Division of Curriculum & Instruction
Graduate Programs
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The information contained in this handbook is the most accurate available at the time of
publication, but changes may become effective before the next handbook is updated. It is
ultimately the student’s responsibility to stay abreast of current regulations, curricula, and the
status of programs being offered. Further, the University reserves the right, as approved by the
Board of Regents, to modify requirements, curricula offerings, and changes, and to add, alter, or
delete courses and programs through appropriate procedures. While reasonable efforts will be
made to publicize such changes, a student is encouraged to seek current information from
advisors. For current Graduate School policies and procedures, please review the online graduate
catalog found at http://catalog.usd.edu.
A Message from the Division

The Curriculum and Instruction Division’s mission is focusing on principles of learning and instruction through a framework of current theory, research, best practices, diversity, and technology in preparing reflective individuals having broad knowledge of the multiple factors affecting individuals’ development, performance, and leadership within P-16 classrooms and professional practice.

For those who are already certified and looking for advanced study in the broad realms of curriculum and instruction, you will be in the company of world-class scholars, academics, and practitioners. Faculty within the Division of Curriculum and Instruction have been prepared at top research universities in the United States and abroad, publish research and scholarship nationally and internationally, and work with teachers and schools to explore the intricacies of teaching and learning within a variety of educational contexts. Through close working relationships with faculty, graduate students are mentored through the process of developing meaningful research that sheds light on dilemmas affecting teaching, learning, schools, and schooling.

Our commitment to the graduate experience and research coupled with our dedication towards supporting and contributing to undergraduate teacher education truly set us apart. Again, welcome to Curriculum and Instruction. We look forward to working with you.
Faculty and Staff

Division Chairperson and Graduate Program Director: Garreth Zalud, Ph.D.

Division of Curriculum and Instruction
115 Delzell Education Center
Phone: 605-658-6639
ci@usd.edu
http://www.usd.edu/ci

FACULTY

Professors:

Lisa A. Hazlett, Ph.D., University of Kansas-Lawrence. Specialization: English, Language Arts Education.
William J. Sweeney, Ph.D., Ohio State University. Specialization: Special Education.
Garreth Zalud, Ph.D., University of Georgia. Specialization: Reading Education.

Associate Professors:

Gary Cheeseman, Ed.D., St. Mary’s University. Specialization: Indian Education.
Susan Gapp, Ed.D., University of South Dakota. Specialization: Language Arts, Reading Education.
Karen Kindle, Ed.D., University of Houston. Specialization: English Language Learners, Language Arts, Reading Education.*
Kevin Reins, Ph.D., University of Wyoming. Specialization: Mathematics Education.

Assistant Professors:

Pik Wah Lam, Ph.D., Texas Tech University. Specialization: Special Education.*
Dan Mourlam, Ph.D., University of Northern Iowa. Specialization: Instructional Technology, Secondary Methods.*
Dynais Popova, Ph.D., Virginia Tech University, English Language Learning, Cultural Responsiveness.
Jing (An) Williams, Ph.D., Ohio University. Specialization: Social Studies Education.*

Senior Lecturer:

Sherrie Bosse, Ed.D., University of South Dakota. Specialization: Early Childhood Education, Elementary Education.*

Lecturer:

Monica Iverson, Ed.D., University of South Dakota. Specialization: Special Education.

Instructors:

Don Versteeg, Ed.S., University of South Dakota. Specialization: Technology Education.*
Robin Wiebers, Ed.D., University of South Dakota. Specialization: Secondary Education.*
Notice of Nondiscriminatory Policy

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and nondiscrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal Opportunity and Chief Title IX Coordinator, Jean Merkle, 205 Slagle Hall, Vermillion, SD 57069 Phone: 605-658-3665  Jean.Merkle@usd.edu

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, Karen Gerety, The Commons, Room 116, USD, Vermillion, SD 57069. Phone: 605-658-3745 Fax: 605-677-3172 E-Mail: disabilityservices@usd.edu

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990), and the Americans with Disabilities Act Amendment Act of 2009. The University has designated Cheryl Tiahrt, Chief Information Officer, as the Coordinator to monitor compliance with these statutes. This obligates USD and Ms. Tiahrt to provide equal access for all persons with disabilities.
Diversity and Inclusiveness Statement

The Division of Curriculum and Instruction and the University of South Dakota is committed to becoming a regional leader in diversity and inclusiveness initiatives and the practice of Inclusive Excellence.

Diversity and inclusiveness, hallmarks of a twenty-first century institution of higher education, are essential elements of the University of South Dakota’s future. Members of diverse groups possess gifts, talents, experiences, histories, and cultures that allow them to make valuable contributions to the educational mission of the institution and to all those associated with the institution. A rich mixture of cultures contributes to a positive and vibrant campus climate that benefits all students. Furthermore, diversity and inclusiveness are assets that can be utilized to help prepare all students for living and working in an increasingly complex and global society. Accordingly, gender, race/ethnicity, socio-economic status, sexual orientation, religion, disability, veteran’s status, first-generation status, nationality, citizenship, age, and other personal and social dimensions are respected and also highly-valued at USD, where we continue working to ensure that diversity and inclusiveness pervade every level of the University.

Acknowledging and paying particular attention to our strong historical and cultural Native American roots, USD is committed to strengthening existing relationships and developing new relationships with Native American tribes, organizations, and communities within the state, the region, and the nation.

USD is also committed to graduating globally-aware students who are leaders in working with people from diverse backgrounds. An extremely important element of this commitment is USD’s international focus. USD continues to provide and build international-focused opportunities such as study abroad and student exchange, while, also continuing to recruit and retain an increasingly-large and culturally-diverse group of international students who contribute to a vibrant and diverse campus community where everyone belongs.

USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. Approved by Executive Committee on March 14, 2013.
ADMISSION REQUIREMENTS (Doctor of Education)

1. Completed Graduate Application form found at: https://www.usd.edu/graduate-school/apply-now and a non-refundable application fee of $35.

2. Official transcript(s) verifying receipt of an undergraduate degree and previous graduate credit (in English or with translation) must accompany an application. Official transcripts of all academic work at the undergraduate and graduate levels are required for all students. The USD Graduate School and/or academic units retain the right to require credential evaluations from organizations, such as Educational Credential Evaluators/World Education Services (ECE/WES), for a student if such an evaluation is deemed necessary.

3. Applicants with a baccalaureate degree may be qualified for admission into the graduate program. Baccalaureate degree must be from an institution with full regional accreditation for that degree. For doctoral applicants, a Master of Arts or Master of Science degree from an accredited institution is required. A minimum undergraduate cumulative GPA of 2.7 on conferred degree and/or graduate cumulative GPA of 3.0 or better, based on a 4.0 scale, on all graduate coursework is required for full admission. Each graduate program may admit students on provisional status per university policy.

4. Applicants with degrees from countries other than the United States who have obtained an undergraduate or graduate degree from a regionally accredited American college or university or from an accredited institution in the following English-speaking countries: United Kingdom, Republic of Ireland, Canada (Excluding Quebec), Australia, and New Zealand are not required to submit an approved English proficiency exam score. For all other applicants, a minimum score of 79 on the Internet-Based TOEFL (iBT) or 550 on the Paper-Based TOEFL (PBT), a minimum IELTS score of 6.0, or a minimum PTE score of 53 is required for graduate admission.

5. Applicants are required to include a statement of purpose or goal statement as part of the completed application.

6. Three (3) professional letters of recommendation are required.

Subject to department chair’s approval, applicants who do not meet all of the above criteria may be admitted on a provisional basis.
ADMISSION REQUIREMENTS (Master of Arts and Master of Science)

1. Completed Graduate Application form found at: https://www.usd.edu/graduate-school/apply-now and a non-refundable application fee of $35.

2. Official transcript(s) verifying receipt of an undergraduate degree and previous graduate credit (in English or with translation) must accompany an application. Official transcripts of all academic work at the undergraduate and graduate levels are required for all students. The USD Graduate School and/or academic units retain the right to require credential evaluations from organizations, such as Educational Credential Evaluators/World Education Services (ECE/WES), for a student if such an evaluation is deemed necessary.

3. Applicants with a baccalaureate degree may be qualified for admission into the graduate program. Baccalaureate degree must be from an institution with full regional accreditation for that degree. A minimum undergraduate cumulative GPA of 2.7 on conferred degree and/or graduate cumulative GPA of 3.0 or better, based on a 4.0 scale, on all graduate coursework is required for full admission. Each graduate program may admit students on provisional status per university policy.

4. Applicants with degrees from countries other than the United States who have obtained an undergraduate or graduate degree from a regionally accredited American college or university or from an accredited institution in the following English-speaking countries: United Kingdom, Republic of Ireland, Canada (Excluding Quebec), Australia, and New Zealand are not required to submit an approved English proficiency exam score. For all other applicants, a minimum score of 79 on the Internet-Based TOEFL (iBT) or 550 on the Paper-Based TOEFL (PBT), a minimum IELTS score of 6.0, or a minimum PTE score of 53 is required for graduate admission.

5. Applicants are required to submit a statement of purpose or goal statement.

6. Three (3) professional letters of recommendation are required.

7. Secondary Education Plus Certification applicants require the following:
   
   a. A baccalaureate degree in areas equivalent in content to an approved University of South Dakota teaching major. The secondary education plus certification program provides an opportunity to become certified to teach at the secondary level. Students with degrees in Art, Music, and Physical Education will also have to satisfy the necessary requirements for K-12 certification.
   
   b. Must pass the Praxis I, Pre-Professional Skills Test or the Praxis Core Academic Skills for Educators Tests for admission to the Teacher Education Program. Students pursuing initial teacher certification will need to pass the Praxis II subject-specific Content Knowledge test in their teaching major, and the Praxis II, Principles of Learning (PLT) for successful completion of program and teacher licensure.

Subject to department chair’s approval, applicants who do not meet the above criteria may be admitted on a provisional basis.
ADMISSION REQUIREMENTS (Graduate Certificates)

1. Completed Graduate Application form found at: https://www.usd.edu/graduate-school/apply-now and a non-refundable application fee of $35.

2. Official transcript(s) verifying receipt of an undergraduate degree and previous graduate credit (in English or with translation) must accompany an application. Official transcripts of all academic work at the undergraduate and graduate levels are required for all students. The USD Graduate School and/or academic units retain the right to require credential evaluations from organizations, such as Educational Credential Evaluators/World Education Services (ECE/WES), for a student if such an evaluation is deemed necessary.

3. Applicants with a baccalaureate or master’s degrees may be qualified for admission into the certificate program. Baccalaureate degree must be from an institution with full regional accreditation for that degree. A minimum undergraduate cumulative GPA of 2.7 on conferred degree and/or graduate cumulative GPA of 3.0 or better, based on a 4.0 scale, on all graduate coursework is required for full admission. Each graduate certificate program may admit students on provisional status per university policy.

4. Applicants with degrees from countries other than the United States who have obtained an undergraduate or graduate degree from a regionally accredited American college or university or from an accredited institution in the following English-speaking countries: United Kingdom, Republic of Ireland, Canada (Excluding Quebec), Australia, and New Zealand are not required to submit an approved English proficiency exam score. For all other applicants, a minimum score of 79 on the Internet-Based TOEFL (iBT) or 550 on the Paper-Based TOEFL (PBT), a minimum IELTS score of 6.0, or a minimum PTE score of 53 is required for graduate admission.

5. Applicants are required to submit a statement of purpose or goal statement.

6. Three (3) professional letters of recommendation are required for the Alternative Teacher Certification graduate certificate only.

Subject to department chair’s approval, applicants who do not meet the above criteria may be admitted on a provisional basis.

Note: Applicants for the Alternative Teacher Certification certificate should understand that the graduate certificate does not automatically result in a teaching license in South Dakota. Applicants should follow the processes outlined by the South Dakota Department of Education (https://doe.sd.gov/).

Application Review:
The Graduate School forwards completed applications to the appropriate academic department for review. The department will then recommend the admission status of the applicant to the Dean of the Graduate School, who will make final decision on admission.

Non-Degree Seeking Students
The University of South Dakota Graduate School allows students who are not admitted to a graduate program to take graduate courses. Anyone holding an undergraduate regionally accredited baccalaureate or professional degree may register for individual courses at the
graduate level without applying or being admitted to a degree program.

*Please note that a maximum of 12 credit hours taken as a graduate Non-Degree seeking student may be transferred into a graduate degree program at USD.*
If you have questions, please contact the Graduate School at 605-658-6173 or by e-mail at grad@usd.edu.
Financial Aid

The Student Financial Aid Office (http://www.usd.edu/finaid/) assists students who lack financial resources to support their education. Students may apply for Title IV financial aid by completing the Free Application for Federal Student Aid (FAFSA, http://www.fafsa.ed.gov/). The FAFSA is available beginning in late December or early January for the following academic year.
Graduate Assistantships

Graduate assistantships are available to graduate students on campus. Application forms are available online. Once the student completes the form, he/she needs to go to the individual office/department of interest to inquire about and complete the application for assistantship.

Teaching Assistant Role
A graduate teaching assistantship is often available each year. This is a two-semester position to teach necessary courses. The GTA will also be involved in a teaching mentoring relationship with a faculty member. Talk with your advisor and watch for posted advertisements of the position. Applicants must have an earned MA degree at a minimum.

Research Assistant Role
Research assistantships are available as budgets will allow. Applicants should meet with individual faculty members to discuss possible opportunities. Specific duties of research assistants will vary as a function of the individual research projects. Some duties can include data collection, data entry and analysis, report generation, grant proposal writing, library research, writing for publication, and preparing posters and talks.
Advising

At the time of admission to the graduate program or shortly thereafter, a temporary advisor is assigned to each student. This faculty member will serve as the student’s advisor for the first registration or until a permanent advisor or committee chairperson is selected. Students are encouraged to select a permanent advisor who most closely meets their needs and interests with regard to expertise and research interests, as well as with whom a professional relationship may be established.

Students and their advisors will work closely together to develop a research project at the masters, specialist, or doctoral level. The advisor will serve as a mentor who will assist in advancing students’ academic and research skills. This is a professional endeavor that requires the collaboration and dedication of student and advisor. Creating a high-quality research project (e.g. thesis or dissertation) is the beginning of a professional role as a researcher.

Program Advisor, Thesis and Dissertation Committee Requirements

The program advisor will work closely with the student to select an advisory committee. The program advisor will work on behalf of the advisory committee to advise students in course selection and registration aligned with the program of study, and to administer written and/or oral exams. The advisory committee will also serve as the thesis or dissertation committee. The advisory committee is responsible for approving a program of study, administering written and/or oral examinations and approving theses and dissertations. The advisory committee certifies to the Graduate School that the candidate has met requirements for an advanced degree. This certification is noted by committee signatures on the student’s Application for Degree/Program of Study Form.

The chair of the thesis or dissertation committee need not be a student’s program advisor. The chair of the thesis or dissertation committee is responsible for mentoring the student through the proposal, research, final thesis or dissertation and defense and working with the advisory committee to approve the thesis or dissertation.

Non-thesis committees are comprised of at least three graduate faculty members including the students’ major advisor.

Thesis committees are comprised of at least three graduate faculty members including the students’ major advisor, one member from inside the division, and one member outside the division. One member should chair the committee. The chair does not need to be within the same division as the student. The committee should contain one content expert and one methodology expert (who may be the same person). It is preferable that the chair is the content expert. The thesis chair is the instructor of record for thesis hours.

Dissertation committees are comprised of at least four members including one member outside the division. The dissertation advisor must be within the division offering the degree program. The dissertation committee must contain one content expert and one methodology expert (who may be the same person). It is preferable that the dissertation chair is the content expert. The dissertation chair is the instructor of record for dissertation hours.
Program of Study
Students must complete a program of study within the first semester of graduate work, preferably within the first month. The program of study must match the graduate catalog, from the appropriate year, and identify the advisory committee members. The student, graduate director/coordinator and student’s graduate program advisor will retain copies of the program of study for referral at each advising meeting. Substitutions and exceptions must be pre-approved by the Division Chair before submitting to the Graduate dean for pre-approval. Substitutions and exceptions are not taken lightly. They indicate a deviation from a degree plan that could result in a degree that is not representative of the original intent. Substitutions or exceptions to the program of study are not allowed except in the most extreme situations.

Course Registration
Students are responsible for registration. Students should work with their program advisor and advisory committee for advice on courses toward their programs of study. When releases are needed, students must work with their advisor and/or the instructor of the course for permission to register. Students must complete necessary paperwork and work with the appropriate people to register for classes.

Progress on Dissertation and Thesis
To retain active status and future enrollment in thesis and dissertation sustaining courses, students must show adequate progress. Graduate advisors must communicate with students each semester, and document that communication, regarding expectations for adequate progress. Graduate programs may choose to disallow dissertation and thesis sustaining courses. Graduate programs may choose to grade dissertation hours per semester with A, B, D, F grades based on student performance that semester.

Thesis and Dissertation Proposals and Defense
Students may not take more than 9 hours of dissertation credit prior to proposal. Defenses are open to all graduate faculty to attend. They may be opened to other members with permission of the chairperson of the committee and the student.

Academic Standing, Probation, and Dismissal
Students must maintain satisfactory academic progress each term. See the Graduate Catalog for Policies on academic standards and progress, and academic standing, probation, and dismissal. Students must maintain a B average in all work in the program of study with no more than 6 hours of C credit for M.S. or M.A., and no more than 15 hours of C credit for Ed.D. For coursework that is part of a program of study, all Incompletes must be removed before graduation. Courses with grades of D, F, or other unsatisfactory designations will not be counted toward the degree.

Full Time Status
A full-time load is 9 credit hours during each academic semester. Students receiving compensation from graduate assistantships during the summer must register for at least one credit hour.

Required Coursework
All initial graduate programs of study (M.A. or initial Ed.S.) must include EDER 761 Graduate Research and Design within the first 2 semesters of coursework.
**Transfer Credit**

According to graduate school policy, a maximum of 12 credit hours from other accredited institutions may be transferred toward a master’s degree. All courses for transfer must have been completed no more than seven years prior to conferment of the master’s degree. Each course will be considered on a case-by-case basis following review of transcripts and course syllabi. In some cases, students may be asked to demonstrate competency in an area before transfer credit is granted.

The following conditions must be met regarding the courses and institution from where the transfer credit is transferred:

1. The student must have been in good standing,
2. Grades in the courses to transfer are B or better, and
3. The institution is regionally accredited at the master’s level.
4. Transfer credits must have been completed no more than seven (7) years prior to conferment of the USD graduate degree.

Transfer credit from another institution will be recorded on a USD transcript only if the transfer work is accepted as part of a USD graduate degree.

**Other**

See the university’s graduate handbook for more detailed information on the Graduate School’s policies as well as information regarding the following:

1. Residence Requirements
2. Adding/Dropping Courses
3. Change of Major
4. Additional Master’s Degrees
5. Double Major Option
6. Confidentiality of Information
7. Academic Standing, Probation, Dismissal
8. Timeline from Admission
Graduate Academic Programs

Master of Arts Degrees

If you are looking for a flexible way to improve your skills and achieve your goal of attaining a graduate degree, the Master of Arts degree is a good choice. Through a combination of coursework and fieldwork, students study research proven practices, current theories of learning, curriculum, and policies that impact schools and elementary students. Graduates of our programs have a profound impact on the lives of children and youth and serve as leaders in their schools. Students seeking the M.A. may specialize in one of four areas:

**Elementary Education: Master of Arts**

This advanced degree program is intended to provide the classroom teacher the opportunity to study in greater depth all curriculum and instructional areas related to teaching in the elementary schools. It strengthens teaching skills and exposes the teacher to a variety of materials and programs used in the elementary schools. Students can specialize in Early Childhood Education, STM (Science, Technology or Math), English Language Learning, or Reading Specialist/Literacy Coach.

Degree requirements vary and are based on the student’s individual need. Below is a brief explanation each program’s credit-hour requirements.

*Master of Arts, Elementary Education Plan B (non-thesis) option: Total 30 credit hours*

Note: Plan A (thesis) also available. Four credit hours of thesis are required in lieu of an elective.

**Culturally & Linguistically Diverse (CLD) Learners Specialization**

**Major Requirements**

- **ELED 562** - Teaching English as a New Language (C) 2 cr hrs
- **ELED 564** - Linguistics and Language Acquisition for P-12 ELL Teachers 3 cr hrs
- **ELED 566** - P-12 Curriculum, Instruction & Assessment for ELL 3 cr hrs
- **ELED 570** - P-12 Literacy Methods for English Language Learners 3 cr hrs
- **EDER 761** - Graduate Research & Design (C) 3 cr hrs
- **ELED 776** - Theory and Pedagogy for Diverse Learners 3 cr hrs
- **ELED 778** - Culturally & Linguistically Responsive Assessment and Evaluation 3 cr hrs
- **ELED 783** - Research and Advocacy in Diverse Educational Contexts 3 cr hrs
- **ELED 794** - Internship (M.A.) (C) 2 to 8 cr hrs (4 cr hrs required)
- Select 1 of the following courses (3 cr hours):
  - Language course (language other than English) 0-3*
*Unless completed at the undergraduate level I or approved for a waiver based on bilingual identity

- Elective approved by program advisor 0-3

**Accelerated Master’s Program: B.A. or B.S./M.A with Culturally & Linguistically Diverse (CLD) Learners specialization**

Up to 12 credits applied toward the B.S. program may be used to satisfy graduate credit. The following restrictions apply:

a. Dual-listed courses taken at the 500-level can be applied to both the B.A./B.S. and M.S. degrees. Dual-listed courses must be taken at the 500-level.

b. The student must apply to, and be admitted to, the accelerated program prior to taking courses to be credited toward the accelerated program.

c. No courses taken prior to admission to the accelerated program may be counted toward an accelerated graduate degree.

d. Courses that are “double counted” must be approved by the program coordinator for inclusion in the program of study prior to registration for the course or the credits will not be applied toward the accelerated graduate degree.

e. Only courses taken at the student’s home institution are eligible for accelerated program credit. No transferred courses from other institutions will be allowed to count toward the accelerated master’s degree.

f. Students admitted to the accelerated M.A. Program may be allowed to register for all courses included in his/her program of study and these credit hours may apply to both undergraduate and graduate degree requirements.

**Early Childhood Education Specialization**

**Major Requirements**

- [EDER 761 - Graduate Research & Design (C)](EDER761) 3 cr hrs
- [ELED 512 - Kindergarten Education (C)](ELED512) 3 cr hrs
- [ELED 711 - Research and Methods in Early Childhood Education](ELED711) 3 cr hrs
- [ELED 713 - Advanced Curriculum & Practices in Early Childhood Education](ELED713) 3 cr hrs
- [ELED 715 - Leadership & Administration in Ec](ELED715) 3 cr hrs
- [ELED 773 - Research-Based Methods in Curriculum and Instruction](ELED773) 2-3 cr hrs (3 cr hrs required)
- [ELED 776 - Theory and Pedagogy for Diverse Learners](ELED776) 3 cr hrs
- [ELED 795 - Practicum](ELED795) 1 to 3 cr hrs (3 cr hrs required)
Electives (LT 712 recommended) 3 cr hrs

Select one of the following for 3 hours:

- SPED 770 - Survey: Early Childhood Special Education 3 cr hrs
- SPED 771 - Strategies, Planning & Assessment in Early Childhood Special Ed. 3 cr hrs

Science, Technology and Math Education (STEM) Specialization

Major Requirements

Note: Plan A (thesis) also available. Four credit hours of thesis are required in lieu of an elective.

- EDER 761 - Graduate Research & Design (C) 3 cr hrs
- ELED 700 - Stem Methods I: History, Foundations, Trends and Issues of Science Technology and Math 3 cr hrs
- ELED 710 - Stem Methods II: Research Literature in Stem Education 3 cr hrs
- ELED 720 - Designing Projects and Environments in Stem Education 3 cr hrs
- ELED 773 - Research-Based Methods in Curriculum and Instruction 2-3 cr hrs (3 cr hrs required)
- ELED 794 - Internship (M.A.) (C) 2 to 8 cr hrs (3 cr hrs required)

Elective courses (12 credit hours)

- ELED 766 - Technology Integration for Effective Instruction 3 cr hrs OR
- SEED 766 - Technology Integration for Effective Instruction 3 cr hrs
- ELED 776 - Theory and Pedagogy for Diverse Learners 3 cr hrs OR
- SEED 776 - Theory and Pedagogy for Diverse Learners 3 cr hrs
- LT 712 - Instructional Technologies for Active Learning 3 cr hrs
- LT 716 - Systematic Design of Instruction 3 cr hrs
- LT 731 - Multimedia Production 3 cr hrs
- TET 732 - Emerging Technologies in Teaching and Training 3 cr hrs

Also accepted: Any graduate level math and science courses will be accepted should the students be qualified and interested to take such courses.

Reading Specialist/Literacy Coach Plan B (non-thesis) option: Total 30 credit hours
Students in this program are required to take the Praxis Exam for Reading Specialists as an additional graduation requirement.

Note: Plan A (thesis) also available. Four credit hours of thesis are required in lieu of an elective.

**Major Area Coursework**

- ELED 752 - Reading/Literacy Program Leadership and Change 3 cr hrs
- ELED 757 - Assessment and Interventions for Struggling and Dyslexic Readers 3 cr hrs
- ELED 781 - Theoretical Foundations of Literacy and Dyslexia 3 cr hrs
- ELED 794 - Internship (M.A.) (C) 2 to 8 cr hrs (3 credit hours required)
- Or
- SEED 794 - Internship (M.A.) (C) 1 to 8 cr hrs (3 credit hours required)
- ELED 795 - Practicum 1 to 3 cr hrs (3 credit hours required)
- Or
- SEED 795 - Practicum in Secondary Education (M.A.) 1 to 6 cr hrs (3 credit hours required)

**Supporting Area Coursework**

- EDER 761 - Graduate Research & Design (C) 3 cr hrs
- ELED 792 - Topics (C) 1 to 3 cr hrs Research Topics -Advanced Readings 1 cr required
- SEED 688 - Student Teaching (C) 1-8 cr hrs
- Elective with approval of Advisor-Students who have not completed graduate level middle level reading (MLED 560) or secondary reading methods courses (SEED 550) will be required to take one of them as an elective. Students who have completed either MLED 560 or SEED 550 will enroll in an elective approved by the advisor. (3 credit hours required)

Students who have not completed SEED 550 7-12 Reading and Content Literacy or its equivalent, or MLED 560 or its equivalent, will be required to select one of the two courses as an elective. Students who have completed SEED 550 or MLED 560 while completing their undergraduate degree may count one of these on their Master’s degree.

**Accelerated Master’s Program: B.A. or B.S./M.A. with Reading Specialist/Literacy Coach specialization**

Up to 12 credits applied toward the B.A./B.S. program may be used to satisfy graduate credit in the Elementary Education, M.A.-Reading Specialist/Literacy Coach Plan B (non-thesis) option.

**The following restrictions apply:**

a. Dual-listed courses taken at the 500-level can be applied to both the B.A. or B.S. and M.A.
degrees. Dual-listed courses must be taken at the 500-level.

b. The student must apply to, and be admitted to, the accelerated program prior to taking courses to be credited toward the accelerated program.

c. No courses taken prior to admission to the accelerated program may be counted toward an accelerated graduate degree.

d. Courses that are “double counted” must be approved by the program coordinator for inclusion in the program of study prior to registration for the course or the credits will not be applied toward the accelerated graduate degree.

e. Only courses taken at the student’s home institution are eligible for accelerated program credit. No transferred courses from other institutions will be allowed to count toward the accelerated master’s degree.

f. Students admitted to the accelerated M.A. Program may be allowed to register for all courses included in his/her program of study and these credit hours may apply to both undergraduate and graduate degree requirements.

State Authorization - It Matters Where You Live

If your learning placement course (internship, externship, clinical, rotation, practicum, independent study, study away, etc.) or your online course will be taken outside South Dakota, please reference the State Authorization webpage.

State Authorization

Courses or Programs Leading to Professional Licensure or Certification

The University of South Dakota as of July 1, 2020, cannot confirm whether any particular course or program meets educational prerequisites for professional licensure or certification in states other than South Dakota. If you are planning to apply for licensure/certification in a state other than South Dakota after completion of your program, contact the academic department offering your major or CDE at 605.658.6152 or by email at cde@usd.edu. USD is working to comply with these requirements and will provide up-to-date information as it becomes available.

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Information about State Authorization & Professional Licensure
Secondary Education: Master of Arts

The secondary education master's degree program is available for secondary school personnel who are interested in enhancing their knowledge and the skills necessary for leadership roles in education. Each student's interests, background, and needs are considered when designing the individual's program of study. Students can specialize in English Language Learning, or STM (Science, Technology or Math).

Master of Arts, Secondary Education Plan B (non-thesis) option: Total 30 credit hours

- Plan A (thesis) also available. Four credit hours of thesis are required in lieu of an elective.

Culturally & Linguistically Diverse (CLD) Learners Specialization

Major Requirements (30 hours)

- **SEED 562 - Teaching English as a New Language (C)** 2 cr hrs
- **SEED 564 - Linguistics and Language Acquisition for P-12 ELL Teachers** 3 cr hrs
- **SEED 566 - P-12 Curriculum, Instruction & Assessment for ELL** 3 cr hrs
- **SEED 570 - P-12 Literacy Methods for English Language Learners** 3 cr hrs
- **SEED 776 - Theory and Pedagogy for Diverse Learners** 3 cr hrs
- **SEED 778 - Culturally & Linguistically Responsive Assessment and Evaluation** 3 cr hrs
- **SEED 783 - Research and Advocacy in Diverse Educational Contexts** 3 cr hrs
- **SEED 794 - Internship (M.A.) (C)** 1 to 8 cr hrs (**4 cr hrs required**)
- **EDER 761 - Graduate Research & Design (C)** 3 cr hrs

- **Select 1 of the following courses (3 cr hours):**
  - Language course (language other than English) 0-3 cr hrs*
    *Unless completed at the undergraduate level or approved for a waiver based on bilingual identity
  - Elective approved by program advisor 0-3 cr hours

Accelerated Master’s Program: B.A. or B.S./M.A with Culturally & Linguistically Diverse Learners Plan B (non-thesis) specialization

Up to 12 credits applied toward the B.S. program may be used to satisfy graduate credit.

The following restrictions apply:

a. Dual-listed courses taken at the 500-level can be applied to both the B.S. and M.S. degrees. Dual-listed courses must be taken at the 500-level.
b. The student must apply to, and be admitted to, the accelerated program prior to taking courses to be credited toward the accelerated program.

c. No courses taken prior to admission to the accelerated program may be counted toward an accelerated graduate degree.

d. Courses that are “double counted” must be approved by the program coordinator for inclusion in the program of study prior to registration for the course or the credits will not be applied toward the accelerated graduate degree.

e. Only courses taken at the student’s home institution are eligible for accelerated program credit. No transferred courses from other institutions will be allowed to count toward the accelerated master’s degree.

f. Students admitted to the accelerated M.A. Program may be allowed to register for all courses included in his/her program of study and these credit hours may apply to both undergraduate and graduate degree requirements.

Science, Technology and Math (STM) Specialization

Major Requirements

Note: Plan A (thesis) also available. Four credit hours of thesis are required in lieu of an elective.

- EDER 761 - Graduate Research & Design (C) 3 cr hrs
- SEED 700 - Stem Methods I: History, Foundations, Trends and Issues of Science Technology and Math 3 cr hrs
- SEED 710 - Stem Methods II: Research Literature in Stem Education 3 cr hrs
- SEED 720 - Designing Projects and Environments in Stem Education 3 cr hrs
- SEED 773 - Research-Based Methods in Curriculum and Instruction 3 cr hrs (3 cr hrs required)
- SEED 794 - Internship (M.A.) (C) 1 to 8 cr hrs (3 cr hrs required)

Elective courses (12 credit hours)

- ELED 766 - Technology Integration for Effective Instruction 3 cr hrs OR
- SEED 766 - Technology Integration for Effective Instruction 3 cr hrs
- ELED 776 - Theory and Pedagogy for Diverse Learners 3 cr hrs OR
- SEED 776 - Theory and Pedagogy for Diverse Learners 3 cr hrs
- LT 712 - Instructional Technologies for Active Learning 3 cr hrs
- LT 716 - Systematic Design of Instruction 3 cr hrs
- LT 731 - Multimedia Production 3 cr hrs
- TET 732 - Emerging Technologies in Teaching and Training 3 cr hrs
Also accepted: Any graduate level math and science courses will be accepted should the students be qualified and interested to take such courses.

State Authorization - It Matters Where You Live

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Information about State Authorization & Professional Licensure

Secondary Education: Master of Arts PLUS Certification

This program enables individuals with a baccalaureate degree in a content area equivalent to an approved University of South Dakota teaching major to become certified at the secondary-school level in South Dakota and earn a Master of Arts degree. Students with degrees in art, music and physical education will also have to satisfy the necessary requirements for K-12 certification. This program is unique in that students are required to complete specific undergraduate course work that is required for certification and one semester of student teaching in addition to graduate course requirements. Specific requirements are determined through a careful transcript review process.

Praxis Information for Initial Teacher Certification

A series of Praxis tests are required for successful completion of the program and to earn initial teaching certification. Students pursuing initial teacher certification will need to pass the Praxis II subject-specific Content Knowledge test in their teaching major, and the Praxis II, Principles of Learning (PLT) for successful completion of program and teacher licensure. Admission is provisional until the content knowledge test is successfully passed.

Master of Arts, Secondary Education with certification Plan B only (non-thesis only): Total 33 credit hours

- Graduate SEED core 21 credit hours
- Required supporting courses 12 credit hours

Graduate Secondary Education core + certification course work: 21 credit hours:
• EDER 761 - Graduate Research & Design (C) 3 cr hrs
• SEED 540 - Classroom Management 1 to 3 cr hrs (1)
• SEED 550 - 7-12 Reading and Content Literacy (C) 3 cr hrs
• SEED 688 - Student Teaching (C) 1-8 cr hrs (8)
• SEED 719 - History, Innovations, and Technology in Middle School and High School 2 cr hrs
• SEED 741 - 7-12 Curriculum & Instruction (C) 3 cr hrs
• SEED 795 - Practicum in Secondary Education (M.A.) 1 to 6 cr hrs (1)

Required supporting course work: 12 credit hours

• EDFN 575 - Human Relations (C) 3 cr hrs
• EPSY 735 - Child/Adolescent Learning and Development 3 cr hrs
• INED 511 - South Dakota Indian Studies (C) 3 cr hrs
• SPED 703 - Education of Persons With Exceptional Needs 3 cr hrs

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Information about State Authorization & Professional Licensure
**Special Education: Master of Arts**

Most students seek the master's degree in special education while pursuing certification in one or more areas. This degree is flexible and provides additional opportunities for those not needing or wanting certification. Students can specialize in Advanced Specialist in Disabilities, Early Childhood Special Education or Multicategorical SPED K-12.

*Master of Arts, Special Education Plan B (non-thesis): Total 30-34 credit hours*

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**Advanced Specialist in Disabilities (ASD) Specialization: Total 30 credit hours**

**Major Area Coursework**

- ASD specialization core required coursework:
  - SPED 702 - Diagnostic Teaching 3 cr hrs
  - SPED 709 - Special Education Collaboration Or Consultation in the Schools 3 cr hrs
  - SPED 794 - Internship (M.A.) (C) 1 to 8 cr hrs (**3 credit hours required**)
  - SPED 517 - Vocational-Transitional Programming (C) 2 to 3 cr hrs
  - SPED 519 - Medical Issues in Special Education 2 cr hrs

- Specialized coursework:
  - SPED 711 - Educating Students With Cognitive Disabilities 3 cr hrs
  - SPED 737 - Educating Students With Autism Spectrum Disorders 3 cr hrs
  - SPED 741 - Educating Students With Emotional & Behavior Disorders 3 cr hrs

**Supporting Area Coursework**

- EDER 761 - Graduate Research & Design (C) 3 cr hrs
- SEED 688 - Student Teaching (C) 1-8 cr hrs (**4 cr hrs required**)

Or

- Electives approved by advisor (Plan A students can take 4 hours of Thesis credits here) 4cr hrs

**Accelerated Master’s Program: B.A. or B.S./M.A.**

Up to 12 credits applied toward the B.S. program may be used to satisfy graduate credit in the Special Education, M.A.-Advanced Specialist in Disabilities (ASD) specialization, M.A., Plan B (non-thesis) option.

The following restrictions apply:
a. Dual-listed courses taken at the 500-level can be applied to both the B.A. or B.S. and M.A. degrees. Dual-listed courses must be taken at the 500-level.

b. The student must apply to, and be admitted to, the accelerated program prior to taking courses to be credited toward the accelerated program.

c. No courses taken prior to admission to the accelerated program may be counted toward an accelerated graduate degree.

d. Courses that are “double counted” must be approved by the program coordinator for inclusion in the program of study prior to registration for the course or the credits will not be applied toward the accelerated graduate degree.

e. Only courses taken at the student’s home institution are eligible for accelerated program credit. No transferred courses from other institutions will be allowed to count toward the accelerated master’s degree.

f. Students admitted to the accelerated M.A. Program may be allowed to register for all courses included in his/her program of study and these credit hours may apply to both undergraduate and graduate degree requirements.

Early Childhood Special Education (ECSE) Specialization: Total 33 credit hours

Major Area Coursework

- **ECSE specialization core required course work:**
  - SPED 705 - Advanced Family/Professional Collaboration 2 cr hrs
  - SPED 710 - Survey Cognitive Disabilities 2 cr hrs
  - SPED 715 - Behavior Management 2 to 3 cr hrs *(3 credit hours required)*

- **Select one of the following two courses:**
  - SPED 780 - Assessment of Persons With Disabilities 3 cr hrs
  - SPSY 893 - Workshop in Preschool Assessment (C) 3 cr hrs

- **Specialized course work:**
  - SPED 519 - Medical Issues in Special Education 2 cr hrs
  - SPED 770 - Survey: Early Childhood Special Education 3 cr hrs
  - SPED 771 - Strategies, Planning & Assessment in Early Childhood Special Ed. 3 cr hrs
  - SPED 772 - Atypical Development (Birth-5) 3 cr hrs
  - SPED 794 - Internship (M.A.) (C) 1 to 8 cr hrs *(3 credit hours required)*

Supporting Area Coursework

- EDER 761 - Graduate Research & Design (C) 3 cr hrs
• Approved Elective 3 credit hours required

• Select one course from the following:
  
  • **ELED 592 - Special Topics (C)** 1 to 3 cr hrs EARLY LANGUAGE AND LITERACY (3 credit hours required)
  
  Or

  • **ELED 713 - Advanced Curriculum & Practices in Early Childhood Education** 3 cr hrs

**Multicategorical SPED K-12 (MSEK-12) Specialization: Total 33-46 credit hours**

**Major Area Coursework**

• MSEK-12 specialization core required course work (15 credit hours):
  
  • **SPED 517 - Vocational-Transitional Programming (C)** 2 to 3 cr hrs (2 cr hrs required)
  
  • **SPED 705 - Advanced Family/Professional Collaboration** 2 cr hrs
  
  • **SPED 708 - Low Incidence Disabilities** 2 cr hrs
  
  • **SPED 715 - Behavior Management** 2 to 3 cr hrs (3 cr hrs required)
  
  • **SPED 731 - Educating Students With Learning Disabilities** 3 cr hrs
  
  • **SPED 780 - Assessment of Persons With Disabilities** 3 cr hrs

• Select two survey courses (4 credit hours):
  
  • **SPED 710 - Survey Cognitive Disabilities** 2 cr hrs
  
  • **SPED 730 - Survey: Learning Disabilities** 2 cr hrs
  
  • **SPED 735 - Survey: Autism Spectrum Disorders** 2-3 cr hrs (2 credit hours required)
  
  • **SPED 740 - Survey of Emotional & Behavior Disorders** 2 cr hrs

• Select one disability curriculum and instruction course. (3 credit hours)
  
  • **SPED 711 - Educating Students With Cognitive Disabilities** 3 cr hrs
  
  • **SPED 737 - Educating Students With Autism Spectrum Disorders** 3 cr hrs
  
  • **SPED 741 - Educating Students With Emotional & Behavior Disorders** 3 cr hrs

**Supporting Area Coursework (6-9 credit hours)**

• **EDER 761 - Graduate Research & Design (C)** 3 cr hrs
  
  • **ELED 757 - Assessment and Interventions for Struggling and Dyslexic Readers** 3 cr hrs

• Elective 2-3 cr (Not needed if completing initial certification route)
Field Experience (3-6 credit hours required)

Complete one of the following combinations listed below:

**Combination 1 Multicategorical Specialization + Endorsement in Special Education & Initial Teacher Certification (3-6 credit hours):**

- 0-5 credit hours required from the courses below:
  - **SPED 688 - Student Teaching** 1-8 cr hrs (i.e., initial teacher licensure with endorsement in multicategorical SPED) **0-5 cr hrs required**
  - **SEED 688 - Student Teaching (C)** 1-8 cr hrs

- 1 credit hour required from the courses below:
  - **SPED 795 - Practicum in Special Education** 1 to 6 cr hrs
  - **ELED 795 - Practicum** 1 to 3 cr hrs
  - **SEED 795 - Practicum in Secondary Education (M.A.)** 1 to 6 cr hrs

Courses for initial certification

**Combination 1 Multicategorical Specialization + Endorsement in Special Education & Initial Teacher Certification - 0-15 credit hours**

The School of Education Certification Officer will be a resource to audit coursework related to teacher certification. Students are expected to confirm the needed coursework for certification with the School of Education Certification Officer prior to completing a program of study.

*Certification courses taken at the undergraduate level may be considered equivalent to the below courses needed for certification.

- **SPED 703 - Education of Persons With Exceptional Needs** 3 cr hrs
- **EDFN 575 - Human Relations (C)** 3 cr hrs
- **EPSY 735 - Child/Adolescent Learning and Development** 3 cr hrs
- **INED 511 - South Dakota Indian Studies (C)** 3 cr hrs
- **TET 715 - Sociological and Philosophical Foundations of Education** 3 cr hrs

**Combination 2 Multicategorical Specialization without endorsement (3-6 credit hours):**

- Select one of the following (i.e. non-endorsement track) 3 cr hrs required
  - **SPED 794 - Internship (M.A.) (C)** 1 to 8 cr hrs
  - **ELED 794 - Internship (M.A.) (C)** 2 to 8 cr hrs
  - **SEED 794 - Internship (M.A.) (C)** 1 to 8 cr hrs

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**Information about State Authorization & Professional Licensure**
Technology for Education and Training: Master of Science

The TET program 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.

Technology for Education and Training, Plan B only (non-thesis): Total 36 credit hours

Major Area Coursework

(instruction of some courses shared between USD and DSU campuses)

- LT 712 - Instructional Technologies for Active Learning 3 cr hrs
- LT 716 - Systematic Design of Instruction 3 cr hrs
- LT 731 - Multimedia Production 3 cr hrs
- LT 741 - Distance Learning Systems and Design 3 cr hrs
- LT 785 RESEARCH METHODS IN EDUCATIONAL TECHNOLOGY 3 cr hrs (this course is offered from DSU)

Supporting Area Coursework

- ELED 766 - Technology Integration for Effective Instruction 3 cr hrs
- Or
- SEED 766 - Technology Integration for Effective Instruction 3 cr hrs
- TET 553 - Personal and Organizational Change Management 3 cr hrs
- TET 715 - Sociological and Philosophical Foundations of Education 3 cr hrs
- TET 732 - Emerging Technologies in Teaching and Training 3 cr hrs
- TET 794 - Internship 1 to 8 cr hrs (3 credit hours required)
- Electives: 6 credit hours

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 significant instructional technology component, while still being relevant to the needs and interests of the student.

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Dakota after completion of your program, contact the academic department offering your major or CDE at 605.658.6152 or by email at cde@usd.edu. USD is working to comply with these requirements and will provide up-to-date information as it becomes available.

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Information about State Authorization & Professional Licensure
The Doctor of Education in Curriculum and Instruction is the highest degree in education. Students who complete this degree often pursue careers in higher education; administrative and leadership positions in schools; government agencies, or positions that transform educational practices or policies. Now may be the perfect time to pursue this advanced degree!

Once accepted to the doctoral program in Curriculum and Instruction, students meet with their advisor and develop a program of study designed to address their career goals. Students may take courses from a variety of areas within the Division of Curriculum and Instruction, or plan a more focused program of study. If you are seeking a flexible program that is uniquely designed to fit your goals and needs, this is a good choice!

The Doctor of Education requires a minimum of 90 hours beyond the bachelor’s degree, or 60 hours beyond the master’s degree, 15 credit hours of dissertation are required. The doctorate is intended for those who may choose career goals of master teacher, curriculum and instruction specialist, supervisory personnel, academic coordinator in school systems, teachers and coordinators in colleges and universities, and educational specialists in state departments and their sub-units. Course work for the major area may be taken in elementary, secondary, or special education to allow for individual needs and goals. Students should address their interests at the time of application to the program. A three-credit internship is required for the doctorate. A program of study designed by the committee chair and candidate must follow the catalog requirements and be approved by the department chair and must include one major area coursework selected from one or more of the areas of Elementary Education, Secondary Education, Special Education, Indian Education, Middle Level Education, and/or Technology for Education and Training.

Students seeking a doctorate should discuss the residency options in this program with the department chairperson or their advisor upon admission to the program.

**Doctor of Education, Curriculum & Instruction: Total 90 credit hours**

- Required courses in major area 45 credit hours
- Required courses in support area 15 credit hours
- Other support courses 30 credit hours

**Required Courses in Major Area: 42 credit hours**

Minimum of 42 credit hours with ELED, SEED, SPED, MLED, INED, TET, LT prefix to include

- Select one of the following Topics courses in Doctoral Competencies 3 credit hour required:
  - **ELED 792 - Topics (C)** 1 to 3 cr hrs Doctoral Competencies (3 credit hours required)
  - **SEED 792 - Selected Topics in Secondary Education (C)** 1 to 3 cr hrs Doctoral Competencies (3 credit hours required)
  - **SPED 792 - Special Topics (C)** 1 to 3 cr hrs Doctoral Competencies (3 credit hours required)
• Select one of the Internship courses 3 credit hour required:
  • **ELED 894D - Internship (Ed.D.)** 1 to 8 cr hrs *(3 cr hours required)*
  • **SEED 894D - Internship (Ed.D.)** 2 to 8 cr hrs *(3 cr hours required)*
  • **SPED 894D - Internship (Ed.D.)** 1 to 8 cr hrs *(3 cr hours required)*

• Select one of the following Dissertation courses 15 credit hours required:
  • **ELED 898D - Dissertation (Ed.D.)** 1 to 15 cr hrs
  • **SEED 898D - Dissertation (Ed.D.)** 1 to 15 cr hrs
  • **SPED 898D - Dissertation (Ed.D.)** 1 to 15 cr hrs

**Advanced Courses:**

• 21 credit hours approved by the advisor. Courses can come from one or any of the following curriculum areas ELED/SEED/SPED/INED/MLED/TET/LT

**Required Courses in Support Areas: 18 credit hours**

• **AHED 701 - Adult Learning Theories** 3 cr hrs
• **EDAD 810 - Research in Educational Leadership** 3 cr hrs
• **EDER 762 - Foundations of Statistics** 3 cr hrs
• **EDER 763 - Qualitative Methods of Educational Research** 3 cr hrs
• **EDER 860 - Advanced Statistics I** 3 cr hrs
• Statistics Elective 3cr

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**State Authorization**
Certificates

American Indian Education Certificate - 12 Credit Hours Required

The American Indian Education Certificate is designed for inservice teachers and others who are interested in learning more about teaching students who are of American Indian descent. Please contact Graduate Admissions for more information about enrolling in these courses (gradadmissions@usd.edu).

Certificate Requirements

- INED 510 - Multi-Cultural Studies and Human Relations 3 cr hrs
- INED 511 - South Dakota Indian Studies (C) 3 cr hrs
- INED 513 - Current Issues and Problems in Indian Education 3 cr hrs
- INED 515 - History of Indian Education 3 cr hrs

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Information about State Authorization & Professional Licensure

Science Technology Math Certificate - 12 Credit Hours Required

Certificate Requirements

- ELED 700 - Stem Methods I: History, Foundations, Trends and Issues of Science Technology and Math 3 cr hrs
- or SEED 700 - Stem Methods I: History, Foundations, Trends and Issues of Science Technology and Math 3 cr hrs
- ELED 710 - Stem Methods II: Research Literature in Stem Education 3 cr hrs
- or SEED 710 - Stem Methods II: Research Literature in Stem Education 3 cr hrs
- ELED 720 - Designing Projects and Environments in Stem Education 3 cr hrs
- or SEED 720 - Designing Projects and Environments in Stem Education 3 cr hrs
- ELED 794 - Internship (M.A.) (C) 2 to 8 cr hrs (3 credits required)
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Alternative Teacher Certification - 15 Credit Hours Required

The graduate certificate for Alternative Teacher Certification is intended for individuals who meet state requirements for alternative certification which include a valid Alternative Preliminary Certificate, a minimum of a bachelor’s degree, and an offer of employment from a public or Department-accredited school. Certification requires 15 transcripted credits covering the following topics: classroom management, teaching methods, student assessment, differentiated instruction, adolescent psychology, and South Dakota Indian studies.

Certificate Requirements

- EPSY 735 - Child/Adolescent Learning and Development 3 cr hrs
- INED 511 - South Dakota Indian Studies (C) 3 cr hrs
- SEED 540 - Classroom Management 1 to 3 cr hrs **3 cr hrs required**
- SEED 550 - 7-12 Reading and Content Literacy (C) 3 cr hrs
- SEED 741 - 7-12 Curriculum & Instruction (C) 3 cr hrs

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