
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.

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TEACHING AND LEARNING: EXPERTISE IN A DISCIPLINE HANDBOOK

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TEACHING AND LEARNING: EXPERTISE IN A DISCIPLINE

I. 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.

II. APPLICATION

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 possess a valid teaching certificate and the ability to provide a copy. 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. PROGRAM REQUIREMENTS

Course Number and Name	Credits
EDER 761 Graduate Research and 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 Spring and Summer (*Fall as needed)</i>	3
EDFN 752 Research Based Curriculum and 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/HIST/BIOL/CHEM/SPAN	3 15
TOTAL CREDITS	33
<i>*Proposed Dates</i>	

IV. GRADUATE COMMITTEE

The candidate's graduate committee chair and second committee member will be assigned by the Graduate Office. The candidate's committee chair is responsible for providing direction and advisement during the program, and will work with the candidate to schedule the final presentation. The committee will read and grade the comprehensive examination and the culminating presentation.

Following a passing presentation, the committee chair will collect signatures from the committee members and return to the Graduate Office. Should the candidate not pass the final presentation, the committee chair will be responsible for articulating a plan of action to the candidate that is agreed upon by the committee members.

V. COMPREHENSIVE EXAMINATION

The comprehensive examination is typically completed during the candidate's final semester of enrollment. Candidates are responsible for registering for this examination through the Office of Graduate Studies. Timely registration for this exam is advised, as there are limited testing dates available each term.

The comprehensive examination consists of five, randomly selected essay questions, each addressing one of the National Board of Professional Teaching Standards (NBPTS) (See Appendix A). Responses must be crafted in APA format and infused with research, articulated with in-text citations. Sources must be credible using at least three peer-reviewed articles. All sources must be correctly cited on a "References" page. Candidates will complete the exam electronically, and will be given 24 hours to develop and submit responses.

Candidates are required to successfully complete this assessment prior to program completion. The comprehensive examination is evaluated by the graduate committee chair and the second committee member. The Graduate Office will communicate the results to the candidate. If the candidate does not pass the examination, a subsequent test must be scheduled.

VI. FINAL PRESENTATION

The culminating presentation is typically held during the candidate's final semester of enrollment. 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 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 committee. The Graduate Office will communicate the results to the candidate.

VII. CONTACT INFORMATION

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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 skills 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 know how to assess the progress of individual students as well as the class as a whole.
- 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.



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