
MASTER OF SCIENCE EDUCATION

*Teaching and Learning: Expertise in a
Discipline Candidate Handbook*



NORTHERN

GRADUATE STUDIES

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Note: The information contained in this handbook is subject to change; students are responsible for communicating with their Graduate Committee Chair/Graduate Office to remain current in the program policies and procedures.

TEACHING AND LEARNING: EXPERTISE IN A DISCIPLINE HANDBOOK

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TEACHING AND LEARNING: EXPERTISE IN A DISCIPLINE

I. INTRODUCTION

Welcome to the Master of Education in Teaching and Learning Online program at Northern State University. We wish you success at every stage of your academic journey.

This handbook is intended to familiarize you with the policies and procedures at Northern State University and the Graduate School. Each student is required to be familiar with the content of this handbook.

II. PROGRAM OVERVIEW

The Master of Science in Education: Expertise in a Discipline degree is designed for educators who wish to gain greater expertise in pedagogy and learning. In addition to studying learner development, current pedagogy, curriculum models, instructional methodologies, and strategies for diverse learners, candidates will accrue 18 credits of content credits. Program completers will be highly qualified to teach high school dual-credit courses, concurrent enrollment or college courses in the discipline. The program provides teachers with a depth of current knowledge in their discipline.

The program requires candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the National Board for Professional Teaching Standards (NBPTS) and to demonstrate competency through multiple assessment measures embedded within the program (See Appendix A).

III. ADMISSION REQUIREMENTS

Admission to the Teaching and Learning Program requires individuals to have a 2.75 undergraduate GPA, a completed graduate application, two letters of recommendation, an official transcript, and a \$35 application fee. In addition, candidates must also possess a valid teaching certificate and the ability to provide a copy. Upon admittance, candidates will receive access to the Teaching and Learning Graduate Studies D2L shell where important correspondence, documents, and reminders can be found.

IV. ACADEMIC REQUIREMENTS

The Master of Education in Teaching and Learning is comprised of 33 Credit hours of coursework. All graduate candidates are required to maintain good academic standing with a cumulative grade point average (GPA) of 3.00 or above. If a candidate's cumulative grade point average falls below 3.00 in any academic term (i.e., fall, spring summer), the candidate will be placed on academic probation the following term. While on academic probation, the candidate must earn a term grade point average of 3.00 or higher. When the candidate on academic probation achieves a cumulative grade point average of 3.00 or higher, the candidate returns to good academic standing. Candidates must have a cumulative grade point average of 3.00 or higher to graduate.

V. PROGRAM PREPARATION

The Master of Education in Teaching and Learning program is designed for current educators who want to gain greater expertise in pedagogy in learning. Educators will increase their understanding, effectiveness, and leadership qualities in their work with students of all ages.

V. PROGRAM COURSE REQUIREMENTS

Course Number and Name	Credits
EDER 761 Graduate Research & Design <i>*Fall on campus; Spring and Summer online</i> <i>Offered every semester: Fall, Spring and Summer</i>	3
EPSY 742 Psychology of Learning <i>Offered every semester</i>	3
EDFN 752 Research Based Curriculum & Instruction <i>Offered every Spring</i>	3
SPED 704 Inclusive Education <i>Offered every Fall</i>	3
EDER 765 Data Driven Decision Making <i>Offered every Summer</i>	3
EDFN 790 Graduate Seminar in Discipline 15 credits in discipline: ENGL	15
TOTAL CREDITS	33
<i>* Proposed Dates</i>	

VI. GRADUATE COMMITTEE

Upon admittance to the Teaching and Learning Graduate Program, candidates will be assigned a graduate committee. The graduate committee consists of two Northern State University faculty, who serve to assist candidates in the graduate school planning process. One faculty will serve as the graduate committee chair and is responsible for providing curriculum planning advisement throughout the program. The committee chair will also work with the candidate to schedule their culminating presentations. The second committee chair will serve as an additional support, and access the candidate's culminating written and oral exams.

VII. COMPREHENSIVE WRITTEN EXAMINATION

The comprehensive written examination is completed during the candidate's final semester of enrollment. Candidates are responsible for registering for this examination using the following link: https://northern.formstack.com/forms/education_graduate_final_written_exam_signup. Timely registration for this exam is advised, as there are limited testing dates available each term.

The comprehensive written examination consists of five, randomly selected essay questions, each addressing one of the NBPTS. Responses must be crafted in APA format and infused with research and articulated with in-text citations. Sources must be credible using at least three peer-reviewed journal articles. All sources must be correctly cited on a "References" page. Candidates will complete the exam electronically and will be given 24 hours (8:00 am- 8:00 am) to develop and submit responses. The final presentation is evaluated by the graduate committee using the rubric in Appendix B. The Millicent Atkins School of Education Assessment Coordinator will communicate results to candidates via D2L.

Candidates are required to successfully complete this assessment prior to program completion. If the candidate does not pass the examination, a subsequent test must be scheduled.

VIII. CULMINATING ORAL PRESENTATION

The culminating presentation is held during the candidate's final semester of enrollment, at least two weeks after the successful completion of the comprehensive written exam. Graduate candidates are responsible for collaborating with the committee chair to schedule a time; the presentation can be completed on campus or online. Candidates are required to successfully complete this assessment prior to program completion.

The presentation must address each one of the NBPTS in the form of an engaging visual presentation. The presentation should include research cited in APA format. The final presentation is evaluated by the graduate committee using the rubric in Appendix C. The Graduate Office will communicate the results to the candidate.

IX. APPLICATION FOR GRADUATION

Students will apply for graduation early in the semester in which they intend to complete all coursework. All incomplete coursework must be completed 30 days prior to the end of the semester in which the student intends to complete degree requirements. Commencement/graduation exercises are held in December and May. Students must apply for graduation early in the semester in which they intend to graduate. Students apply for graduation in Self-Service Banner. Students with questions about applying for graduation may contact the Office of Graduate Studies.

X. CONTACT INFORMATION

Graduate Studies Office

605-626-2558 | gradstudies@northern.edu

Dr. Christian D. Pirlet

Assistant Professor of Education and Program Coordinator

605-626-7687 | christian.pirlet@northern.edu

APPENDIX A

NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS (NBPTS)

THE FIVE CORE PROPOSITIONS

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released *A Nation Prepared: Teachers for the 21st Century*. Shortly after its release, NBPTS issued its first policy statement, *What Teachers Should Know and Be Able to Do*.

This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

PROPOSITION 1: TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING.

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another, and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

PROPOSITION 2: TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skill gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

PROPOSITION 3: TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged, and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs understand how students develop and learn.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

PROPOSITION 4: TEACHERS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE.

- NBCTs model what it means to be an educated person; they read, they question, they create, and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

PROPOSITION 5: TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

APPENDIX B

COMPREHENSIVE WRITTEN EXAM

I. Content, Analysis, & Practical Application			
4 – ADVANCED/EXCELLENT	3 – PROFICIENT/COMPETENT	2 – BASIC/DEVELOPING	1 – BELOW BASIC/UNACCEPTABLE
The advanced candidate's:	The advanced candidate's:	The advanced candidate's:	The advanced candidate's:
*response <u>addresses</u> all components of the question *response provides a <u>highly detailed discussion</u> of main ideas	* response <u>addresses</u> all components of the question * response provides a <u>detailed discussion</u> of main ideas	* response <u>partially addresses</u> components of the question * response provides a <u>limited or weak discussion</u> of main ideas	* response <u>does not address</u> all components of the question * response <u>lacks discussion</u> of main ideas
*response is <u>highly relevant, accurate and succinct</u>	*response is <u>relevant and accurate</u>	*response <u>lacks relevancy or accuracy</u>	*response is <u>neither relevant nor accurate</u>
*response demonstrates <u>clear integration of multiple perspectives</u> *response is <u>free from bias</u> *response <u>clearly demonstrates</u> sensitivity to diversity	*response makes reference to <u>more than one perspective</u> *response is <u>free from bias</u> *response <u>demonstrates</u> sensitivity to diversity	*response makes reference to <u>only one perspective</u> *response is <u>free from bias</u> *response demonstrates <u>limited</u> sensitivity to diversity	*response provides a <u>weak or inaccurate perspective</u> *response <u>contains bias</u> *response demonstrates <u>insensitivity</u> to diversity
*response contains <u>more than one relevant, peer-reviewed source</u> (i.e., journal, theorist, fact, etc.) of support	*response contains at least <u>one relevant, peer-reviewed source</u> (i.e., journal, theorist, fact, etc.) of support	*response contains support that is <u>anecdotal or does not come from a peer-reviewed source</u>	*response <u>does not provide a source</u> of support
*response demonstrates <u>critical thinking and thorough analysis</u> of the question	*response demonstrates <u>adequate analysis</u> of the question	*response demonstrates <u>limited analysis</u> of the question	*response <u>lacks analysis</u> of the question
*response demonstrates the candidate's <u>application of theory to practice</u> * <u>more than one authentic example</u> of practical application is provided	*response demonstrates the candidate's <u>application of theory to practice</u> * <u>at least one authentic example</u> of practical application is provided	*response demonstrates the candidate's <u>limited ability to apply theory to practice</u> * <u>no authentic examples</u> of practical application are provided	*response <u>does not demonstrate</u> the candidate's ability to apply theory to practice
*response exhibits <u>extensive knowledge</u> of professional literature and best practices	*response exhibits <u>knowledge</u> of best practices	*response exhibits <u>limited knowledge</u> of best practices	*response exhibits <u>no knowledge</u> of best practices

APPENDIX C

CULMINATING ORAL PRESENTATION ASSIGNMENT

Content			
4 ADVANCED/EXCELLENT	3 PROFICIENT/COMPETENT	2 BASIC/DEVELOPING	1 BELOW BASIC/UNACCEPTABLE
*Sources of information are clearly identified, logical, and original and appropriately cited throughout the presentation.	*Sources of information are identified and appropriately cited throughout the presentation.	*Sources of information are <u>not well documented or cited</u> throughout the presentation.	*Sources of information are <u>missing</u> and are <u>not cited</u> throughout the presentation.
*The presentation includes <u>more than 6 relevant sources</u> and includes a <u>complete bibliography</u> .	*The presentation includes <u>3-6 relevant sources</u> and includes a <u>complete bibliography</u> .	*The presentation includes <u>fewer than 3 sources</u> or sources that are <u>irrelevant</u> and includes a bibliography which may be <u>incomplete</u> .	*The presentation lacks Does not include sources or bibliography...
*There is <u>substantial, clear development and support</u> of ideas relating to each of the standards.	*There is <u>sufficient development and support</u> of ideas relating to each of the standards.	*There is limited development and support of ideas relating to each of the standards.	* <u>Lacks development and support</u> or ideas relating to each of the standards.
*Information is research-based, <u>highly relevant</u> , accurate, and demonstrates a <u>solid command of the standards; superior explanation</u> and elaboration is provided.	*Information is <u>research-based, relevant, accurate</u> , and demonstrates an <u>understanding of the standards; explanation</u> and elaboration is provided.	*Information <u>lacks research-basis, relevance, or accuracy</u> , and demonstrates limited <u>understanding</u> of the standards.	*Information <u>does not demonstrate</u> understanding of the standards.
*Effectively demonstrates understanding and application of each standard through a real- world example. *Uses <u>more than one real-world example on two or more standards</u> .	*Sufficiently demonstrates understanding and application of each standard through a <u>real-world example</u> .	*Demonstrates limited understanding and application of each standard through a <u>weak or vaguely related</u> real-world example.	*Presentation lacks a real-world example.
*Provides evidence of <u>professional experiences</u> related to each standard, identifying professional areas of strength and growth. *Provides <u>more than one plan of action</u> for each standard to improve practice.	*Describes <u>professional experiences</u> related to each standard, identifying professional areas of strength and growth. *Provides at least <u>one plan of action</u> for each standard to improve practice.	*Professional experiences are <u>weak or not related</u> to the standards or <u>identification of professional areas of strength and growth are</u> lacking. *Plan of action to improve practice is lacking on <u>more than one standard</u> .	*Professional experiences and action plans are <u>completely missing or inferior</u> for graduate level work.
*Displays the use of <u>multiple perspectives</u> when examining, <u>and identifies at least one issue of diversity</u> relating to, each standard.	*Displays the use of <u>more than one perspective</u> when examining, <u>or identifies at least one issue of diversity</u> relating to, each standard.	*Displays the use of only a <u>single perspective</u> or <u>references to diversity are deficient</u> .	*Provides <u>no information</u> regarding multiple perspectives or diversity.
Organization			
4 ADVANCED/EXCELLENT	3 PROFICIENT/COMPETENT	2 BASIC/DEVELOPING	1 BELOW BASIC/UNACCEPTABLE
*The introduction is logical and highly effective in providing an overview of the presentation and capturing the attention of the audience *The conclusion <u>effectively summarizes</u> the presentation and provides a <u>clear sense of closure</u>	*The introduction provides a <u>clear overview</u> of the presentation and captures the attention of the audience. *The conclusion <u>summarizes</u> the presentation and provides a <u>sense of closure</u> .	*The introduction <u>somewhat vague or incomplete</u> in its overview of the presentation. *The conclusion is ineffective and lacks closure.	*The introduction is <u>disorganized</u> *A statement of closure is <u>missing</u>

APPENDIX D

FACULTY



CHRISTIAN PIRLET, Ed.D.

Dr. Christian D. Pirlet specializes in technology integration in PK-12 settings. His primary focus has included the use of game-based learning to study student motivation in the social sciences. Prior to entering higher education, Dr. Pirlet spent 14 years in secondary classrooms teaching social studies including current events, AP US history, honors economics, psychology, and American Indian studies. Dr. Pirlet is a member of the National Council for History Education (NCHE), Association for Supervision and Curriculum Development (ASCD), and Kappa Delta Pi (KDP), the International Honors Society in Education. Dr. Pirlet also works with the National Council for the Social Studies (NCSS) and its affiliated groups, the College and University Faculty Assembly (CUFA) and the International Assembly (IA). Dr. Pirlet is the secretary and webmaster for IA. In South Dakota, Dr. Pirlet has served in standards-unpacking sessions (2020, 2018) and assisted with the revision process for the Oceti Sakowin Essential Understandings for South Dakota. At Northern, Dr. Pirlet is the co-advisor for Northern State's chapter of the South Dakota Education Association (SDEA).



MONTE MEYERINK, Ph.D.

Dr. Monte Meyerink joined NSU's faculty in 2022 as a specialist in mathematics education. He earned a Ph.D. from Montana State University and master's and bachelor's degrees from Northern State University. Dr. Meyerink's general research interests revolve around the preparation of teachers of mathematics. His primary research interest is preservice teachers' ability to use technological resources to enhance K-12 students' understanding of mathematics concepts.



NICOLE SCHUTTER, Ed.D.

Dr. Schutter is an assistant professor of education in the teacher education department who joined NSU's faculty in 2022. Dr. Schutter has experience as an elementary teacher, middle level methods teacher, and school administrator. Dr. Schutter is the chair of the teacher educator program in the Millicent Atkins School of Education.



CHERYL WOLD, Ph.D.

Dr. Cheryl Wold joined NSU's faculty in 2013. She received a Ph.D. in Teaching and Learning from the University of North Dakota, Grand Forks, ND, her M.S.Ed. degree in Special Education/Learning Disabilities from Northern Illinois University, DeKalb, Ill., and B.S.Ed. degrees in Elementary Education and Special Education from NSU. Dr. Wold was a special education teacher for 17 years; Title I reading and math teacher for seven years; and a director of special education for eight years. At Northern, Dr. Wold has been an advisor for student organizations Council for Exceptional Children (CEC) and South Dakota Education Association (SDEA). She has been an advisor for the Council for Exceptional Children since 2013, and for the South Dakota Education Association since 2017.