



COVID GUIDELINES

All members of the VCSU community are required to wear face masks in hallways, restrooms, and classrooms.

Every member of the VCSU community is expected to demonstrate responsible behavior to support the health of the Viking community. As such, please use the following guidelines and plan to attend class synchronously if . . .

- You are sick or if you experience common symptoms associated with COVID-19
- You are in quarantine because you or a close contact has COVID
- You are at risk and need to limit contact with others
- You are unable to wear a face mask in the classroom

Instructor Information

Name	Dave Bass		
Office location	McFarland 326		
Office hours	9:00-12:00 M W F	9:00-11:00 T R	1:00-3:00 T R
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Note: Use the link below to access TEAMS for this course:

<https://teams.microsoft.com/l/meetup-join/19%3a6394fd192e2d48fc90853fa67a23c692%40thread.tacv2/1598467627627?context=%7b%22Tid%22%3a%22ec37a091-b9a6-47e5-98d0-903d4a419203%22%2c%22Oid%22%3a%22db0b0e07-58a7-4e6c-9faf-4f9ef4197601%22%7d>

Course Description

An opportunity for pre-service teachers to gain experience in a secondary classroom in preparation of student teaching. The student works closely with a secondary classroom teacher to develop a greater understanding of effective teaching and classroom management strategies. Students are encouraged to take the practicum the same semester as their secondary methods course.

Course Prerequisites

Prerequisites: Admission to Teacher Education. This course also requires candidates to have completed the methods course in their academic major or to be concurrently enrolled in the methods class at the time they enroll in EDUC 351.

Course alignment in the Professional Education Sequence Curriculum

VCSU School of Education aligns course curriculum with ND State Standards, InTASC Standards, Program Learning Outcomes, and Teaching for Learning Capstone (TLC).

Standard	Assessment
InTASC Standard #1: Learner Development	Classroom Management Theory Assignments and Field Experience Observations
InTASC Standard #3: Learning Environments	Classroom Management Theory Assignments
Program Outcomes Project: Reflect	Case Study Project

Required Student Resources

No textbook is required. Online resources will be used for all required reading and assignments.

Learning Targets

Upon successful completion of this course, learners will be able to:

1. summarize strengths and weaknesses for each of the classroom management theories included in the course content;
2. describe application strategies for each of the classroom management theories;
3. outline characteristics of secondary educators who are effective classroom managers;
4. describe academic and behavioral characteristics of students who tend to achieve and of students who don't achieve in secondary school classes;
5. develop a written case study of a selected secondary student who will be observed during the field experience;
6. plan and teach lessons in the secondary classroom and during peer teaching activities;
7. reflect on observations from the practicum experience;
8. complete a 30-hour field experience in a secondary setting.

EDUC 351 students will be completing assessments, projects, and performances while learning that align with the learning targets listed above.

1. written assignments and in-class discussions relative to each theory
2. written assignments and in-class discussions relative to each theory
3. written assignments and in-class discussions relative to each theory
4. in-class discussions
5. written case study summary
6. class activities, presentations, and quiz
7. final in-class oral summary
8. field experience log to confirm 30 hours were completed successfully

Program Outcomes Project

The program outcomes project for this course meets the Education ability of **Reflection as a professional educator**. Teacher candidates will develop a case study that reflects on observations from the practicum experience. An assessment checklist is posted in Blackboard Course Documents to provide guidelines for this assignment.

Field Experience/Practicum

Each candidate will complete a field experience application on the first day of class. Placements with cooperating teachers in secondary schools will be assigned by the VCSU Field Experience Assistant Director. Placements will be made so each candidate is assigned to a teacher in his/her academic content area. During the 30-hour practicum students will complete required tasks as well as other tasks assigned by the cooperating teacher. A field experience log documenting completion of 30 hours will be submitted when the experience is done. Guidelines for required and recommended tasks are posted in Blackboard Course Documents.

Course Evaluation Procedures and Grading Criteria

Education courses at Valley City State University will be assessed using course-specific projects, discussions, individual and team activities, written papers, and formative assessments, and summative assessments. Feedback and scores will be completed and posted in Blackboard within one week of the assignment due date. All assignments completed for a grade will be submitted in class.

Attendance Policy

According to Valley City State University Policy [V.530.08](#) attendance is required in courses. Students who know they are going to be absent from a course session should contact their instructor as soon as possible prior to the missed class session. Assignments can be made up only if communication about a class absence occurs prior to the time of that assessment.

Participation

For this course to be successful, active participation by everyone is required. Participation occurs through consistent, punctual, preparation and involvement in course meetings and activities. Students are expected to engage in critical dialogue about the topics and readings. The majority of in-class time will include discussion and sharing ideas, so active engagement is critical to course success.

Final Exam

Final Exams are required per [V406.01.02](#) policy. Students are expected to attend course exams at the times scheduled on the official exam schedule. Exceptions to this policy may be granted for documented university activities or personal emergencies on a case-by-case basis. If a student needs to be absent for a final exam, form AA-36 on the policy website must be submitted. **Note: the final exam for this course will feature case study sharing with classmates.**

Grading Scale

Because this course is graded on a S/U basis, all required assignments, including the field experience, must meet standards set by the instructor. Any work or activity submitted that does not meet these standards will be returned and the candidate will revise and re-submit the activity until standards are met. All scores posted in Blackboard Grade Center will be based on a 20-point scale.

80% and higher:	S
Less than 80%:	U

Valley City State University Policies

Academic Integrity

According to VCSU Policy [V.530.01](#) “Academic integrity in students is recognized as a fundamental objective of higher education”. Student who violate VCSU’s academic integrity policy are reported to the Vice President of Academic Affairs.

Support Services through Valley City State University

Americans with Disabilities Act for Students

Valley City State University will provide reasonable accommodations, promote an inclusive campus environment, and encourage student independence. Reasonable accommodations are afforded to eligible students and are individualized to address specific functional limitations based on the documentation provided by a certified/licensed professional. To request accommodations, contact [Disability Support Services](#).

Library

The School of Education embraces the use of research in teaching and learning. VCSU's [Library](#) has an extensive resources for K-12 curriculum, both online and on library shelves.

Table 1 Course Schedule

Week/Module/Topics	Dates	Topics, Readings, Assignments, Due Dates, Deadlines
1	8/25	Course overview and expectations
2	9/1	Review interview question assignment and discuss article summaries
1	9/8	Discuss article summaries Review field experience tasks
4	9/15	Restorative Justice Theory
5	9/22	**Field experience assignment
6	9/29	Discipline with Dignity Theory
7	10/6	Discuss article summaries and review field experience Activities (Teaching Channel)
8	10/13	Character Counts Theory
9	10/20	Discuss article summaries and review field experience activities (Teaching Channel)
10	10/27	Control Theory
11	11/3	Discuss article summaries and review field experience activities (Teaching Channel)
12	11/10	Behavior Modification Theory
13	11/17	Discuss article summaries and review field experience activities (Teaching Channel)
14	11/24	Share Case Study papers

