12-4/18	Classroom Management Rules and procedures Building relationships
Week 7 – 4/19-4/25	Assessment Informal and formal assessments Grading systems, marking, and reporting
Week 8 – 4/26-4/30	Collaboration and Systems Change

COURSE CALENDAR: See Canvas.

COURSE ASSESSMENT AND EVALUATION GUIDELINES (Evaluation Criteria for course learning activities)

There are three major components that you will use to demonstrate learning in this course. They are outlined below:

1. Weekly Discussions– Each week, you will have chapters assigned. Your weekly discussion should be your reflection on what you read from all chapters. Consider answering the following as you reflect:
 - a. What were the key takeaways that you will incorporate into your practice moving forward?
 - b. What challenged your thinking and why?
 - c. What do you want to explore further and why?

Your initial post is due before midnight at the end of each week (Sundays). Feedback and comments You should complete the task by midnight each Sunday. I will engage in the

discussion by providing feedback and asking questions. I also expect that you engage with your peers through reading each other's posts and commenting. If you use an outside source, be sure that you cite it using APA documentation. Discussions are not scored. Failure to complete discussions will impact your final score in the course.

2. Lesson Jigsaw – You will be assigned an instructional strategy that you will research and explore. You will use the information you learn to create a jigsaw presentation to share with your peers. The presentation is worth 100 points.
3. Final Project – You will choose an instructional practice, educational philosophy, or intervention that you will explore deeply. You will create a presentation that you will share with the instructor and your peers. I will go through the project specifics during class. The final project is a culmination of what we have learned throughout the course. The final project is worth 200 points.

GRADING POLICY:

All assignments must be completed on time for full credit. Failure to notify the instructor prior to a missed deadline will result in a significant point deduction for that assignment.

Communication is critical! I will use the grading scale outlined in the DWU student handbook. Plagiarism or academic dishonesty will result in an automatic zero on that assignment.

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REQUIRED TEXTBOOKS:

The New Art and Science of Teaching by Robert J. Marzano - ISBN: 9781943874965

Methods for Effective Teaching: Meeting the Needs of All Students by Paul R. Burden and David M. Byrd, 8th Ed.
- ISBN: 9780134695747

Note: The Professor/Instructor reserves the right to change any assignment and/or evaluation to meet the needs of the course.



Department of Education

Course: EDU 673 Educational Administration
Semester and Year: TBD
Total Course Hours: 3
Class Location, Meeting Times: Online via Canvas

Instructor: Joe Childs, Ed.D. Adjunct Professor
Faculty Contact Information: Jody.Childs@dwu.edu

COURSE DESCRIPTION: This course is an introduction to Educational Administration. We will explore the principles of leadership, school culture, school change, and leadership styles.

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- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity
- Standard 8: Internship

COURSE OBJECTIVES/LEARNING OUTCOMES:

	Course Objective:	Building Level NELP Standard	Assessment Method
1.	Upon completion of this course, students will be able to: Understand and demonstrate the capacity to investigate educational reform strategies for use in school improvement.	1.2	Discussion Forum Final Exam

2.	Understand and demonstrate the capacity to model professional dispositions and norms that support the success and well-being of each student and adult.	2.1	Discussion Forum Final Exam
3.	Understand and demonstrate the capacity to advocate for ethical and legal decisions.	2.2	Discussion Forum Journal Article Final Exam
4.	Understand and demonstrate the capacity to model ethical behavior in their personal and professional lives.	2.3	Discussion Forum Final Exam
5.	Understand and demonstrate the capacity to advocate for a supportive and inclusive school culture.	3.1	Discussion Forum Final Exam
6.	Understand and demonstrate the capacity to effectively communicate with diverse stakeholders when advocating for the school and community needs.	5.3	Discussion Forum Final Exam
7.	Understand the process of school-level governance	6.1	Discussion Forum Governing Body Analysis
8.	Identify major principles of Educational Leadership, including culture and climate and leadership styles and philosophies	7.3	Discussion Forum Book Report Leadership Paper Administrator Interview Final Exam

UNITS OF COURSE: See Modules in Canvas for more information. Topics will include components of:

1. The Principles of Leadership
2. Leadership for Social Justice
3. Educational Culture and Change
4. Governing Bodies
5. Transformational Leadership
6. Leadership for Learning
7. The Future of Leadership
8. Finding your Leadership Style

COURSE CALENDAR:

Week	Date	Assigned Reading	Topics
1			Class Introduction
		Jossey-Bass Part One	The Principles of Leadership
2		Jossey-Bass Part Two	Leadership for Social Justice
		Leadership Challenge Introduction	
3		Jossey-Bass Part Three	Educational Culture and Change
		Leadership Challenge Part 1	Leading by example
4		N/A	Administrator Interview
		Journal Article	Article Reflection – Leading through crises
		Leadership Challenge Part 2	Leadership and Vision
5		Jossey-Bass Part Four	Leadership for Learning
		Leadership Challenge Part 3	Taking Risks
6		Jossey-Bass Part Five	The Future of Leadership
		Leadership Challenge Part 4	Collaboration and Enabling Others
7		N/A	Analysis of Leadership Paper
		Leadership Challenge	Book Report Due

8	N/A	Governing Body Analysis Due
	Final Exam	Final Exam

COURSE ASSESSMENT AND EVALUATION GUIDELINES (Evaluation Criteria for course learning activities)

1. Participation in threaded discussion questions (5 discussions, 40 pts each) - 200 Points. In Weeks 1, 2, 3, 5, and 6, there will be discussion questions relating to the Jossey-Bass Text. In order to get your full credit you must reply to the discussion question in a substantive nature. You must also make substantial comments to two other discussion replies of your classmates. A rubric for discussion responses can be found in Canvas
2. *The Leadership Challenge* Book report - 200 Points. During this course, you will be required to read *The Leadership Challenge* by James Kouzes and Barry Posner. You are required to update me on your status with the book in Weeks 2-6, with a full reflection on the book due Week 7. A rubric for grading the book report can be found in Canvas.
3. Analysis of Leadership Paper - 100 Points. You will be expected to reflect on what you've learned throughout the course explore and identify your own leadership styles and traits. A reflection paper on your leadership style and philosophy will be due in Week 7. More details of this paper will be provided after Week 4.
4. Governing Body Analysis - 100 Points. Observe a governing body meeting (local school board, a university board, a state education board, etc) and use provided criteria to reflect upon the meeting. Specific details of the assignment will be provided in Canvas after Week 2.
5. Administrator Interview - 100 Points. During the course, visit with at least one current educational administrator. Ask them honest questions about the profession, how and why they became an administrator, what challenges they have, what they value most about the profession, and what advice they would have for someone just coming into the field. Reflect on this interview in a brief paper, due Week 4.
6. Journal Article Review - 100 Points. At some point during the first four weeks of the class, use an on-line database to select an article from a professional journal pertaining to educational leadership in times of crises. Read the article and write a 1-2 page reflection/critique of the article, fully cited within APA guidelines.
7. Final Exam - 200 Points. In Week 8, you will be given a bank of essay questions pertaining to things we learned throughout the course. You will pick four of the questions to respond to, with 750 -1000 words per question in APA format.

GRADING POLICY:

Evaluation Activities:

Discussion Questions	20%
Book Report	20%
Final Exam	20%
Leadership Style Reflection	10%
Governing Body Analysis	10%
Administrator Interview	10%
Journal Articles	10%

There will be one final exam and no mid-term. The final exam will cover the books and cases presented during the course. The final exam will principally be short-answer essay covering study questions previously a part of our classes.

Grading Scale: Weighted factors noted above. Overall course grades will be assigned based upon the DWU grading scale.

Grading Scale	
A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	0-59.99

ATTENDANCE POLICY (Responsibilities of Students):

- A. Reading – Read the chapters of assigned readings and other current educational topics on time as assigned and demonstrate their application to education for a culture of change.
- B. Preparation – Be prepared to discuss the material. Students’ principal homework will be the reading, along with a few short assignments. This course has been established for online forums and problem-solving format.
- C. Participation - This course is intended to be interactive. You must be engaged and willing to participate - it is a by-product of new millennial relationship - building. There is no extra credit. Be involved and participate—the course will be a culture of engagement. This is crucial to a better understanding of the course material. Your timely reading, participation on-line, and performance on papers will keep other educational crutches like quizzes to a minimum. You are required to maintain an open mind and be engaged. You need to be sensitive to the opinions of other class participants. Quality participation includes not how much you say, but what you say. Was it on target with the subject at hand? Be an active participant, but do not dominate the discussion. Listening and properly responding is also an important communication skill. Your timely reading should charge this interchange process up.
- D. Attendance – Students are both expected and encouraged to participate in online activities. See the related course grading component below.
- E. Academic integrity is assumed and expected of all students taking courses at Dakota Wesleyan University. Plagiarism - the use of someone else’s words or ideas without giving that person credit - is also dishonest and has serious consequences. Note that recycling your own work by submitting a

previously submitted assignment in one class to another is also plagiarism. Refer to DWU's official academic honesty/plagiarism policy for any additional guidance. Any evidence of violations will result in a zero for that assignment, and if repeated, a failing grade for the course.

- F. Writing - Writing assignments will focus on research and analysis of concepts presented in this course. The intent is to provide an opportunity for each student to explore the practical application of course concepts.
- G. Taking Responsibility - This class meets online. You need to participate several times weekly on-line. Failure to take an exam on the assigned date will result in a zero, unless, because of an emergency, taking it in advance has been approved.
- H. Course Communications: I am always available through email and the phone numbers provided. Please let me know in advance when "life happens" and we will work through it.

DWU ACADEMIC HONESTY/PLAGIARISM POLICY:

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kyle.hobbs@dwu.edu

Office: McGovern 231

Phone:(605) 995-2931

REQUIRED TEXTBOOKS:

Grogan, M. (2013). *The Jossey-Bass reader on educational leadership* (3rd Edition). Jossey-Bass.

Kouzes, J.M., & Posner, B.Z. (2017). *The leadership challenge: How to make extraordinary things happen in organizations* (6th Edition). Jossey-Bass.

Note: It may be necessary to make changes to the syllabus during the semester.



Department of Education

COURSE CODE: EDU 675

COURSE TITLE: Education Law

SEMESTER AND YEAR: Summer 2021

TOTAL COURSE HOURS: 3

CLASS LOCATION, MEETING TIME, AND DAY(S): Online via Canvas

INSTRUCTOR: Joe Childs, Ed.D.

FACULTY CONTACT INFORMATION: Jody.Childs@dwu.edu

COURSE DESCRIPTION: This course is an intensive study of associated school law in the state of South Dakota and federal legal procedure and protocol.

DWU MISSION STATEMENT:

As an inclusive educational community, Dakota Wesleyan University provides a transformative learning experience that cultivates enduring intellectual growth, ethically grounded leadership, intentional faith exploration, and meaningful service.

GRADUATE PROGRAM MISSION STATEMENT:

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- Standard 3: Equity, Inclusiveness, and Cultural Responsiveness
- Standard 4: Learning and Instruction
- Standard 5: Community and External Leadership
- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity
- Standard 8: Internship

COURSE OBJECTIVES/LEARNING OUTCOMES:

Course Objective:	TESOL Standard	Building Level NELP Standard	Assessment Method
Upon completion of this course, students will be able to:			

1.	Understand and evaluate applicable state and federal statutes and constitutional provisions applicable to state schools.	#5 Professionalism and Leadership	6.3	Discussion Reflection Quiz Final Exam
2.	Describe and evaluate applicable law to school administration.	#5 Professionalism and Leadership	6.3	Discussion Reflection Quiz Final Exam
3.	Identify, describe, and evaluate applicable law to school teachers and employees.	#5 Professionalism and Leadership	6.3	Discussion Reflection Quiz Final Exam
4.	Understand and demonstrate the capability to ensure decisions are ethical and legal.	#5 Professionalism and Leadership	2.2	Discussion Reflection Quiz Final Exam

UNITS OF COURSE (Course Content Outline): See Modules in Canvas for more information. Topics will include components of:

1. Legal Framework Affecting Public Schools
2. Religion and The Public Schools
3. Student Rights and Restrictions (Part 1)
4. Student Rights and Restrictions (Part 2)
5. School Personnel and School Accountability
6. Discrimination in Employment
7. Recruitment, Tenure, Dismissal, and Due Process
8. Public School Finance

COURSE CALENDAR:

Week	Assigned Reading	Topics	Assignments
1	Essex, <i>School Law and The Public Schools</i> , pp. 1-14.	Legal Framework Affecting Public Schools	Class Introduction 1a. Reflection Paper
2	Essex, <i>School Law and The Public Schools</i> , pp. 16-48	Religion and The Public Schools	2a. Discussion 2b. Reflection Paper 2c. Quiz
3	Essex, <i>School Law and The Public Schools</i> , pp. 54-78.	Student Rights and Restrictions (Part 1)	3a. Discussion 3b. Reflection Paper 3c. Quiz
4	Essex, <i>School Law and The Public Schools</i> , pp. 79-97.	Student Rights and Restrictions (Part 2)	4a. Discussion 4b. Reflection Paper 4c. Quiz

5	Essex, <i>School Law and The Public Schools</i> , pp. 156-184.	School Personnel and School Accountability	5a. Discussion 5b. Reflection Paper 5c. Quiz
6	Essex, <i>School Law and The Public Schools</i> , pp. 223-243.	Discrimination in Employment	6a. Discussion 6b. Reflection Paper 6c. Quiz
7	Essex, <i>School Law and The Public Schools</i> , pp. 247-279.	Recruitment, Tenure, Dismissal, and Due Process	7a. Discussion 7b. Reflection Paper 7c. Quiz
8	Essex, <i>School Law and The Public Schools</i> , pp. 330-336.	Public School Finance	8a. Final Exam

COURSE ASSESSMENT AND EVALUATION GUIDELINES (Evaluation Criteria for course learning activities)

1. Reflection Paper (7 reflections). Students are expected to study assigned readings from the course textbook. A reflection paper is assigned most weeks for students, which requires learners to personally identify themselves, and write about an educational legal topic/concept/court case from the chapter. The student must define the area and explain how the selected topic of the paper impacted your thinking or how it changed your thinking about educational topic or law. The paper will be no longer than four (4) pages long, written at the graduate school level, and include actual citations from the text or other professional sources to support the content of the paper. Personal opinions and comments will apply only in the explanation of how the topic affected or changed your thinking. Each paper must be submitted online to the instructor no later than noon on Sundays and will be awarded a maximum of 50 points.

2. Quiz (6 quizzes). A weekly quiz will be required for most modules of the eight-week course. Students must complete the quiz no later than noon on Sunday's each week and submit it to the instructor. Each quiz will be awarded a maximum of 25 points.

3. Online Discussions (6 discussions). Students are expected to actively participate in online discussions each week. The topics for the discussions include key U.S. Constitutional Amendments impacting education. The students are required to post their written comments on how the amendment impacts education at the national, state, and school district levels. Students may also consider posting information from newspaper articles related to the weekly topic. The posts shall not be shorter than 100 words, and further must include actual citations from the text and/or other legal sources. Sound rationale for online discussion is required. Weekly online posts must be submitted no later than midnight on Wednesday; with two follow-up posts responding to other students' comments must be completed no later than Saturday at midnight. Weekly online posts will be awarded a maximum of 25 points.

4. Final Exam. Students will complete a final exam for this course. The exam is already posted online, and it may be completed in one sitting or while taking the course. The test is an essay exam requiring the students to collect and summarize the results of US Supreme Court rulings. These cases are applicable to schools today. The final exam must be completed and submitted no later than on noon of the last day of class and will be awarded a maximum of 200 points. Exams may be submitted earlier than that last day of class if students complete it earlier.

GRADING POLICY: Assignments must demonstrate grasp of the course concepts and techniques at the graduate level. All student work must exhibit the following quality indicators to be acceptable (rework arrangements may be made if it is not). The paper or instructional product should:

- address the content/task appropriately within the context of the course's concepts and techniques.
- demonstrate critical reasoning or higher order mental engagement with the content or task (e.g., application, analysis, synthesis, and evaluation).
- show creativity, originality, self-direction, and initiative in assignment selection and execution.
- clearly organize ideas and concepts and communicates them effectively.
- exhibit the stylistic requirements of graduate work (e.g., utilize APA style, word- processed and meets length, format, citation, writing, grammar, and spelling standards).
- (for a group assignment) demonstrate the added effort and synergy created through collaboration with others (noting individual contribution in a short statement).

The final grade will be made up of several elements as follows:

Evaluation Activities:

Assignment	Percent of Grade	Activities
Discussions	18%	6 Discussions
Reflection Papers	40%	7 Reflections
Quizzes	18%	6 Quizzes
Final Exam	25%	Final Exam

Grading Scale: In this course, your faculty member will assess whether your work demonstrates that you have mastered the learning outcomes. For each unit, you will complete one or more assignments. For each assignment, you will receive a numerical grade ranging from 0 to 100. Each assignment grade will in turn contribute to your final course grade, according to the weight of each assignment. Assessment criteria may differ for each unit. Be certain you understand the specific criteria on which each individual assignment will be assessed and confirm your understanding with your faculty member. Overall course grades will be assigned based upon the DWU grading scale.

Grading Scale	
A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	0-59.99

ATTENDANCE POLICY (Responsibilities of Students):

- A. Timing** - EDU 675: Education Law takes place over eight weeks. Some weeks may require more work than others. Individual experience may vary from week to week.
- B. Due Dates** - Unless otherwise noted, all assignments are due before midnight (Central Time) on the specified due date.
- C. Participation** - Information sharing is extremely valuable in any learning experience. Your fellow students are excellent resources to tap for stories, information, and different perspectives on your project work. At the same time, they can benefit from your ideas and insights. That is why you need to participate and post questions as often as possible. If you do not participate, you and your classmates will miss out on worthwhile opportunities to enhance learning.

Interaction in a virtual environment such as the discussion involves many of the skills used in face-to-face communication. Below are some tips for effective asynchronous discussion.

- Keep postings short and to the point.
- Include pieces of the original message in any response.
- Be respectful of others' ideas and comments. Consider what is useful in the opinion shared and how it is similar to and different from your own point of view.
- Post responses in a timely manner.
- Keep your faculty member and other students informed about any events that could affect your progress.
- Choose words carefully and consider how the reader might interpret them.
- Sometimes text may seem more harsh or critical than the spoken word.

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South Dakota Department of Education
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800 Governors Drive, Pierre, SD 57501-2291
Phone: 605-773-3134 Fax: 605-773-6139

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Kyle Hobbs, Disability Services Coordinator
kyle.hobbs@dwu.edu
Office: McGovern 231
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REQUIRED TEXTBOOKS:

Essex, Nathan L. (2016). *School Law and The Public Schools: A Practical Guide for Educational Leaders*, Sixth Edition. Pearson. ISBN 13: 978-0-13-390543-7 ISBN 0-13-390542-X.

Note: The Professor/Instructor reserves the right to change any assignment and/or evaluation to meet the needs of the course.



Department of Education

Course: EDU 677 Instructional Supervision
Semester and Year: TBD
Total Course Hours: 3
Class Location, Meeting Times: Online via Canvas

Instructor: Tonia Warzecha, Ed.D. Adjunct Professor
Faculty Contact Information: Tonia.Warzecha@dwu.edu

COURSE DESCRIPTION: The role of educational leader in instructional supervision continues to change. This course fully explores current research in providing effective instructional supervision.

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- Standard 4: Learning and Instruction
- Standard 5: Community and External Leadership
- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity
- Standard 8: Internship

COURSE OBJECTIVES/LEARNING OUTCOMES:

	Course Objective: After completion of this course, the student will be able to:	Building Level NELP Standard	Assessment Method
1.	Identify major principles of Instructional Supervision and provide effective feedback	7.4	Discussion forum

			Schedule of Evaluations Teacher Evaluations Final Exam: Supporting the Struggling Teacher
2.	Demonstrate understanding of the Danielson <i>The handbook for enhancing professional practice: Using the framework for teaching in your school</i>	4.3	SD Teacher Effectiveness Analysis Final Exam: Supporting the Struggling Teacher
3.	Investigate instructional supervision strategies.	4.4	Discussion forum Synthesis of The Framework of Teaching Final Exam: Supporting the Struggling Teacher
5.	Develop a responsible and trustworthy character by being prompt, participating in class, and attending on-line forums on a regular basis	7.2	All tasks

UNITS OF COURSE: See Modules in Canvas for more information. Topics will include components of:

9. Promoting Professional Learning
10. Using the Framework
11. Procedures for Teacher Evaluation
12. Build Individual Accountability
13. The Domains in Action
14. Conducting Observations
15. Supporting the Struggling Teacher
16. Assessing Teacher Performance and Providing Support

COURSE CALENDAR:

Week	Date	Assigned Reading	Topics
1			Class Introduction
		Danielson Chapters 1 & 2	Promoting Professional Learning
2		Danielson Chapters 3 & 4	Using the Framework
		SD Teacher Effectiveness Handbook	
		SD Teacher Effectiveness Crosswalk	
		SD Teacher Effectiveness Analysis Due	
3		Danielson Chapters 5 & 6	Procedures for Teacher Evaluation
		Schedule of Evaluations Due	
		Studer & Pilcher, Chapter 12	Performance Management
4		Studer Chapter 8	Build Individual Accountability
		Midterm Paper	

5		Instructional Supervision Videos	The Domains in Action
6		Studer & Pilcher, Chapter 11	Always Behaviors
		Conducting Teacher Evaluation Project Due	
7		Teacher Plans of Assistance Examples	Supporting the Struggling Teacher
8		Final Exam/Project	Final Exam/Project

COURSE ASSESSMENT AND EVALUATION GUIDELINES (Evaluation Criteria for course learning activities)

8. Participation in threaded discussion questions (7 discussions) - 330 Points.
In Weeks 1-7, there will be discussion questions relating to the required text and resources. In order to get your full credit you must reply to the discussion question in a substantive nature. You must also make substantial comments to two other discussion replies of your classmates. A rubric for discussion responses can be found in Canvas.
9. Zoom Meeting Attendance (5 meetings) - 25 Points. During this course, you will be required to attend Zoom meetings during Weeks 1, 3, 4, 6 and 7. This opportunity provides face-to-face interaction in order to build community, ask and answer questions, and deepen knowledge of content through interactive discussions.
10. Synthesis of The Framework of Teaching - 100 Points. You will be expected to reflect on what you've learned throughout the course. A reflection paper on the instructional domains and your analysis of the strengths and weakness of the framework will be due in Week 4. This paper serves as the midterm exam.
11. SD Teacher Effectiveness Analysis - 50 Points. You will be expected to thoroughly review the SD Teacher Effectiveness Handbook, the SD Teacher Effectiveness Crosswalk and prepare a 3-page analysis of the program, including recommendations for improvement.
12. Schedule of Evaluations - 50 Points. As a first-year administrator, you are tasked with preparing a schedule of evaluations for your teaching staff, ensuring continuity and compliance with the negotiated agreement. Specifics on staff evaluation assignments are provided. You will prepare and submit a professional document calendaring your observations and itemizing your investment of time.
13. Teacher Evaluations - 75 Points. You will watch multiple videos of teachers engaged in instructional settings. Choosing one video, you will use an evaluation instrument to complete an observation/evaluation aligning evidence with the domains of the Framework for Teaching.
14. Final Exam - 200 Points. In Week 8, you will be given a profile of a struggling teacher, including evaluations and employment history. You will develop a Plan of Assistance, complete with supports for improvement of work quality, timeline of implementation, and recommendation for contract continuation.

GRADING POLICY:

Evaluation Activities:

Discussion Questions	40%
Final Exam	24%
Projects/Assignments	24%
Midterm Exam	12%
Zoom Meetings	3%

There will be a midterm and final exam. The midterm exam will be a synthesis of Danielson's Framework for Teaching, which forms the foundation of teacher evaluation and feedback. The final exam will cover all content covered throughout the course and will be a performance-based assessment in which the student will apply course knowledge to develop a Plan of Assistance for a struggling teacher.

Grading Scale: Weighted factors noted above. Overall course grades will be assigned based upon the DWU grading scale.

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REQUIRED TEXTBOOKS:

Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school*. ASCD: Alexandria VA.

Studer, Quint. (2003). *Hardwiring excellence: Purpose, worthwhile work, making a difference*. Fire Starter Publishing: Gulf Breeze, FL.

Studer, Quint & Pilcher, Janet. (2015). *Maximize performance: Creating a culture for educational excellence*. Fire Starter Publishing: Pensacola, FL.

Note: It may be necessary to make changes to the syllabus during the semester.



Department of Education

COURSE CODE: EDU 690

COURSE TITLE: Research Methodologies

SEMESTER AND YEAR: TBD

TOTAL COURSE HOURS: 3

CLASS LOCATION, MEETING TIME, AND DAY(S): Online via Canvas

FACULTY MEMBER: Doreen Gosmire

FACULTY CONTACT INFORMATION: Doreen.Gosmire@dwu.edu

COURSE DESCRIPTION: This course will give graduate education students an applied knowledge of research methods. Students will develop skills in evaluating statistical data, conducting research and producing essential elements of experimental and theoretical research projects.

DWU MISSION STATEMENT:

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- Standard 4: Learning and Instruction
- Standard 5: Community and External Leadership
- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity
- Standard 8: Internship

COURSE OBJECTIVES/LEARNING OUTCOMES:

	Course Objective: Upon completion of this course, the student will be able to:	Building Level NELP Standard	Assessment Method
1.	Understand and demonstrate the capacity to use data and research to lead improvement processes.	1.2	Discussion Research Proposal

2.	Gather, evaluate, and discuss information from various professional sources through a literature review.	1.2	Discussion Literature Review
3.	Summarize data and research findings and discriminate between research sources.	1.2	Discussion Research Proposal

UNITS OF COURSE (Course Content Outline):

Reading 1	Graduate Students Understanding of Educational Research in a Master of Education Program , by Louise R. Molding and Kristin M. Hadley. Houghton and Houghton, <i>APA</i> , entire text.
Reading 2	Creswell, <i>Research Design</i> , Chapters 1 and 2.
Reading 3	Creswell, <i>Research Design</i> , Chapter 3.
Reading 4	Creswell, <i>Research Design</i> , Chapters 5-7.
Reading 5	Creswell, <i>Research Design</i> , Chapter 8.
Reading 6	Creswell, <i>Research Design</i> , Chapter 9.
Reading 7	Creswell, <i>Research Design</i> , Chapter 10.
Reading 8	Creswell, <i>Research Design</i> , Chapter 11.

COURSE CALENDAR: See Canvas

COURSE ASSESSMENT AND EVALUATION GUIDELINES (Evaluation Criteria for course learning activities)

GRADING POLICY:

Each week of this course may include readings and several assignments. Unless otherwise noted, all assignments are due by 11:59 p.m. (Central Time) on the specified due date. Be sure the time zone for your user account is set to your own time zone.

Note that, in addition to participating in the formal discussion forums for Unit 5 and Unit 6, you will be expected to do the following:

- Twice during the course, write a two-page summary of the readings for a unit.
- Reply to your classmates' summaries.

This additional participation will constitute an additional 15% of your final course grade. You will receive your course participation grade after you complete Unit 7. For more information, review the participation page.

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Office of Disability Services and The Americans with Disabilities Act Statement:

Any student who believes she or he may need academic accommodations or access accommodations based on the impact of a documented disability are encouraged to contact and register with Disability Services no later than three weeks after the first day of classes. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation letter each semester.

The Americans with Disabilities Act (ADA) guarantees the privacy of students with disabilities. For more information, questions, and/or accommodation arrangement, please contact:

Kyle Hobbs, Disability Services Coordinator
kyle.hobbs@dwu.edu
Office: McGovern 231
Phone:(605) 995-2931

REQUIRED TEXTBOOKS:

Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE, 2014. ISBN: 978-1-4522-2610-1

Note: The Professor/Instructor reserves the right to change any assignment and/or evaluation to meet the needs of the course.



Department of Education

COURSE CODE: EDU 693

COURSE TITLE: Internship

SEMESTER AND YEAR: TBD

TOTAL COURSE HOURS: 3 credits

CLASS LOCATION, MEETING TIME, AND DAY(S): Online via Canvas

INSTRUCTOR: Melissa Weber, Ed.S.

FACULTY CONTACT INFORMATION: Melissa.Weber@dwu.edu

605-995-2835 (O) or 605-212-7488 (C)

LOCATION OF OFFICE AND OFFICE HOURS: EDU 106

COURSE DESCRIPTION:

Candidates will intern with a school administrator with appropriate evaluation and university supervision. The internship must include all job responsibilities of the principalship, and time spent in both the elementary and secondary levels.

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- Standard 5: Community and External Leadership
- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity
- Standard 8: Internship

COURSE OBJECTIVES/LEARNING OUTCOMES:

Objectives/Outcomes (NELP 1-7)	Building Level	Assessment Method
Candidates who successfully complete a building-level educational leadership preparation program understand	NELP Standard	

and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary		
to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	1	*Field-based supervisor written evaluation *University supervisor written evaluation *Portfolio evaluation/defense
to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	2	*Field-based supervisor written evaluation *University supervisor written evaluation *Portfolio evaluation/defense
to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	3	*Field-based supervisor written evaluation *University supervisor written evaluation *Portfolio evaluation/defense
to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.	4	*Field-based supervisor written evaluation *University supervisor written evaluation *Portfolio evaluation/defense
to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.	5	*Field-based supervisor written evaluation *University supervisor written evaluation *Portfolio evaluation/defense
to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	6	*Field-based supervisor written evaluation *University supervisor written evaluation *Portfolio evaluation/defense
to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.	7	*Field-based supervisor written evaluation

*University supervisor written evaluation *Portfolio evaluation/defense
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UNITS OF COURSE & COURSE CALENDAR:

The course calendar follows the stages of the text. It is highly recommended that the principal candidate read the entire textbook towards the beginning of the course and review the textbook as the stages align with the course calendar below.

Week	Topics	Reading	Activities/Assignments	Due Date
Week 1	Introduction Overview	<ul style="list-style-type: none"> Syllabus School Leader Internship 4th Edition text: Front Matter and Introducing School Leader Internship pgs. x-12 NELP Building Level Standards (in Canvas) 	<ul style="list-style-type: none"> Introduction Post Discussion Forum 	Jan. 13
Weeks 2 & 3	Stage One: Internship Assessment	<ul style="list-style-type: none"> School Leader Internship 4th Edition text: Stage One pgs. 13-17 	<ul style="list-style-type: none"> Curriculum Vita Self, Peer, & Advisor's Assessment of Dispositions District/School Assessment Assessment Summary 	Ongoing
Weeks 3 & 4	Stage Two: Plan	<ul style="list-style-type: none"> School Leader Internship 4th Edition text: Stage Two pgs. 19-124 	<ul style="list-style-type: none"> School Internship/Leadership Experience Plan Weekly Log & Reflection Journal 	Feb. 12
Weeks 5 – 15	Stage Three: Implementation	<ul style="list-style-type: none"> School Leader Internship 4th Edition text: Stage Three pgs. 125-147 	<ul style="list-style-type: none"> Weekly Log & Reflection Journal 	Ongoing
Week 16	Stage Four: Evaluation	<ul style="list-style-type: none"> School Leader Internship 4th Edition text: Stage Four pgs. 149-153 	<ul style="list-style-type: none"> Weekly Log & Reflection Journal Digital Portfolio Final Presentation 	April 30*

* Deadline if all internship credits are completed in two sessions.

COURSE ASSESSMENT AND EVALUATION GUIDELINES:

Students in the Educational Administration program at DWU are expected to complete an internship at the level of endorsement sought. The internship is focused on the seven NELP competency standards noted above. Each intern is expected to demonstrate application of the knowledge and skills associated with each of the seven areas. Some experiences are required of all interns while other experiences are selected from a menu of options. Each internship activity is expected to include experiences in a variety of the noted competencies.

A minimum of three semester hours of credit is expected in the administrative internship for each endorsement level. Each credit hour requires a minimum of 60 hours of internship experience for a total of 180 hours. The internship experience may include additional credit hours beyond the three to a maximum of 6 credit hours. The internship will occur within one twelve-month period. Interns are encouraged to identify the required internship hours of other states in which they wish to pursue administrative endorsement.

ACTIVITIES

There are two types of activities—required and elective. Interns are expected to complete each of the required activities. A presentation and an electronic portfolio will be developed to illustrate competency in each of the six standards.

Required Activities:

1. The intern will complete the activities in the textbook to develop a School Internship/ Leadership Experience Plan in collaboration with their site supervisor. The intern will meet with the university supervisor for approval.
2. The intern will maintain a reflective journal included within the portfolio throughout the internship. Each of the events and activities of the internship must be included with both description and reflective analysis. Journal entries are to be done each day the intern participates in the internship experience along with the numbers of hours spent. Each of the internship activities should be compiled under one or more of the standards describes above. The mentor is expected to review and sign the completed journal record.
3. The intern will conduct a minimum of four staff evaluations (2 at the elementary level and 2 at the secondary level) on professional and classified staff (at least one of each) using the district-approved instructions. These evaluations are not to become part of the district personnel files. Evaluation of student teachers is also okay. A copy of the evaluation along with a description of the process is to be shared with the mentor and submitted to the university supervisor.
4. The intern should shadow his/her mentor during the mentor's workday and describe and reflect upon this in his/her journal.
5. The intern will shadow a principal in a diverse school setting and describe and reflect upon this in his/her journal. Diversity may include race, ethnicity, social and economic status, size, etc.
6. The intern will develop an annual cycle of the mentor's responsibilities noting, in a calendar-like format, what they are, when (and if) they are to be on the school board agenda, and where on the calendar work direction must be given to ensure completion of that responsibility. The calendar will include tasks and events, timelines, and budgetary planning information.
7. The intern will attend a minimum of six meetings that will include at least two school board meetings and two administrative meeting. The intern will provide an analysis of the agenda, actions taken by the body, information learned, and reflection on what occurred.

Elective Activities:

Each administrative intern will be expected to complete a minimum of two activities from each of the seven leadership competency areas. These activities will be jointly planned by the intern, field-based supervisor, and university supervisor in areas most beneficial to the professional development of the intern; these will be included in the School Internship/ Leadership Experience Plan.

Examples of Promising Practices for Candidate Performance Activities:

Standard 1: Mission, Vision, and Improvement

1. Use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

2. Communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.
3. Plan programs to motivate staff, students, and families to achieve a school district's vision.
4. Write or revise a school vision statement for a school or district, share it with the executive team in the central office or with a site-based management team, and demonstrate how stakeholders were involved in the development.
5. Collect, interpret, and analyze school data. The analysis should reflect the candidate's understanding of the school's vision and mission statements, the level of involvement and actual contributions of the school community, and recommendations for inclusion in the school improvement plan.

Standard 2: Ethics and Professional Norms

1. Develop a code of ethics using personal platforms, professional leadership association examples, and a variety of additional source documents focusing on ethics.
2. Conduct a self-analysis of a transcript of a speech delivered to a community organization and look for examples of integrity, fairness, and ethical behavior.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

1. Interview state legislators and/or lobbyists and present a report about the state's strategies used to influence change.
2. Follow the lawsuit several small schools in South Dakota have filed over school funding. Reflect on on-going incidences concerning that lawsuit.

Standard 4: Learning and Instruction

1. Candidate organizes and leads parent and teacher focus groups about high stakes testing and alternative methods of measuring student performance.
2. Candidate presents a multimedia report to a community forum about the latest instructional technologies, including the use of the Web and Teaching strategies.

Standard 5: Community and External Leadership

1. Develop and present a plan recommending alignment of social service agency programs with school improvement needs.
2. Identify at least five key community leaders in a school community, justify why each was selected, and identify their roles or potential roles in school improvement in the district. A confidential analysis of this power structure is shared with the superintendent or board of education.

Standard 6: Operations and Management

1. Conduct a cost-benefit analysis of a school or district instructional improvement plan.
2. Analyze the school/district budget and identify how the specific budget allocations support the school improvement plan/district strategic plan.

Standard 7: Building Professional Capacity

1. Draft questions and interview a principal in a neighboring school district.
2. Read a book focused on educational leadership and write a brief summary of how the book aligns with your own leadership beliefs.

Evaluation:

Multiple assessment measures will be employed to judge the quality of the administrative internship in order to assign a final grade. The final grade that is assigned following completion of all internship activities will be based on the following:

1. Field-based Supervisory Evaluation--- based on numerous aspects of the internship experience. Approximately 20% of the course grade will be based on this evaluation.
2. University Supervisory Evaluation--- based on numerous aspects of the internship experience. Approximately 20% of the course grade will be based on this evaluation.
3. Portfolio Evaluation/Defense---based on portfolio contents and the context in which the activities represented in the portfolio were completed. Approximately 60% of the course grade will be based on this evaluation.

*Principal Candidates should refer to the textbook for more ideas for the elective activities.

GRADING POLICY:

Grade	Percent
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	0-59.9%

PARTICIPATION POLICY:

Online course attendance is primarily determined by meeting the submission dates for assignments, assessments, and discussion postings. Logging into Canvas is insufficient to verify/validate attendance for online courses. However, if, due to circumstances beyond your control, you are unable to submit an assignment or complete an exam during the scheduled time frame, *you must contact the instructor prior to the due dates of the assignment or project*. Students will be asked to justify their absences; make-up exams must be taken within one week. Events happen that are beyond control and instructors will work with you in order to accommodate unforeseen circumstances that may hinder you from meeting the due dates outlined in the syllabus. Each circumstance will be evaluated to determine whether an accommodation shall be granted

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REQUIRED TEXTBOOKS:

Martin, G.E., Danzig, A.B., Wright, W.F., Flanary, R.A., & Orr, M.T. (2017). *School leader internship: Developing, monitoring, and evaluating your leadership experience*. Routledge.

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