Division of Curriculum & Instruction
Graduate Programs
School of Education Division of Curriculum & Instruction

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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 or the program coordinator.

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
web: www.usd.edu/ci
A Message from the Division Chair

Welcome to the Division of Curriculum and Instruction at the University of South Dakota. Our division is primarily concerned with graduate education focused on curriculum, instruction, and learning. We also collaborate with and support the Division of Teacher Residency and Education in educating students who are preparing for initial licensure. We offer various areas of study at the master’s, specialist, and doctoral levels to accommodate the interests, backgrounds, and experiences of prospective students. I strongly encourage you to visit our website to find a program that matches your interests.

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.

With what the Division of Curriculum and Instruction at the University of South Dakota is able to offer, it is my sincerest hope that you can find a home here. 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.

Lisa A. Newland
Interim Division Chair
Professor
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 non-discrimination 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, Room 205 - Slagle, Vermillion, SD 57069. Phone: 605-677-5651 E-Mail: Khara.Iverson@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, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 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 Ms. Roberta Ambur, Vice President of Administration & ITS, as the Coordinator to monitor compliance with these statutes. This obligates USD and Ms. Ambur to provide equal access for all persons with disabilities.
Graduate Admissions

ADMISSION REQUIREMENTS (Doctor of Education)

1. Completed Graduate Application form found at: https://apps.usd.edu/academic/gradapp/login.cfm 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 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. Applicants from or who have obtained an undergraduate or graduate degree from English-speaking countries are not required to submit an approved English proficiency exam score if their academic records after review indicate that English was the classroom language for their schoolwork.

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

Additional Program Admission Requirements:

6. A minimum score of 143 Verbal and 142 Quantitative on the GRE, or a minimum score of 410 on the Millers Analogy Test is required for full admission.

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

Subject to faculty 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://apps.usd.edu/academic/gradapp/login.cfm 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 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. Applicants from or who have obtained an undergraduate or graduate degree from English-speaking countries are not required to submit an approved English proficiency exam score if their academic records after review indicate that English was the classroom language for their schoolwork.

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

Additional Program Admission Requirements:

6. All applicants must have a teaching license and one year of experience for all master’s programs except the M.A. in SPED multi-categorical or M.S. in TET programs. Applicants must provide a copy of their license or a link to their state’s website to access the information.

   Note: Students with baccalaureate degrees in teaching majors that are approved by the University of South Dakota may apply to the Master of Arts in Secondary Education Plus Certification program in the Division of Teacher Residency and Education for a program leading to initial licensure.

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

   Subject to faculty approval, applicants who do not meet all of the above criteria may be admitted on a provisional basis.

ADMISSION REQUIREMENTS (Graduate Certificates)

1. Completed Graduate Application form found at: https://apps.usd.edu/academic/gradapp/login.cfm 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. Applicants to the Literacy Leadership and Coaching graduate certificate must complete a Master’s Degree in Elementary Education/Reading Specialist, Curriculum Leaders, and/or certified Reading Specialist. 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 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. Applicants from or who have obtained an undergraduate or graduate degree from English-speaking countries are not required to submit an approved English proficiency exam score if their academic records after review indicate that English was the classroom language for their schoolwork.

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

Additional Program Admission Requirements:

6. All applicants must have a teaching license and one year of teaching experience. Applicants must provide a copy of their license or a link to their state’s website to access the information.

Subject to faculty approval, applicants who do not meet all of the above criteria may be admitted on a provisional basis.

All required application materials should be mailed or returned to:

Graduate School
University of South Dakota
McKusick Technology Center, Room 211
414 East Clark Street
Vermillion, SD 57069
Please Note: Once submitted, the Graduate Application and all supplemental application materials become the property of the University of South Dakota's Graduate School.

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. Students may be accepted to the University of South Dakota with full or provisional 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 800-233-7937 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 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.
**Graduate Requirements**

**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.

**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 to Graduation
**Academic Progress**

According to the Graduate Student Handbook “The graduate student admitted to a graduate program must make satisfactory academic progress each term toward completion of the graduate degree being sought. Students who fail to make satisfactory progress are subject to academic probation and possible dismissal. If the cumulative GPA of graduate students receiving assistantships falls below a 3.0, the student will not continue to receive the assistantship without the expressed approval of the department chair and the Graduate Dean.”

**Grades**

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.

**Non-Satisfactory Academic Progress**

If a student does not maintain a cumulative 3.0 GPA, earns a D or F in any required course and/or earns an excess of Cs (6 hours of C credit for MA, 15 for Ed.D.), and/or has a term with a GPA less than 3.0, the program will place the student on probation. The faculty will develop a plan and timeline during which the student must return to satisfactory progress. If the student fails to meet the deadline, then the faculty will dismiss the student from the program.
Graduate Academic Programs In Curriculum & Instruction

Degrees

**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.

**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).

**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.

**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.

**Curriculum and Instruction: Doctor of Education**
Advanced programs beyond the master's degree are designed to provide the necessary background and professional expertise for students planning to go into university teaching, supervisory work in schools, curriculum planning, consultant work, or similar positions. Ninety (90) semester hours beyond the bachelor's degree or 60 hours beyond the master’s degree are required for the Ed.D. degree.
Certificates

- American Indian Education Certificate
- Literacy Leadership and Coaching Graduate Certificate
- English Language Learner Certificate
- Reading Interventionist Certificate
- STM Pedagogy Certificate
Programs of Study

Elementary Education: Master of Arts

The M.A. in Elementary Education (Master Teacher, ELL, Early Childhood) has been distinctly designed for the practicing educator. Our 30-credit hour, 24-month programming is a unique departure from traditional formats. An accelerated track (16 months) for the Professional Development Center cohort is also available. At USD, teachers will experience a current and relevant curriculum that is customizable to meet their professional needs. Ours is a program that is theoretically-laden, research-based, and highly customizable. Through compressed, hybridized, and online coursework, teachers will experience a significant role in deciding their own master’s level professional development in an affordable and timely manner. The express purpose of our programming is to work collaboratively, through a cohort model, with in-service teachers toward excellence and effectiveness in teaching. New cohorts begin every June. 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.

Standard “Master Teacher” Track

Year One - Summer

Summer courses are offered in hybridized and compressed formats to help accommodate teachers’ busy summer schedules. During the summer, teachers will experience theoretically-laden and research-based courses. Summer courses are designed to introduce teachers to current practices and interventions with the view in mind that what is learned in the summer will then be practiced in classrooms during the school year.

- EDER 761 - GRADUATE RESEARCH & DESIGN (C) [online] 3 cr hrs
- ELED 773 - RESEARCH-BASED METHODS IN CURRICULUM AND INSTRUCTION [online] 2-3 cr hrs (3 cr hrs required)
- LT 712 - INSTRUCTIONAL TECHNOLOGIES FOR ACTIVE LEARNING [online] 3 cr hrs
Year One - Fall/Spring

Fall and spring courses are offered online. The expectation is for teachers to implement selected practices and interventions learned during the previous summer into their own classrooms in a research-based manner, culminating in an artifact that demonstrates effectiveness. The fall and spring semesters are a time of research implementation.

- Fall:
  - ELED 794 - INTERNSHIP (M.A.) (C) 2 to 8 cr hrs (3 cr hrs required)

- Spring:
  - ELED 795 - PRACTICUM 1 to 3 cr hrs (3 cr hrs required)

Year Two - Summer

- ELED 776 - THEORY AND PEDAGOGY FOR DIVERSE LEARNERS 3 cr hrs
- TET 715 - SOCIOLOGICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION [online] 3 cr hrs
- ELECTIVES 3 cr hrs

Year Two - Fall/Spring

- Fall:
  - ELED 796 - FIELD EXPERIENCE (M.A.) 1 to 8 cr hrs (3 cr hrs required)

- Spring:
  - ELED 786 - CAPSTONE 3 cr hrs

Note:

PDC students please work closely with your advisor to complete the requirements within the 15 month program. PDC students need to enroll in EDFN 755 in place of the elective and EDFN 775 for an approved substitution for ELED 796.

**English Language Learning Specialization**
Year One - Summer

- ELED 773 - RESEARCH-BASED METHODS IN CURRICULUM AND INSTRUCTION [online] 2-3 cr hrs (3 cr hrs required)
- EDER 761 - GRADUATE RESEARCH & DESIGN (C) [online] 3 cr hrs
- ELECTIVE 3 cr hrs (LT 712 recommended)

Year One - Fall/Spring

- Fall:
  - ELED 562 - TEACHING ENGLISH AS A NEW LANGUAGE 2 cr hrs
- Spring:
  - ELED 570 - P-12 READING METHODS FOR ENGLISH LANGUAGES LEARNERS 3 cr hrs

Year Two - Summer

- ELED 566 - P-12 CURRICULUM, INSTRUCTION & ASSESSMENT FOR ELL 3 cr hrs
- ELED 776 - THEORY AND PEDAGOGY FOR DIVERSE LEARNERS 3 cr hrs
- ELECTIVES 4 cr hrs (TET 715 recommended)

Year Two - Fall/Spring

- Fall:
  - ELED 564 - LINGUISTICS AND LANGUAGE ACQUISITION FOR P-12 ELL TEACHERS 3 cr hrs
- Spring:
  - ELED 794 - INTERNSHIP (M.A.) (C) 2 to 8 cr hrs ELL (3 cr hrs required)

Note: PDC students should work closely with their advisor to complete the requirements within the 15 month program. PDC students need to enroll in EDFN 755 in place of the elective, and in EDFN 775 for an approved substitution for ELED 794.

Early Childhood Endorsement Specialization

Year One - Summer
- **ELED 713 - ADVANCED CURRICULUM & PRACTICES IN EARLY CHILDHOOD EDUCATION** [online] 3 cr hrs
- **ELED 773 - RESEARCH-BASED METHODS IN CURRICULUM AND INSTRUCTION** [online] 2-3 cr hrs (3 cr hrs required)
- **ELECTIVE 3 cr hrs (LT 712 recommended)**

**Year One - Fall/Spring**

- **ELED 512 - KINDERGARTEN EDUCATION** (C) 3 cr hrs
- **ELED 795 - PRACTICUM** 1 to 3 cr hrs Early Childhood (3 cr hrs required)

**Year Two - Summer**

- **EDER 761 - GRADUATE RESEARCH & DESIGN** (C) [online] 3 cr hrs
- **ELED 715 - LEADERSHIP & ADMINISTRATION IN EC** 3 cr hrs
- **ELED 776 - THEORY AND PEDAGOGY FOR DIVERSE LEARNERS** 3 cr hrs

**Year Two - Fall/Spring**

- **Fall:**
  - **SPED 770 - SURVEY: EARLY CHILDHOOD SPECIAL EDUCATION** [online] 3 cr hrs
  - **Or**
  - **SPED 771 - STRATEGIES, PLANNING & ASSESSMENT IN EARLY CHILDHOOD SPECIAL ED.** [online] 3 cr hrs

- **Spring:**
  - **ELED 711 - RESEARCH AND METHODS IN EARLY CHILDHOOD EDUCATION** 3 cr hrs

**Note:**

PDC students please work closely with your advisor to complete the requirements within the 15 month program. PDC students need to enroll in **EDFN 755** in place of the elective and **EDFN 775** for an approved substitution for ELED 796.

**Science, Technology or Math (STM) Specialization**
PDC students, please work closely with your advisor to complete the requirements within the 15 month program. PDC students need to enroll in **EDFN 755** in place of the elective and **EDFN 775** for an approved substitution for **ELED 794**.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 761</td>
<td>GRADUATE RESEARCH &amp; DESIGN (C)</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>ELED 700</td>
<td>STEM METHODS I: HISTORY, FOUNDATIONS, TRENDS AND ISSUES OF SCIENCE TECHNOLOGY AND MATH</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>ELED 710</td>
<td>STEM METHODS II: RESEARCH LITERATURE IN STEM EDUCATION</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>ELED 720</td>
<td>DESIGNING PROJECTS AND ENVIRONMENTS IN STEM EDUCATION</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>ELED 773</td>
<td>RESEARCH-BASED METHODS IN CURRICULUM AND INSTRUCTION</td>
<td>2-3 cr hrs</td>
</tr>
<tr>
<td>ELED 794</td>
<td>INTERNSHIP (M.A.) (C)</td>
<td>2 to 8 cr hrs</td>
</tr>
</tbody>
</table>

Elective courses (12 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 766</td>
<td>TECHNOLOGY INTEGRATION FOR EFFECTIVE INSTRUCTION</td>
<td>3 cr hrs OR</td>
</tr>
<tr>
<td>SEED 766</td>
<td>TECHNOLOGY INTEGRATION FOR EFFECTIVE INSTRUCTION</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>ELED 776</td>
<td>THEORY AND PEDAGOGY FOR DIVERSE LEARNERS</td>
<td>3 cr hrs OR</td>
</tr>
<tr>
<td>SEED 776</td>
<td>THEORY AND PEDAGOGY FOR DIVERSE LEARNERS</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>LT 712</td>
<td>INSTRUCTIONAL TECHNOLOGIES FOR ACTIVE LEARNING</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>LT 716</td>
<td>SYSTEMATIC DESIGN OF INSTRUCTION</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>LT 731</td>
<td>MULTIMEDIA PRODUCTION</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>TET 732</td>
<td>EMERGING TECHNOLOGIES IN TEACHING AND TRAINING</td>
<td>3 cr hrs</td>
</tr>
</tbody>
</table>

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

Master of Arts Elementary Education, Reading Specialist/Literacy Coach Plan B (non-thesis) option: Total 32 credit hours
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 755 - RESEARCH & PRACTICES IN READING IN THE ELEMENTARY SCHOOL [online] 2 to 3 cr hrs (3 credit hours required)
- ELED 757 - ASSESSMENT, DIAGNOSIS, AND INTERVENTIONS FOR EFFECTIVE READING INSTRUCTION [online] 3 cr hrs
- ELED 781 - PSYCHOLOGY OF READING 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 DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES (3 credit hours required)
- MLED 560 - MIDDLE LEVEL READING METHODS [online] 3 cr hrs
- SEED 550 - 7-12 READING AND CONTENT LITERACY (C) [online] 3 cr hrs

**Supporting Area Coursework**

- **Required supporting course work (4-6 credit hours required):**
  - Technology course 1-3 credit hours
  - EDER 761 - GRADUATE RESEARCH & DESIGN (C) [online] 3 cr hrs

- **Elective Outside Support Courses from the Following Recommended Areas (2-4 credit hours required):**
  - Linguistics and Language Development
  - Language Arts
  - Children’s and Adolescent Literature
  - Special Education/Learning Disabilities

PDC students please work closely with your advisor to complete the requirements within the 15 month program. PDC students need to enroll in EDFN 755 in place of the elective and EDFN 775 for an approved substitution for the technology requirement.
Secondary Education: Master of Arts

The M.A. in Secondary Education (ELL, STM specializations) has been distinctly designed for the practicing educator. Our 30-credit hour, 24-month programming is a unique departure from traditional formats. An accelerated track (16 months) for the Professional Development Center cohort is also available. At USD, teachers will experience a current and relevant curriculum that is customizable to meet their professional needs. Ours is a program that is theoretically-laden, research-based, and highly customizable. Through compressed, hybridized, and online coursework, teachers will experience a significant role in deciding their own master’s level professional development in an affordable and timely manner. The express purpose of our programming is to work collaboratively, through a cohort model, with in-service teachers toward excellence and effectiveness in teaching. New cohorts begin every June.
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.

Standard “Master Teacher” Track

Year One - Summer

Summer courses are offered in hybridized and compressed formats to help accommodate teachers’ busy summer schedules. During the summer, teachers will experience theoretically-laden and research-based courses. Summer courses are designed to introduce teachers to current practices and interventions with the view in mind that what is learned in the summer will then be practiced in classrooms during the school year.

- EDER 761 - GRADUATE RESEARCH & DESIGN (C) 3 cr hrs
- LT 712 - INSTRUCTIONAL TECHNOLOGIES FOR ACTIVE LEARNING 3 cr hrs
- SEED 773 - RESEARCH-BASED METHODS IN CURRICULUM AND INSTRUCTION 3 cr hrs

Year One - Fall/Spring

Fall and spring courses are offered online. The expectation is for teachers to implement selected practices and interventions learned during the previous summer into their own classrooms in a research-based manner, culminating in an artifact that demonstrates effectiveness. The fall and spring semesters are a time of research implementation.

- Fall: SEED 794 - INTERNSHIP (M.A.) (C) 1 to 8 cr hrs \( (3 \text{ cr hrs required}) \)
- Spring: SEED 795 - PRACTICUM IN SECONDARY EDUCATION (M.A.) 1 to 6 cr hrs \( (3 \text{ cr hrs required}) \)

Year Two - Summer

- SEED 776 - THEORY AND PEDAGOGY FOR DIVERSE LEARNERS 3 cr hrs
- TET 715 - SOCIOLOGICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION 3 cr hrs
- ELECTIVES 3 cr hrs

Year Two - Fall/Spring

- Fall: SEED 796 - FIELD EXPERIENCE (M.A.) 1 to 8 cr hrs \( (3 \text{ cr hrs required}) \)
- Spring:
SEED 786 - CAPSTONE 3 cr hrs

Note:
IAM students please work closely with your advisor to complete the requirements within the 15 month program. IAM students need to enroll in EDFN 755 in place of the elective and EDFN 775 for an approved substitution for SEED 796.

English Language Learning Specialization

Year One - Summer

EDER 761 - GRADUATE RESEARCH & DESIGN (C) 3 cr hrs
SEED 773 - RESEARCH-BASED METHODS IN CURRICULUM AND INSTRUCTION 3 cr hrs
ELECTIVE 3 cr hrs (LT 712 recommended)
Year One - Fall/Spring

Fall:
SEED 562 - TEACHING ENGLISH AS A NEW LANGUAGE 2 cr hrs

Spring:
SEED 570 - P-12 READING METHODS FOR ENGLISH LANGUAGES LEARNERS 3 cr hrs

Year Two - Summer

SEED 776 - THEORY AND PEDAGOGY FOR DIVERSE LEARNERS 3 cr hrs
SEED 566 - P-12 CURRICULUM, INSTRUCTION & ASSESSMENT FOR ELL 3 cr hrs
ELECTIVES 4 cr hrs (TET 715 recommended)

Year Two - Fall/Spring

Fall:
SEED 564 - LINGUISTICS AND LANGUAGE ACQUISITION FOR P-12 ELL TEACHERS 3 cr hrs

Spring:
SEED 794 - INTERNSHIP (M.A.) (C) 1 to 8 cr hrs (3 cr hrs required)
Note:
IAM students please work closely with your advisor to complete the requirements within the 15 month program. IAM students need to enroll in EDFN 755 and EDFN 775 in place of electives.
Science, Technology or Math (STM) Specialization

Major Requirements

IAM students please work closely with your advisor to complete the requirements within the 15 month program. IAM students need to enroll in EDFN 755 and EDFN 775 in place of two electives.

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.

Special Education: Master of Arts
Typically students seek the master’s degree in Special Education while pursuing certification in one or more areas. A degree of flexibility provides additional opportunities for those not needing or wanting certification. Students wishing to pursue a Master of Arts degree in Special Education must select from the following specializations: Advanced Specialist in Disabilities, Early Childhood Special Education, or Multicategorical Special Education K-12. Students are encouraged to discuss program specializations with an advisor at the time of admission to the program.

NOTE: Students who do not hold either elementary or secondary education certification may only pursue the Multicategorical specialization and will need to complete additional coursework and certification requirements for initial teacher certification. A series of Praxis tests are required for successful completion of the program and to earn initial teaching certification in the state of South Dakota. Students pursuing initial teacher certification will need to pass the Praxis II Special Education Core Knowledge, and the Principles of Learning and Teaching (PLT) exam for successful completion of the program and teacher licensure. Students who do not possess certification will need to have completed all of the admission requirements for teacher education at the University of South Dakota. Students who are seeking teacher certification are encouraged to meet with an advisor for clarification.

Master of Arts, Special Education Plan B (non–thesis): Total 32-34 credit hours

M.A. in Special Education - Advanced Specialist in Disabilities (ASD) Specialization: Total 32-33 credit hours

Major Area Coursework

- **ASD specialization core required course work:**
  - 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**)

Select one of the following courses (**2-3 credit hours**):

- SPED 517 - VOCATIONAL-TRANSITIONAL PROGRAMMING (C) 2 to 3 cr hrs
- SPED 519 - MEDICAL ISSUES IN SPECIAL EDUCATION [online] 2 cr hrs
- SPED 526 - ADVANCED METHODS AND MATERIALS FOR SECONDARY STUDENTS WITH DISABILITIES 2 cr hrs
- SPED 736 - ASSESSMENT OF AUTISM SPECTRUM DISORDER 3 cr hrs
Specialized course work (13 credit hours below):

- SPED 720 - LEARNING STRATEGIES 3 cr hrs

*Select two survey courses (4 credit hours required):

- SPED 710 - SURVEY COGNITIVE DISABILITIES 2 cr hrs
- SPED 730 - SURVEY: LEARNING DISABILITIES [online] 2 cr hrs
- SPED 735 - SURVEY: AUTISM SPECTRUM DISORDERS 2-3 cr hrs (2)
- SPED 740 - SURVEY: BEHAVIOR DISORDERS 2 cr hrs

*Select two methods courses (6 credit hours required):

- SPED 708 - LOW INCIDENCE DISABILITIES 2 cr hrs
- 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
- SPED 731 - EDUCATING STUDENTS WITH LEARNING DISABILITIES 3 cr hrs

Elective Special Education course if needed to equal 24 credits in Special Education

Note: *Students are expected to take at least one survey course and one methods course in the same area.

Supporting Area Coursework

- EDAD 720 - SPECIAL EDUCATION LAW FOR SCHOOL ADMINISTRATORS [online] 3 cr hrs
- EDER 761 - GRADUATE RESEARCH & DESIGN (C) [online] 3 cr hrs
- Additional Supporting course work 2 credit hours

M.A. in Special Education - 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 [online] 2 cr hrs
  - SPED 770 - SURVEY: EARLY CHILDHOOD SPECIAL EDUCATION [online] 3 cr hrs
  - SPED 771 - STRATEGIES, PLANNING & ASSESSMENT IN EARLY CHILDHOOD SPECIAL ED. [online] 3 cr hrs
  - SPED 772 - ATYPICAL DEVELOPMENT (BIRTH-5) [online] 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) [online] 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 [online] 3 cr hrs

M.A. in Special Education - Multicategorical SPED K-12 (MSEK-12) Specialization: Total 34 credit hours

**Major Area Coursework**

- **MSEK-12 specialization core required course work:**
  - SPED 517 - VOCATIONAL-TRANSITIONAL PROGRAMMING (C) 2 to 3 cr hrs (2 credit hours required)
  - SPED 688 - Student Teaching 1-8 cr hrs (5 credit hours required)
  - SPED 703 - EDUCATION OF PERSONS WITH EXCEPTIONAL NEEDS [online] 3 cr hrs
  - SPED 705 - ADVANCED FAMILY/PROFESSIONAL COLLABORATION 2 cr hrs
  - SPED 715 - BEHAVIOR MANAGEMENT 2 to 3 cr hrs (3 credit hours required)
  - SPED 780 - ASSESSMENT OF PERSONS WITH DISABILITIES 3 cr hrs

- **Specialized course work:**
  - SPED 708 - LOW INCIDENCE DISABILITIES 2 cr hrs
- SPED 731 - EDUCATING STUDENTS WITH LEARNING DISABILITIES 3 cr hrs
- SPED 795 - PRACTICUM IN SPECIAL EDUCATION 1 to 6 cr hrs (1 credit hours required)

- **Select two survey courses (4 credit hours):**
  - SPED 710 - SURVEY COGNITIVE DISABILITIES 2 cr hrs
  - SPED 730 - SURVEY: LEARNING DISABILITIES [online] 2 cr hrs
  - SPED 735 - SURVEY: AUTISM SPECTRUM DISORDERS 2-3 cr hrs (2 credit hours required)
  - SPED 740 - SURVEY: BEHAVIOR DISORDERS 2 cr hrs

**Supporting Area Coursework**

- EDER 761 - GRADUATE RESEARCH & DESIGN (C) [online] 3 cr hrs
- ELED 757 - ASSESSMENT, DIAGNOSIS, AND INTERVENTIONS FOR EFFECTIVE READING INSTRUCTION [online] 3 cr hrs
Technology for Education and Training: Master of Science

The Master of Science degree (M.S.) in TET prepares educators to be successful in integrating available and emerging technologies into their teaching. 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 this degree will be able to develop and implement best practices in the use of technology to enhance both teaching and learning.

Upon completion of the Master of Science Degree in Technology for Education and Training, 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 use 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

The M.S. degree is a 36-hour program beyond the bachelor’s degree. The TET core consists of 27 hours of required courses, including an experience in either a practicum or internship setting.

Master of Science, 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 [online] 3 cr hrs
- LT 716 - SYSTEMATIC DESIGN OF INSTRUCTION [online] 3 cr hrs
- LT 731 - MULTIMEDIA PRODUCTION [online] 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 [online] 3 cr hrs
• Or
• SEED 766 - TECHNOLOGY INTEGRATION FOR EFFECTIVE INSTRUCTION [online] 3 cr hrs
• TET 553 - PERSONAL AND ORGANIZATIONAL CHANGE MANAGEMENT [online] 3 cr hrs
• TET 715 - SOCIOLOGICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION [online] 3 cr hrs
• TET 732 - EMERGING TECHNOLOGIES IN TEACHING AND TRAINING [online only] 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.
Curriculum and Instruction: Doctor of Education

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. In addition, the program of study designed under advisement of your committee must include one course in each of the areas of Elementary Education, Secondary Education, Special Education, and Technology beyond the completed master’s degree. Students seeking a doctorate should discuss the residency options in this program with the department chairperson at the time of application.

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: 45 credit hours

Minimum of 45 credit hours with ELED, SEED, or SPED prefix to include:

- EDAD 885 - DISSERTATION SEMINAR 3 cr hrs
- Select one of the following Topics courses in Doctoral Competencies 1 credit hour required:
  - ELED 792 - TOPICS (C) 1 to 3 cr hrs DOCTORAL COMPETENCIES (1)
  - SEED 792 - SELECTED TOPICS IN SECONDARY EDUCATION (C) 1 to 3 cr hrs DOCTORAL COMPETENCIES (1)
  - SPED 792 - SPECIAL TOPICS (C) 1 to 3 cr hrs DOCTORAL COMPETENCIES (1)
- Select one of the following Internship or Field Experience courses 3 credit hour required:
  - ELED 894D - INTERNSHIP (Ed.D.) 1 to 8 cr hrs
- ELED 896D - FIELD EXPERIENCE (Ed.D.) 1 to 8 cr hrs
- SEED 894D - INTERNSHIP (Ed.D.) 2 to 8 cr hrs
- SEED 896D - FIELD EXPERIENCE (Ed.D.) 1 to 8 cr hrs
- SPED 894D - INTERNSHIP (Ed.D.) 1 to 8 cr hrs
- SPED 896D - Field Experience (Ed.D) (C) 1 to 8 cr hrs
- 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

Req. Curriculum Courses in Selected Area (two beyond masters): 6 credit hours

All students seeking a doctoral degree in Curriculum & Instruction must take at least two courses from the following list:

- ELED 713 - ADVANCED CURRICULUM & PRACTICES IN EARLY CHILDHOOD EDUCATION [online] 3 cr hrs
- ELED 773 - RESEARCH-BASED METHODS IN CURRICULUM AND INSTRUCTION [online] 2-3 cr hrs
- MLED 731 - MIDDLE LEVEL EDUCATION AND CURRICULUM [online] 3 cr hrs
- SEED 741 - 7-12 CURRICULUM & INSTRUCTION (C) [online] 3 cr hrs
- SEED 773 - RESEARCH-BASED METHODS IN CURRICULUM AND INSTRUCTION 3 cr hrs
- SPED 711 - EDUCATING STUDENTS WITH COGNITIVE DISABILITIES 3 cr hrs
- SPED 731 - EDUCATING STUDENTS WITH LEARNING DISABILITIES 3 cr hrs
- SPED 741 - EDUCATING STUDENTS WITH EMOTIONAL/ BEHAVIOR DISORDERS 3 cr hrs
- SPED 761 - CURRICULUM DEVELOPMENT AND TEACHING STRATEGIES FOR THE GIFTED 3 cr hrs
- SPED 771 - STRATEGIES, PLANNING & ASSESSMENT IN EARLY CHILDHOOD SPECIAL ED. [online] 3 cr hrs

Advanced Cluster Courses in Specialization: 12 credit hours

- Minimum of 12 credits in ELED/SEED/SPED or Curriculum

Required Courses in Curriculum & Instruction: 10-12 credit hours

At least one course in each of the following areas: ELED, SEED, SPED, Technology Area
One Foundations Course: 3 credit hours

- EDFN 710 - HISTORY OF EDUCATION 3 cr hrs
- EDFN 720 - PHILOSOPHIES OF EDUCATION (C) 3 cr hrs
- EDFN 740 - COMPARATIVE EDUCATION 3 cr hrs
- EPSY 741 - COGNITIVE APPROACHES TO EDUCATIONAL PSYCHOLOGY [online] 3 cr hrs

Required Courses in Support Areas: 6 credit hours

- EDER 762 - FOUNDATIONS OF STATISTICS [online] 3 cr hrs

Plus one of the following Advanced Research Courses: 3 credit hours

- EDER 763 - QUALITATIVE METHODS OF EDUCATIONAL RESEARCH 3 cr hrs
- EDER 860 - ADVANCED STATISTICS I 3 cr hrs
- EDER 861 - ADVANCED STATISTICS II 3 cr hrs
- SPED 815 - RESEARCH SEMINAR IN SPECIAL EDUCATION 2 cr hrs

Certificates

American Indian Education Certificate

12 Credit Hours Required

Certificate Requirements

- INED 510 - MULTI-CULTURAL STUDIES AND HUMAN RELATIONS 3 cr hrs
- INED 511 - SOUTH DAKOTA INDIAN STUDIES (C) [online] 3 cr hrs
- INED 513 - CURRENT ISSUES AND PROBLEMS IN INDIAN EDUCATION 3 cr hrs
- INED 515 - HISTORY OF INDIAN EDUCATION 3 cr hrs

Literacy Leadership and Coaching Graduate Certificate

12 Credit Hours Required

The Literacy Leadership and Coaching Certificate is designed for practicing teachers, curriculum leaders, and/or certified Reading Specialists who have completed the Master of Arts Degree in Elementary Education/Reading Specialist Degree and are seeking to improve
their skills in literacy coaching, program leadership, and working with diverse populations of students.

Certificate Requirements

- ELED 882 - HISTORY, THEORY, AND DEVELOPMENT OF AMERICAN READING INSTRUCTION (online) 3 cr hrs
- ELED 883 - RESEARCH AND PRACTICE IN READING FOR ELL K-ADULT (online) 3 cr hrs
- ELED 887 - COACHING AND MENTORING IN LITERACY (online) 3 cr hrs
- ELED 888 - ADMINISTRATION AND LEADERSHIP OF LITERACY PROGRAMS (online) 3 cr hrs
Reading Interventionist Certificate

Admissions Information

9 Credit Hours Required

The Reading Interventionist Certificate is designed for inservice teachers who are interested in learning more about reading methods and literacy assessment. Please contact the Graduate School for more information about enrolling in these courses (grad@usd.edu).

Certificate Requirements

- ELED 570 - P-12 READING METHODS FOR ENGLISH LANGUAGES LEARNERS 3 cr hrs
- ELED 755 - RESEARCH & PRACTICES IN READING IN THE ELEMENTARY SCHOOL 2 to 3 cr hrs (3 cr hrs required)
- ELED 756 - EARLY LITERACY ASSESSMENT & INTERVENTION 3 cr hrs

English Language Learners Graduate Certificate

Admissions Information

11 Credit Hours Required

The English Language Learners Certificate is designed for inservice teachers who are interesting in learning more about teaching students who are English language learners. Please contact the Graduate School for more information about enrolling in these courses (grad@usd.edu).

Certificate Requirements

- ELED 562 - TEACHING ENGLISH AS A NEW LANGUAGE 2 cr hrs
- or SEED 562 - TEACHING ENGLISH AS A NEW LANGUAGE 2 cr hrs
- ELED 564 Linguistics and Language Acquisition for P-12 ELL Teachers 3 cr hrs
- or SEED 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
- or SEED 566 - P-12 CURRICULUM, INSTRUCTION & ASSESSMENT FOR ELL 3 cr hrs
- ELED 570 - P-12 READING METHODS FOR ENGLISH LANGUAGES LEARNERS 3 cr hrs
- or SEED 570 - P-12 READING METHODS FOR ENGLISH LANGUAGES LEARNERS 3 cr hrs
Science, Technology, and Math Pedagogy Graduate Certificate

Admissions Information

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)
- or **SEED 794 - INTERNSHIP (M.A.) (C)** 1 to 8 cr hrs (3 credits required)