



## **EDUC 550 – Foundations of Education and Leadership**

Fall 2025 – 3 credits

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**Instructor Name:** Dr. Clayton Dodson

**Contact Information:** Clayton.Dodson@mayvillestate.edu

**Hours of Availability:** Email or Zoom, please schedule a meeting via email

**Instruction Mode:** Online Asynchronous

**Meeting Times and Location:** All times indicated throughout this syllabus reflect Central Time (CT). All assignments are posted at the beginning of the semester and are due Wednesday at 11:59 p.m. within each weekly folder.

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### **Course Materials and Technologies**

#### **REQUIRED:**

- TaskStream Subscription (utilized to complete evaluations and add portfolio artifacts throughout the program)
- [Model Code of Ethics for Educators](#) (MCEE)
- Required articles are available through [MSU Library's online subscription](#) using your NDUS credentials (firstname.lastname@ndus.edu).
- Technologies: Blackboard, Yuja, and several other websites and interactive applications

### **Course Description**

This course examines the historical, philosophical, social and psychological foundations of education and discusses philosophical viewpoints that influence new teachers' priorities and strategy choices in their practice. Study of the structure and roles of the local, state, and federal government within the American educational system is a focus of the course along with student-led research on global educational systems and cultural diversity in education, current trends in curriculum and instruction, professionalism in practice and teacher leadership. Fall, Spring.

### **Purpose of The Course**

This course is designed for individuals who have bachelor's degrees in non-teaching majors and wish to enter the profession of teaching in secondary schools. It is an introduction to the study of education that explores the foundations of education, how learners differ, and the social and political contexts of schools. This course provides opportunities for adult learners to explore the many facets of the teaching profession and to consider its value as a personal career choice. Learners explore related literature, and participate in role-playing, simulations, and peer-teaching. This course also introduces students to the InTASC standards (beginning on page 8) which guide our preparation of teachers. Through reflection upon the teacher, the learner, the subject matter, and the context within what one teaches, the learners will begin to develop a personal philosophy of teaching and learning. Learners will also develop understandings of teacher leadership in an educational setting and develop the ability to use a teacher leader lens in educational decision making.

### **Conceptual Framework**

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document "Conceptual Framework" provided in the graduate handbook.

## Course Objectives

To successfully complete this course, the learner will be expected to meet the following course objectives, each aligned to [InTASC](#) standards and course assignments:

#	Learning Objectives	Standards Alignment	Assignments Alignment
1	Describe the characteristics of teaching as a profession and career.	InTASC 1-10	<ul style="list-style-type: none"> <li>• Current Issues Assignment</li> <li>• Becoming an Effective Teacher</li> </ul>
2	Identify the professional responsibilities of teachers.	InTASC 1-10	<ul style="list-style-type: none"> <li>• Current Issues Assignment</li> <li>• Professional Organizations Matrix</li> <li>• Developing as a Professional</li> </ul>
3	Demonstrate an understanding of the historical, philosophical, social, and psychological foundations of American education.	InTASC 4, 5, 8, 9	<ul style="list-style-type: none"> <li>• Historical Roots of Education in the US</li> </ul>
4	Examine the structure and functions of local and state education systems, and the role of federal government in education.	InTASC 3, 7, 9, 10	<ul style="list-style-type: none"> <li>• Governing and Funding Schools</li> </ul>
5	Identify current issues associated with diversity and multiculturalism and explore basic concepts related to teaching a diverse student population.	InTASC 2, 9, 10	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Article Review</li> <li>• Current Issues Assignment</li> <li>• Celebrating Student Diversity</li> </ul>
6	Classify different philosophies of teaching and identify your personal philosophy of teaching.	InTASC 9, 10	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• What is Your Philosophy of Teaching?</li> <li>• Professional Organizations Matrix</li> </ul>
7	Demonstrate an understanding of the impact of major laws, legal rulings, state policies, and federal policies on educational practice.	InTASC 9	<ul style="list-style-type: none"> <li>• School Law</li> </ul>
8	Identify major issues and trends dealing with curriculum and instructional practices.	InTASC 6, 7, 8	<ul style="list-style-type: none"> <li>• Article Review</li> <li>• Curriculum and Lesson Planning</li> </ul>
9	Summarize current trends that impact teaching and learning in today's classroom.	InTASC 1-10	<ul style="list-style-type: none"> <li>• Article Review</li> <li>• Current Issues Assignment</li> <li>• Educating Today's Student</li> <li>• Classroom Management</li> </ul>
10	Examine leadership theories and identify examples of how teachers become leaders in their schools and communities.	InTASC 9, 10	<ul style="list-style-type: none"> <li>• Professional Organizations Matrix</li> <li>• Leadership in Action Paper</li> </ul>
11	Evaluate scholarly articles against teacher leadership roles and responsibilities.	InTASC 10	<ul style="list-style-type: none"> <li>• Article Review</li> <li>• Leadership in Action Paper</li> </ul>
12	Observe and reflect on classroom teaching (demonstrations, activities, videos, etc.) to gain practical and foundational knowledge about the responsibilities of a teacher.	InTASC 1-10	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Video Observation Reflection</li> <li>• Current Issues Presentation</li> </ul>

### Standards Alignment (InTASC Standards as adopted by NDESPB):

- Standard #9: Profession Learning and Ethical Practice-The program requires candidates engage in ongoing professional learning and use 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 program prepares teacher candidates to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

## **Instructional Strategies**

The content of EDUC 550 will be delivered by:

- Student/teacher-led learning experiences
- Direct instruction
- Student presentations/demonstrations
- Reflective journaling
- Critical and creative thinking strategies
- Online discussions
- Multi-media technologies
- Written and oral communication
- Case study review
- Assigned readings

## Learning Experiences

Students will participate in the following learning experiences:

1. Collaborate with peers to research and present on a current issue in education.
2. Research learning styles, complete learning styles assessments, and reflect on impact on student learning.
3. Reflect on prior educational experiences to determine how experiences influence future practice.
4. Teach and learn effectively with technology.
5. Discuss and complete collaborative activities related to the professional responsibilities of teachers.
6. Communicate an understanding of research-based practices and their application through academic writing.
7. Evaluate their role as a leader in the school and community.
8. Compare and contrast leadership characteristics.
9. Observe and reflect on a variety of classroom instructional videos.
10. Develop academic and professional communication skills in classroom activities.

## Course Expectations

Active participation throughout all learning experiences demonstrates your interest, engagement, and dedication to the teaching profession. Your willingness to interact positively with peers and the instructor reflects well on your professional disposition. Below, you will find several guidelines to help create successful learning experiences:

- **Instructor/Student Communication:** Students are accountable for all academic communications sent to their Mayville State University email address. You are required to use your Mayville State University/NDUS email address as it is the best way to ensure reliable communication between students and instructors. If you have questions for me or would like to set up a time to meet, please email me at [clayton.dodson@mayvillestate.edu](mailto:clayton.dodson@mayvillestate.edu). Email is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays.
- **Feedback:** Assignment feedback is typically given within 1 week of assignment due date (2 weeks for larger assignments). All feedback is provided via Blackboard.
- **Read the syllabus in its entirety.** Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. Syllabus is subject to change at instructor's discretion. Assignments will be given in Blackboard. Read all assignments, research articles, etc. Check for assignment due dates and other learning experiences. Submit all assignments in Blackboard on designated due dates.
- **Be prepared and complete assignments.** The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly. To successfully complete this course, all students are required to read and view all videos and complete assignments pertaining to each of the weekly modules. Weekly Modules are all opened at the beginning of the semester and assignments are due Sunday at 11:59 p.m. of each week. If you miss the submission deadline, you will be required to submit your assignment to Blackboard and points, outlined in the assignment checklist and syllabus, will be deducted. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the Gradebook. Always follow the submission guidelines. Assignments are to be typed and submitted in a Word document or PDF.
- **Reading assignments.** It is imperative that you have completed all preparation for each week of study. Thoroughness of online discussions and weekly assignments demonstrate weekly preparation. Adhering to the reading materials for content information is critical for discussions and class activities. In addition, content from the reading assignments will be referenced in the online discussions as text evidence.
- **Technology requirements.** Prior to assignment submission due dates, students are responsible to make sure they can upload to Yuja for any video assignments. Student responsibilities in taking online courses include knowing what resources are available for any technical issues to ensure assignments are completed upon due dates. It is the student's responsibility to contact MSU's Blackboard support, or the Help Desk for technology-related questions. If you have difficulty submitting assignments or are confused using Yuja or Blackboard, contact the MSU Help Desk, [servicedesk@mayvillestate.edu](mailto:servicedesk@mayvillestate.edu).

- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be overprepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.
- **Adhere to the code of student conduct** found in the [MSU Student Handbook](#). Each student is responsible for reading the handbook and following expectations set forth by the University. This involves academic honesty. As you conduct research and start reporting findings, it is important to properly cite and reference others' work. It demonstrates honesty and trustworthiness and violations include copying another student's assignment, having another student complete your work, using an author's ideas or words without proper citations. A good rule of thumb is whenever in doubt, give the author credit and cite. If you have any questions about academic honesty, please consult the instructor.
- **Writing expectations.** Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MSU Writing Center for assistance with their writing.
  - Students who have difficulties in professional writing are encouraged to contact the Writing Center at 701-788- 4899 or email the coordinator at [matthew.berglund.1@mayvillestate.edu](mailto:matthew.berglund.1@mayvillestate.edu) to receive assistance in skill development. Students who have difficulty with grammar, spelling, punctuation, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.
  - APA format Any papers that include research references must include a working bibliography in (American Psychological Association). APA format. The APA Formatting and Style Guide.
- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion. Support is available to students for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.

## Evaluation and Grading

Evaluation in this course will consist of both formative and summative assessments. Rubrics and checklists will be used to grade most assignments. Numeric and written feedback will be provided by the instructor through the Blackboard gradebook. It is the learner's responsibility to meet assignment deadline dates as outlined in the syllabus. Adhering to deadlines demonstrates the learner's ability to display dispositions required for the teaching profession. This course adheres to the following grading scale: A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%. Assignments not submitted by the due date and time will earn a zero in the Blackboard gradebook. Graduate students may submit missing assignments up until the last day of class (Week 16) and must notify the instructor via email that assignments have been submitted. Points are deducted for late submissions as outlined in assignment grading checklists per assignment. Assignment resubmission requests may be suggested by the instructor via the gradebook or initiated by the student. Assignments must be uploaded to Blackboard for accountability purposes. Assignments will not be accepted via email. There will be no extra credit offered for this course. [Starfish](#) will be used to report unsuccessful submission of course assignments and kudos to those who are meeting and exceeding expectations. Please pay attention to those updates!

Assignment	Points	Due Date
Syllabus Quiz	5	Week 1
Meet and Greet Introduction Activity	15	Week 1
Discussion Boards (4 boards x 5 points each)	20	Weeks 3, 4, 5, & 6
Weekly Assignments (10 assignments x 10 points/assignment)	100	Due dates listed in syllabus and Bb
Reflective Papers (Article Review, Professional Organizations, Leadership in Action)	100	Weeks 3, 10, & 15
Current Issues Presentation	50	Yuja Presentation: Week 7 Peer Feedback: Week 8
Video Observation Reflections	110	Weeks 3 & 13
Final Exam: Graduate Handbook Scavenger Hunt	50	Week 16
<b>Total</b>	<b>450</b>	

The percentage to point conversion table for all assignments in EDUC 550 can be found below:

A= 94 – 100% (421 – 450 points)

B= 87 – 93% (390 – 420 points)

C= 80 – 86% (358 – 389 points)

D= 70 – 79% (313 – 357 points)

F= < 70% (0 – 312 points)

## Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is NOT considered active course participation. Please complete the designated enrollment verification activity (Syllabus Quiz) by the date indicated within the course outline. If it is not complete your enrollment in this course will be at risk.

## Proctor Notification

No proctors are required for this course.

## Other Competencies Addressed in this Course

Diversity Competencies (Knowledge):

- 0(i) Explain exceptionalities and inclusion, ELL & language acquisition, ethnic/racial cultural and linguistic differences, gender differences, and the impact of these factors on learning.
- 0(k) Identify students' learning styles, skills, knowledge, language proficiency and special needs.
- 4(m) explains how to integrate culturally relevant content to build on learners' background knowledge.
- 9(i) describes how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 10(l) summarizes schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

Diversity Competencies (Skills):

- 0(d) Confront issues of diversity that affect teaching and student learning.
- 0(e) Use students' interests and background to produce a climate of acceptance, respect, rapport and community.
- 3(f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 4(d) Stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 9(e) Reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 0(h) Asks questions and probes responses of all students of different abilities.

Diversity Competencies (Dispositions):

- 1(h) respect learners' differing strengths and needs and is committed to using this information to further each learner's development and plan effective instruction.
- 2(l) believe that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(n) make learners feel valued and helps them learn to value each other.

Technology Objectives:

- Applies strategies to become a technology-using teacher.
- Align learning goals and objectives with digitally responsible & ethical use of technology.
- Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- Supports skill development and content knowledge through media and technology.
- Promote learner success with using appropriate technologies for diverse learners.
- Enrich professional practice through effective use of digital tools and resources.

## **Important Student Information**

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- Land Acknowledgement Statement
- Academic Grievance Concerns and Instructor English Proficiency
- NetTutor - Online Tutoring Program
- Starfish - Student Success System
- Students with Documented Disabilities
- Student Learning Outcomes / Essential Learning Outcomes
- Academic Honesty
- Emergency Notification
- Continuity of Academic Instruction for a Pandemic or Emergency
- Family Educational Rights and Privacy Act of 1974 (FERPA)
- Diversity Statement (Title IX)

# Course Outline – EDUC 550 Online

\* Syllabus subject to change at instructor's discretion

This is a tentative schedule and may be changed if needed. Weekly readings, assignments, and other preparation materials will be posted in Blackboard.

Week	Date	Topic	Readings Due	Assignments Due
1	Aug. 26-Sept. 1	Introductions and Syllabus Review	Review Syllabus	Syllabus Quiz Meet and Greet Introduction Activity
2	Sept. 2-8	Educating Today's Students Virtual Observations Overview	<a href="#">Patrick (2019)</a>	Educating Today's Students
3	Sept. 9-15	TaskStream Overview MAT Requirements Overview Article Review	<a href="#">TaskStream</a>	Virtual Obs. Reflective Journal 1 Article Review Discussion Board
4	Sept. 16-22	Celebrating Student Diversity	<a href="#">Hussa (2024)</a> <a href="#">Santone (2019)</a>	Celebrating Student Diversity Discussion Board
5	Sept. 23-29	Historical Roots of Education in the US	<a href="#">Kober &amp; Rentner (2020)</a> <a href="#">Sass (2020)</a>	Historical Roots of Education in the US Discussion Board
6	Sept 30-Oct 6	What is your philosophy of teaching?	<a href="#">McGraw-Hill (2024)</a> <a href="#">Angel (2023)</a> Barbe & Swassing (1979) Gardner (2003)	What is your philosophy of Teaching? Discussion Board
7	Oct. 7-13	Current Issues Presentations Formative Feedback		Current Issues Presentations Formative Feedback
8	Oct. 14-20	Current Issues Peer Feedback Dispositions Discussion		Current Issues Peer Feedback
9	Oct. 21-27	Governing and Funding Schools	<a href="#">ACLU (2024)</a> <a href="#">Peter G. Peterson Foundation (2024)</a>	Governing and Funding Schools
10	Oct. 28-Nov. 3	School Law Professional Organizations	<a href="#">Education Law Center (2024)</a> <a href="#">US Dept. of Ed (n.d.)</a> <a href="#">Walter Haverfield LLP (2021)</a>	School Law Professional Organizations Matrix
11	Nov. 4-10	Curriculum and Lesson Planning	<a href="#">Teachings in Education (2018)</a>	Curriculum and Lesson Planning
12	Nov. 11-17	Classroom Management	<a href="#">Simmons (2019)</a> <a href="#">Taylor and Salzman-Coon (2024)</a>	Classroom Management
13	Nov. 18-24	Becoming an Effective Teacher	<a href="#">Greathouse, Eisenbach, and Kaywell (2019)</a>	Becoming an Effective Teacher Virtual Obs. Reflective Journal 2-11
14	Nov. 25-Dec. 1	Developing as a Professional	<a href="#">NASDTEC (2023)</a> <a href="#">Danielson (2016)</a> <a href="#">Curriculum Review (2014)</a>	Developing as a Professional
15	Dec 2-8	Leadership in Action	<a href="#">TaskStream</a>	Leadership in Action Paper
16	Dec. 9-15	FINAL: Handbook Scavenger Hunt		Complete Final Check Blackboard Gradebook