



UNIVERSITY OF  
**SOUTH DAKOTA**  
SCHOOL OF EDUCATION  
DIVISION OF CURRICULUM & INSTRUCTION



UNIVERSITY  
OF SOUTH  
DAKOTA

TECHNOLOGY FOR EDUCATION AND TRAINING  
DEGREE PROGRAM STUDENT MANUAL



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## Contact Information

### Division of Curriculum & Instruction

School of Education  
414 E. Clark Street  
Vermillion, SD 57069  
phone: (605) 677-5210  
fax: (605) 677-3102  
e-mail: [ci@usd.edu](mailto:ci@usd.edu)  
web: [www.usd.edu/ci](http://www.usd.edu/ci)



UNIVERSITY OF  
**SOUTH DAKOTA**  

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**SCHOOL OF EDUCATION**  
DIVISION OF CURRICULUM & INSTRUCTION

## **Welcome!**

The Master's degree (M.S.) in Technology for Education and Training (TET) prepares educators to be successful with the integration of available and emerging technologies. This program focuses on an instructional systems approach and the principles of learning design. By capitalizing on their content expertise students will further develop their skills to apply technological tools to the learning process. Students with a master's degree will be able to plan and effectively integrate various technologies in their classroom.

### **Master of Science Degree**

Upon completion of the Master of Science Degree in Technology for Education and Training, (M.S. – TET) graduates will be able to:

- model the use of instructional technology
- use technology-based tools for systematically gaining access to electronic information resources
- understand learning theories and effective learning models that relate to the use of technology in education
- promote educational change and development through the use of distance learning and other emerging technologies
- access and analyze the uses of technology in all types of instruction
- design and develop multimedia instructional content
- be cognizant of trends and issues in the use of technology for teaching and learning

### **Degree Collaboration**

As a part of the collaborative agreement with Dakota State University, students from both campuses are required to take two courses from the other institution. Five core courses are common to both universities. Two of the courses are solely taught by faculty at DSU utilizing distance technologies for delivery.

### **Admission Requirements**

Students must meet all Graduate School Admission requirements and must meet all of the following USD School of Education requirements:

- Baccalaureate degree from a regionally accredited institution
- Undergraduate GPA of 3.0 or higher
- Graduate GPA of 3.0 or higher if candidate holds an M.A/M.S from an accredited institution
- GRE score of 900 or above (score is total of verbal and quantitative) or MAT score of 45 or above.
- TOEFL score of at least 550 (if applicable)
- 3 satisfactory letters of recommendation
- Statement of goals and philosophy

Candidates not meeting all of the Admissions Requirements may be admitted on a provisional basis and still take graduate classes. A student must attain full admission status prior to graduation.

Upon admission to the program, each student will be assigned an Advisor. The Advisor will work with the student to develop a program of study and to provide guidance toward the student meeting all degree and graduation requirements.

## Program of Study

### Master of Science (M.S) in Technology for Education and Training

The 36-hour Master's degree program in TET is designed to prepare leaders who will:

- model the use of instructional technology
- use technology-based tools for systematically gaining access to electronic information resources
- understand learning theories and effective learning models that relate to the use of technology in education
- promote educational change and development through the use of distance learning and other emerging technologies
- access and analyze the uses of technology in all types of instruction
- design and develop multimedia instructional content
- be cognizant of trends and issues in the use of technology for teaching and learning

#### MAJOR FIELD COURSES

##### **Common Core (shared courses between USD and DSU campuses) 15Hrs.**

LT	712	PRINCIPLES OF LEARNING FOR INSTRUCTIONAL TECHNOLOGIES	3
LT	716	SYSTEMATIC DESIGN OF INSTRUCTION	3
LT	731	MULTIMEDIA PRODUCTION	3
LT	741	DISTANCE LEARNING SYSTEMS AND DESIGN	3
LT	785	RESEARCH METHODS IN EDUCATIONAL TECHNOLOGY	3

##### **Other Required Courses 15Hrs.**

TET	553	PERSONAL & ORGANIZATIONAL TRASITION AND CHANGE MANAGEMENT	3
TET	732	EMERGING TECHNOLOGIES IN TEACHING AND TRAINING	3
TET	794	INTERNSHIP/FIELD EXPERIENCE	3
TET	715	SOCIALOGICAL & PHILOSOPHICAL FOUNDATIONS OF EDUCATION IN THE 21 <sup>ST</sup> CENTURY	3
ELED/ SEED	766	TECHNOLOGY INTERGRATION FOR EFFECTIVE INSTRUCTION	3

##### **Electives: 6 Hrs.**

Electives will be designed and developed through consultation with the graduate student, the TET Advisor and the Graduate Committee. It is recommended that elective courses have a significant instructional technology component, while still being relevant to the needs and interests of the student.

<b>TOTAL CORE HOURS</b>	<b>15</b>
<b>TOTAL REQUIRED PROGRAM HOURS BEYOND THE CORE</b>	<b>15</b>
<b>TOTAL ELECTIVE HOURS</b>	<b>6</b>
<b>TOTAL SEMESTER HOURS IN TET MASTER'S DEGREE PROGRAM</b>	<b>36</b>

## Course Schedule and Rotation

Students will need to work with their advisor to develop their course of study.

### Professional Development Center (PDC) Students (15 month schedule)

Summer	Fall	Spring	Summer
<ul style="list-style-type: none"> <li>• LT 712</li> <li>• LT 716</li> <li>• TET 553</li> <li>• EDFN 755</li> </ul>	<ul style="list-style-type: none"> <li>• LT 785</li> <li>• TET 732</li> <li>• EDFN 775</li> </ul>	<ul style="list-style-type: none"> <li>• LT 741</li> <li>• TET 794 (3 cr hr)</li> <li>• LT 731</li> </ul>	<ul style="list-style-type: none"> <li>• TET 715</li> <li>• ELED/SEED 766 – 8 weeks</li> </ul>

### Regular Students (6 semester schedule)

Fall Semester	Spring Semester	Summer Semester
<ul style="list-style-type: none"> <li>• LT 712</li> <li>• LT 741</li> <li>• LT 785</li> <li>• TET 732</li> </ul>	<ul style="list-style-type: none"> <li>• LT 716</li> <li>• LT 731</li> <li>• LT 785</li> <li>• LT 741</li> </ul>	<ul style="list-style-type: none"> <li>• TET 553</li> <li>• ELED/SEED 766 – 8 weeks</li> <li>• TET 794</li> <li>• TET 715</li> <li>• LT 712</li> <li>• LT 716</li> </ul>
** Internship (TET 794 – 3 cr hrs) and Electives (6 cr hrs)		

TET MS Degree Program - Course Descriptions		Hrs.
Common Core Courses(shared courses between USD and DSU campuses)		
LT 712	<b>Principles of Learning for Instructional Technologies</b> This course provides an overview of the application of teaching and learning theories for diverse audiences. The focus will be on creating learning environments that are learner centered, emphasizing individual and technological approaches to the acquisition, processing, and application of information from a variety of sources.	3
LT 716	<b>Systematic Design of Instruction</b> This course provides concepts and tools for applying systems theory to instructional design, including needs, instructional, learner, and context analyses, objectives, assessment, strategy, development, and evaluation. Addresses client-learning needs in various organizational settings: business, industry, government, health care, education, and not-for-profit.	3
LT 731	<b>Multimedia Production</b> This course covers principles of visual design, use of color and the creation of interactive multimedia lessons, presentations and training materials. The emphasis will be on hands-on production of graphics, text and animated resources Uses of audio and video resources are introduced. Students will primarily use computers, scanners, and digital still cameras to produce multimedia resources.	3
LT 741	<b>Distance Learning Systems and Design</b> This course examines integrated delivery systems and associated design, delivery, and administrative issues for distance and on site training/education. Prepares students to assume or enhance their professional roles within a specific delivery technology or distance learning project context.	3
LT 785	<b>Research Methods in Educational Technology</b> This course is designed for graduate students with limited or no training in research methods or statistics. It focuses on inquiry, methodology, qualitative and quantitative designs for research, and interpreting research findings. Major research paradigms in education and social science are covered. Students are expected to complete review projects and prepare a research proposal.	3

<b>Required Courses</b>		
ELED/ SEED 766	<b>Technology Integration for Effective Instruction</b> This course investigates the teaching and learning process and how emerging technologies can be used to support the processes. Goals of the class will be accomplished through modeling, discussions, simulations, and practical hands-on experiences.	3
TET 715	<b>Sociological &amp; Philosophical Foundations of Education in the 21<sup>st</sup> Century</b> This course studies the dynamics of Education in America and the world during the 21 <sup>st</sup> Century influenced by technology and communication and the pragmatic response of the government, society, and the schools.	3
TET 553	<b>Personal &amp; Organizational Transition and Change Management</b> This course explores the personal side of change, the difference between change and transition, and basic change theory related to organizations.	3
TET 732	<b>Emerging Technologies in Teaching and Training</b> This course will provide students with the skills and appropriate application of current and emerging technologies and how to implement them with all learners in education and training.	3
TET 794	<b>Internship/Field Experience</b>	3

<b>Electives</b>		6
Electives will be designed and developed through consultation with the graduate student, the TET advisor, the Graduate Committee, and Chair of other involved departments at USD or at other BOR institutions. It is recommended that elective courses have a significant instructional technology component, while still being relevant to the needs and interests of the student.		
<i>Total Semester Hours in TET Master's Degree Program</i>		36

## Internship


Internships demonstrate and extend knowledge and skills acquired throughout the graduate program. The Internship should take place the semester prior to graduation.

TET Catalog description:

Supervised field based experience in a setting appropriate to career goals. By permission only.

Expectations:

Students will submit their *Internship Proposal Form* within the first three weeks of the internship. All documentation will be contained in the *Internship Report*.

 The logo features a stylized red and black shape resembling a ribbon or a path. The text "Learning & Leading" is written in white on the red upper portion, and "Reflective Practice" is written in white on the black lower portion.	<p><b>University of South Dakota</b></p> <p><b>School of Education</b></p> <p><b>Division of Curriculum &amp; Instruction</b></p> <p><b>TET 794 – Internship</b></p> <p><b>Three Credit Hours</b></p>
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*Instructor:*

*Class Days:* TBA

*Office:* Dezell Education Center, Rm 114

*Class Hours:* TBA

*Telephone:*

*Meeting Room:* TBA

*E-Mail Address:*

*Office Hours:* By Appointment

### I. Course Description

The internship is constructed to allow students to gain experience in designing, implementing and evaluating programs/projects/units utilizing appropriate technologies in an area of interest or need pertinent to their professional development.

### II. Rationale

Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. The internship opportunities serve to enhance the educational experience with a high-quality work experience in which students may apply principles learned in TET courses to real projects in professional arenas. This learning experience involves a student taking responsibility to apply existing knowledge to, and gain new knowledge and experiences from, completing a technology-related project. This promotes self-management, social, communication, and problem-solving skills.

### III. Textbook

None required

**Requirements:**

**Pre-proposal Discussion:** Discussion with advisor concerning possible appropriate experiences, sites, and supervisors, documentation of experience, program fit, and timeline for completion.

**Submit Internship Proposal.** Submit a completed internship proposal. The proposal should clearly describe your responsibilities, time commitment, brief background of the placement site, and format of your contribution. The goal of this proposal is to put everybody on the same page.

**Internship Final Report:** In addition to any requirements from your work site, you will be required to complete the Internship Report at the end of your internship. All required documentation is detailed in the report document.

**Diversity Log and R-E-F-L-E-C-T Document** will be submitted with your Internship Report.

**IV. Course Objectives and Outcomes**

Objective/Outcomes	Standards Code	Assessment
Applies applications of educational theory as it relates to classroom practice in the area of tech enhanced instruction	SoE 1, 2, 4, 5, 7	Project Proposal/Report
Demonstrates the understanding of the importance of technology enhanced instruction in terms of engagement, motivation, critical thinking and problem solving.	SoE 1, 2, 4, 5,	Research on selected method of content delivery
Develop, implement and evaluate a unit of instruction that uses the teaching for understanding design model	SoE 1, 2, 5, 7	Unit of Instruction/Project
Integrate relevant technology into curricular unit	SoE 2, 4, 5, 6, 7	Evaluation of technology as part of the unit
Demonstrate <b>Dispositions</b> appropriate for a professional educator	SoE 9 10	Self Report Documentation
Gain additional experience and knowledge in working with <b>Diverse</b> groups.	SoE 4, 9, 10	Log and reflection
Work collaboratively with other professionals and families in the educational and community settings,	SoE 3, 5, 8, 9, 10	Project Report

The methods of evaluation and the criteria for grade assignment for this course:

**Methods**

1. Traditional Assessment
  - Written proposal with purpose, timeline, and expected applications and results
  - Documented project development
  - Evaluation completed
2. Performance Assessment
  - Demonstration of results of the project
  - Identified impact on students/profession

**Grading Scale** Methods of evaluation and the criteria for grade assignment for this experience are found in the attached rubric.

90-100	A
80-89	B
70-79	C

## V. Instructional Methods and Activities

### Traditional Experiences

1. Research on selected topic of investigation

### Clinical Experiences

1. Development, implementation and evaluation of project with site supervisor and advisor direction and assessment

## VI. Bibliography

### A. Contemporary References (1990-on)

Ashburn, Elizabeth Alexander & Floden, Robert, E., Ed. (2006). *Meaningful Learning Using Technology: What Educators Need to Know and Do*. New York, NY: Teachers College Press.

Baron, Ivers, Lilavois, & Wells. (2006) *Technologies for Education: A Practical Guide*. Santa Barbara, CA: Libraries Unlimited.

Bitter, Gary (2007). *Using Technology in the Classroom-Based Educational Improvement*. San Francisco, CA: Jossey-Bass.

Dede, Chris (2005). *Scaling Up Success: Lessons Learned from Technology*. San Francisco, CA: Jossey-Bass.

Dell, Mary, G. (2007). *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities*. Upper Saddle River, NJ: Pearson.

Grabe & Grabe. (2006). *Integrating Technology for Meaningful Learning*. Houghten-Mifflin.

Islam, Kaliym, A., (2007). *Podcasting 101 for Training and Development: Challenges, Opportunities, and Solutions*. Hoboken, NJ: Wiley & Sons.

Smaldino, S., Russell, J., Heinich, R. & Molenda, M. (2005). *Instructional Technology and Media for Learning*. Upper Saddle River, NJ: Pearson.

Stone, M. (2005). *Teaching for Understanding with Technology*. San Francisco, CA: Jossey-Bass.

Taffe & Gwinn. (2007). *Integrating Literacy and Technology: Effective Practice for Grades K-6*. New York, NY: Gillford Press.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design. 2<sup>nd</sup> Edition*. Alexandria, VA: ASCD

Yelland, Nicola. (2006). *Shift to the Future: Rethinking Learning with New Technologies for Young Children*.

### B. Classic References

### C. Key Journals

1. Educational Leadership
2. Phi Delta Kappan
3. Learning and Leading With Technology
4. THE Journal
5. Technology and Learning

## **VII. Course Schedules and Policies**

### **A. Tentative Course Schedule**

The internship is an on-site experience with project development and implementation and evaluation done over the entire semester.

### **B. Class Policies**

1. Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
  
2. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center 199; 677-6389) as early as possible in the semester.
  
3. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
  - a. Given a zero for that assignment.
  - b. Allowed to rewrite and resubmit the assignment for credit.
  - c. Assigned a reduced grade for the course.
  - d. Dropped from the course.
  - e. Failed in the course.

The following rubric will be used to assess the internship experience.

Standard	Exceeds Standard (3)	Meets Standard (2)	Fails to Meet Standard (1)	Score
<b>Professional Studies and Research (SoE 2)</b>	Describes, analyzes and reflects (includes applications to practice) on professional activities. References to professional literature are used throughout.	Describes and analyzes professional activities.  Some references to professional literature are used occasionally.	Describes professional activities.  Few or non-relevant references to professional literature are used.	
<b>Professional Practice (SoE 5)</b>	Prepares plans that are specific, systematic and that demonstrate quality in addressing student needs and appropriate standards.	Prepares plans addressing student needs and appropriate standards but may lack specificity.	Plans do not reflect student needs or address appropriate standards.	
<b>Assessment (SoE 6)</b>				
<ul style="list-style-type: none"> <li>Impact on Student Learning</li> </ul>	Implements a variety of measures on a systematic basis that result in ongoing student growth in achieving goals. Collects student work samples or other documentation to demonstrate growth in addition to pre-post measures.	Implements assessment system to measure student growth. Pre-post measures are documented	Little or no evidence was provided to document impact on student learning.	
<b>Technology Enhanced Unit of Study (SoE 5 and 7)</b>				
<ul style="list-style-type: none"> <li>Learning principles and 21<sup>st</sup> century skills</li> </ul>	Includes advanced understanding and application of learning principles and 21 <sup>st</sup> century skills.	Includes only the basic understanding and application of learning principles and 21 <sup>st</sup> century skills.	Includes little or no understanding or application of learning principles and/or 21 <sup>st</sup> century skills.	
<ul style="list-style-type: none"> <li>Designs curriculum for effective use of technology in teaching and learning.</li> </ul>	Integration of technology supports knowledge construction, communication, problem solving and assessment of learning. The unit engages students in activities that would have been impossible to achieve without technology.	Integration of technology supports some of the following: knowledge construction, communication, problem solving and assessment of learning.	Integration of technology is not included in the unit plan OR Integration of technology does not support knowledge construction, communication, problem solving and assessment of learning.	
<ul style="list-style-type: none"> <li>Diversity and Exceptionality (SoE 4)</li> </ul>	Unit design includes multiple options that address diverse backgrounds, characteristics, and abilities.	Unit design includes some evidence of options for the diverse needs of learners.	Unit design does not include the needs of diverse learners.	
<b>Interpersonal Skills and Personal Characteristics (SoE 10)</b>	R-E-F-L-E-C-T Rubric	R-E-F-L-E-C-T Rubric	R-E-F-L-E-C-T Rubric	

## TET Internship Proposal

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

Please provide a description of what you plan to do to meet the TET Internship Requirements. Submit the proposal to your Advisor at least six weeks prior to the Internship start date.

### Proposal must contain:

1. Provide a description of your school and teaching assignment.
2. Written description of the anticipated curriculum and grade level unit and time frame for completion of the unit and reasons for choosing this unit.
3. A copy of the Diversity Log completed thus far
4. A copy of the completed REFLECT self-assessment

### Requirements for completion for Internship:

1. Develop a unit of study for your content and grade level that takes place over a minimum of 2 to 4 weeks and contains at least 4 to 6 complete lessons. Your plan must demonstrate:
  - Ability to plan for instruction
  - Assessment of teaching
  - Effect on student learning (pre and post assessments)
  - Incorporation of appropriate technologies in teaching and learning
  - Research references to support unit development
2. Completion of reflective questions about the unit.
3. Complete documentation of the R-E-F-L-E-C-T competencies
4. Complete Diversity Log and reflection paper.

Proposal Approved by:

\_\_\_\_\_  
Faculty Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Worksite Supervisor

\_\_\_\_\_  
Date

# TET Internship Report

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

## Submit the following:

1. Introduction
  - a. Description of your classroom and students
  - b. Overview of the unit
  - c. List of supporting research (APA format) for your project
2. Unit of Study (with supporting research) which contains evidence of:
  - Ability to plan for instruction
  - Assessment of teaching
  - Effect on student learning (pre and post assessments)
  - Incorporation of appropriate technologies in teaching and learning
  - Research references to support unit development
3. Completed responses to reflective questions about the unit (see questions below).
4. REFLECT document and Diversity Log

## Reflective Questions

1. How did you collaborate with other professionals?
2. Discuss/describe any constraints or limitations that may have prevented you from achieving your original goals, and offer possible solutions for dealing with such constraints in the future.
3. How was reflective decision making used in the development of the unit?
4. How did TET course content contribute to the development of the unit?
5. What evidence did you collect that demonstrated student learning?
6. What evidence do you have of the effectiveness of your internship work?
7. Describe the instructional changes you would make in the future.

## Conclusion

Describe your impression of your overall internship experience

The above named student successfully completed the TET Internship Requirements.

\_\_\_\_\_  
Faculty Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Worksite Supervisor

\_\_\_\_\_  
Date

## COMPREHENSIVE EXAM

The purpose of the comprehensive exam is to assess the student's mastery of content and its application. The exam will be a 72 hour take-home exam delivered through email and submitted via Turn-it-in.

The comprehensive assessment consists of four to five essay questions. The questions are created from course content and the internship experiences. Responses to each of the questions will require literature/research support that indicates a review of a **substantial** amount of related research and other documents. A **reference list** following **APA style** and form is required at the end each of the written responses.

## TET Comprehensive Assessment Rubric

STUDENT \_\_\_\_\_

DATE \_\_\_\_\_

Evaluator \_\_\_\_\_

TOTAL SCORE = \_\_\_\_\_

	SoE Adv Stan	Exemplary (3)	Proficient (1)	Unacceptable (0)	Score
Learning principles and 21 <sup>st</sup> century skills	1	Responses includes advanced understanding and application of learning principles and 21 <sup>st</sup> century skills.  Responses demonstrate expert knowledge of the content they plan to teach as outlined in professional, state, and institutional standards.	Responses includes only the basic understanding and application of learning principles and 21 <sup>st</sup> century skills.  Responses indicate that they have in-depth knowledge of the content that they teach.	Responses includes little or no understanding or application of learning principles and/or 21 <sup>st</sup> century skills.  Responses indicate lack of in-depth knowledge of the content they to teach.	
	5	Responses include advanced application of a curriculum design framework.	Responses include the basic elements of a curriculum design framework.	Responses do not include any or little evidence of a curriculum design framework.	
Designs curriculum for effective use of technology in teaching and learning.	5	Integration of technology is embedded in the curriculum framework.	Integration of technology is included in the curriculum framework but is not clearly defined, embedded.	Integration of technology is not included in the curriculum framework.	
	7	Integration of technology includes the seamless support of knowledge construction, communication, problems solving and assessment of learning.	Integration of technology supports knowledge construction, communication, problem solving and assessment of learning.	Integration of technology does not support knowledge construction, communication, problem solving and assessment of learning.	

Creates learning environments that includes the needs of diverse learners.	4	Response includes multiple options that address diverse backgrounds, characteristics, and abilities.	Response includes some evidence of options for the diverse needs of learners.	Response does not include the needs of diverse learners.	
Leadership	3	Response presents a quality, visionary leadership/mentoring plan that includes innovative practices and definite ways they can be shared with others in the student's building, district, state or the field. Responses articulate a clear purpose and provides leadership/support for integration of appropriate technology applications that enhances and extends learning.	Response presents a leadership/mentoring plan that includes ideas to share with others and how they will be shared. Responses articulate purpose and provides support for integration of appropriate technology applications that enhance and extend learning.	Responses do not include or contains little evidence of a leadership/mentoring plan. Responses do not have a purpose or provide flr leadership/support for the integration of appropriate technology applications.	
Research	2	Cites multiple and extensive references that support position or statements.	Cites some references that support position or statements made.	Fails to cite any references.	
	2	Applies research that goes beyond reciting theories and concepts learned in the program.	Applies research that somewhat supports position or statements made.	Research is not discussed, or vague statements are made without backing them up.	
	2	No errors in citing sources using current APA guidelines.	Sources are cited with few minor errors in following current APA guidelines.	No citation of sources or poorly follows current APA guidelines.	
Academic Writing	9	Response is totally free of grammar and spelling errors. Clear and concise presentation of ideas.	Response contains only a few spelling errors. Clear presentation of ideas.	Response includes frequent spelling errors. Hard to follow the ideas.	

**TOTAL SCORE = \_\_\_\_\_**

## Timelines

**Students must take responsibility to ensure that the necessary and required steps toward degree completion have been completed according to the deadline dates.**

Students should stay in close contact with his or her advisor throughout the program. Failure to fulfill any of the degree completion requirements will delay conferring of the degree for which a student is a candidate.

**For complete listing of all important dates and necessary forms please visit the USD Graduate School web site at <http://www.usd.edu/grad>**

## Other Information & Resources

**ID Weeks Library** (<http://www.usd.edu/library>)

- USD Ask-A-Librarian services: <http://libanswers.usd.edu> (605-677-6085)

**Barnes & Noble Bookstore** (<http://usd.bncollege.com>)

**Student Services** (<http://www.usd.edu/student-services>)

**Continuing Education** (<http://www.usd.edu/ce>)

**Desire to Learn (D2L)** (<http://d2l.sdbor.edu>)

## Contact Information

### Division of Curriculum & Instruction

School of Education

414 E. Clark Street

Vermillion, SD 57069

phone: (605) 677-5210

fax: (605) 677-3102

e-mail: [ci@usd.edu](mailto:ci@usd.edu)

web: [www.usd.edu/ed/ci](http://www.usd.edu/ed/ci)