

T&L 2900 – A Framework for Understanding Poverty: A Cognitive Approach For Educators, Policymakers, Employers and Service Providers

Course at a Glance

Instructor: Ann Dolence

Length: 15 Hours

Delivery: Online

Dates: Enroll Anytime – Complete in 4 months

Number of Professional Development Credits: 1, from the University of North Dakota

Introduction

This online course explores how a persons' experience of generational poverty can influence success in school and work. The course is comprised of 12 modules. The modules offer research and interventions about understanding poverty that teachers may consider adopting to improve classroom settings and student learning experiences..

This self-paced course can be started and completed at the student's own leisure **within four months from the UND course registration date.**

Course Objective

The purpose of this course is to encourage educators to implement interventions according to their 'new' understanding of generational poverty and it's effect on students as a strategy to enhance student achievement and classroom settings overall.

Learning Objectives

Individuals in this course will:

- Develop an awareness of economic class as it relates to fulfilling ones' potential
- Identify the tools and resources necessary to become educated
- Providing intervention strategies
- Increase the intergenerational transfer of knowledge
- Understand the thinking in generational poverty
- Helping to understand the situated-learning reality of generational poverty so that individuals can successfully make the transfer to the decontextualized world of school and work.

Session Highlights

As the material is being read, individuals will bear in mind how the information might apply to them in their personal settings and relationships and, moreover, how it may benefit them in their professional setting. From that, reflections and an applied project will form the basis of a summary paper.

Course Materials

Book: Ruby K Payne, A Framework for Understanding Poverty, A Cognitive Approach, For Educators, Policymakers, Employers and Service Providers 6th Edition

Technical Requirements – Google Chrome or any up-to-date internet browser.

Assignments

- Course Readings
- Post comments to the Class discussion board
- Read additional articles/reference materials
- Final Project: Implementation Plan

Assignments & Grading Percentages toward Final Grade

GRADING SUMMARY

Requirements	Title	Hours	Percent of Time
Module One	Read/Reflect/Note	1.0	5%
Module Two	Read/Reflect/Note	1.0	5%
Module Three	Read/Reflect/Note	1.0	5%
Module Four	Read/Reflect/Note	1.0	5%
Module Five	Read/Reflect/Note	1.0	5%
Module Six	Read/Reflect/Note	1.0	5%
Module Seven	Read/Reflect/Note	1.0	5%
Module Eight	Read/Reflect/Note	1.0	5%
Module Nine	Read/Reflect/Note	1.0	5%
Module Ten	Read/Reflect/Note	1.0	5%

Module Eleven	Read/Reflect/Note	1.0	5%
Module Twelve	Read/Reflect/Note	1.0	5%
Module Thirteen	Develop/Reflect/Write	8.0	40%
TOTAL HRS		20	100%

Grading

This online course uses Letter Grading (A – F) or Satisfactory/Unsatisfactory (S/U). The grading option must be selected at the time of course registration.

The course instructor will review students' answers and provide feedback in a timely manner (generally within 24 to 48 hours).

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>