
MASTER OF SCIENCE **EDUCATION**

*Educational Studies: Secondary
Education 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 Advisor/Graduate Office to remain current in the program policies and procedures.

EDUCATIONAL STUDIES: SECONDARY EDUCATION HANDBOOK

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EDUCATIONAL STUDIES: SECONDARY EDUCATION

I. PROGRAM OVERVIEW

A shortage in secondary teachers is not only a national issue but a critical South Dakota issue, an emergency in some school districts. To continue to meet the needs of our schools and maintain the integrity of our profession, institutions of higher education must seek to create as many opportunities as possible for aspiring teachers to obtain certification. We know that not every individual is called to education at the same point in their lives, and the Millicent Atkins School of Education at Northern State University wishes to also support individuals who seek to become educators as graduate students. The Educational Studies: Secondary Education program is designed for candidates who have completed a bachelor's degree from an accredited institution and wish to enter the teaching profession. This program enables individuals to earn a master's degree and become certified at the secondary school level in South Dakota. The program goals are:

- Apply knowledge of their content standards and pedagogy to set goals and objectives for learning.
- Develop relevant, rigorous, and developmentally appropriate curricula for secondary students.
- Foster a safe, engaging, and inclusive classroom environment.
- Demonstrate professional dispositions in varied educational settings with regard for diversity and all members of a school community.
- Use assessment of their students' learning and their own teaching to inform future planning and teaching.
- Deliver meaningful learning experiences for all students as evidenced by a successful student teaching practicum and internship.

II. APPLICATION

Admission to the Educational Studies: Secondary Education requires individuals to have a 2.75 undergraduate GPA, a completed graduate application, two letters of recommendation, an official transcript, a \$35 application fee and present a passing score on the appropriate PRAXIS content exam within the first semester of their program. Applicants should contact the School of Education Graduate

Coordinator with an unofficial transcript to verify the PRAXIS content exam choice. Applicants must select NSU as a recipient for the PRAXIS exam score.

Upon admittance, candidates will receive access to the School of Education Graduate Studies D2L shell where important correspondence, documents, and reminders can be found.

III. CONTENT AREAS FOR CERTIFICATION

The teacher candidate must have a baccalaureate degree from an accredited institution of higher education with the major content area recognized by the South Dakota Department of Education as a teaching major of ARSD 24:53:07. Those content areas are listed below. The number in parenthesis indicates the PRAXIS exam number.

- Language Arts (5038)
- Mathematics (5161)
- Science
- Biology (5235), Chemistry (5245), Physics (5265), Earth Science, Physical Science, Science Composite (5435)
- Social Studies
- Economics (5911), Geography (5921), History (5941), Political Science (5931), Psychology (5391), Sociology (5952), Social Studies Composite (5081)
- Agriculture (5701)
- Business (5101)
- Family and Consumer Sciences (5122)
- Industrial Technology (5051)
- Art (5134)
- Computer Science (5652)
- Physical Education/Health (5857)
- Physical Education (5091)
- Health (5551)
- Music (5113)
- World Languages
- French (5174), German (5183), Spanish (5195)

III. PROGRAM REQUIREMENTS

Course Name and Number	Credits
I. FOUNDATION COURSES (6 Credits)	
EDER 761 Graduate Research & Design Offered face-to-face Fall, Online Spring and Summer semesters	3
EPSY 742 Psychology of Learning Offered online Fall, Spring, Summer semesters	3
II. CORE COURSES (21 Credits)	
EDFN 540 Classroom Management Offered online Fall and Spring semesters	2
EDER 515 Educational Assessment Offered online Fall, Spring, Summer semesters	2
EPSY 528 Child & Adolescent Development Offered face-to-face Fall, Spring, and online Summer semester	3
INED 511 SD Indian Studies Offered online Fall, Spring, Summer semesters	3
SEED 500 Curriculum/Instruct in Mid/Sec Schools Offered HyFlex Fall and Spring semesters	3
SPED 704 Inclusive Education Offered HyFlex Fall and online Summer semesters	3
EDAD 735 School Law Offered online Fall and Spring semester	3
EDFN 568 Literacy in the Content Area for English Learners Offered online Summer semesters	2
SEED 795 Pre-Student Teaching Experience Conducted during the second to last semester (Fall, Spring) with SEED 500	1
SEED 794 Internship: Student Teaching Conducted during the last semester (Fall, Spring)	5
TOTAL CREDITS	33

IV. GRADUATE ADVISOR

The candidate's graduate advisor will be assigned by the Graduate Office. The candidate's advisor is responsible for providing direction and advisement during the program and will work with the candidate to schedule the final presentation. Following a passing presentation, the advisor will grade the final presentation. Should the candidate not pass the final presentation, the advisor will be responsible for articulating a plan of action to the candidate for corrections.

V. FINAL PRESENTATION

The final presentation is typically held during the candidate's final semester of enrollment. Graduate candidates are responsible for collaborating with their advisor 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 of the InTASC standards (See Appendix A) in the form of an engaging visual presentation with careful consideration of the area of specialization and evidenced with examples and artifacts from the coursework. The presentation should include research which should be cited in APA format.

Candidates should plan to electronically send the presentation to the committee members at least 24 hours before the scheduled presentation. The final presentation is evaluated by the graduate advisor and the School of Education Office of Assessment will communicate the results to the candidate.

VI. CERTIFICATION

During the student teaching internship, SEED 794, candidates must register for and take the PRAXIS Principles of Teaching and Learning Grades 7-12 Exam (5624). Students who wish to be certified K-12 must also take and pass the PRAXIS Principles of Teaching and Learning Grades K-6 (5622). Information on registration, test centers, and test preparation can be found on the Educational Testing website.

Upon program completion, graduates can apply for certification through the South Dakota Department of Education. Graduates seeking certification in other states should contact their respective states for more information; please view the State-by-State Licensure Analysis Summary document for contact information for each state regarding licensure.

VII. FIELD EXPERIENCES

Two field experiences will be required for program completion and to become certified to teach in South Dakota. The first, SEED 795, Pre-Student Teaching Practicum should be taken during the semester immediately preceding the Student Teaching internship and coinciding with SEED 500. The practicum will require a 60-hour experience in either a middle school or high school setting. The second, SEED 794, Student Teaching Internship should be completed in the final semester of the program. This professional internship will be 12 weeks in length and will allow the candidate to assume full-time teaching responsibilities. Placements for both experiences will be arranged in collaboration with the Educational Studies Coordinator. Please view the Student Teaching Handbook for more specific information regarding the experiences, expectations, and assessment measures.

VII. CONTACT INFORMATION

Office of Graduate Studies

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APPENDIX A

EDUCATIONAL STUDIES: SECONDARY EDUCATION INTERSTATE TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) STANDARDS

INTASC STANDARDS

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), offers a set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

Candidates will be accountable for Performances, Essential Knowledge, and Critical Dispositions applicable to each standard during the program and in the final written exam and oral presentation.

STANDARD #1: LEARNER DEVELOPMENT

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

STANDARD #2 LEARNING DIFFERENCES

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

STANDARD #3 LEARNING ENVIRONMENTS

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

STANDARD #4 CONTENT KNOWLEDGE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

STANDARD #5 APPLICATION OF CONTENT

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

STANDARD #6 ASSESSMENT

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

STANDARD #7 PLANNING FOR INSTRUCTION

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

STANDARD #8 INSTRUCTIONAL STRATEGIES

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

STANDARD #9 PROFESSIONAL LEARNING AND ETHICAL PRACTICE

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

STANDARD #10 LEADERSHIP AND COLLABORATION

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



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