APPLICATION FOR SOUTH DAKOTA STATE BOARD APPROVAL OF A NEW, AMENDED, OR DELETED EDUCATION PROGRAM

INSTITUTION: South Dakota State University   DATE: May 10, 2023

NAME/TITLE OF DEAN/CHAIR OF TEACHER EDUCATION:

Matt Vukovich, Interim Dean   Anne Karabon, Director of School of ECHD

I certify that all information contained in this application is complete and accurate.

Signature _____   Signature _____

Section I. Action Requested

  X   New Program Approval

_____ Amendment of Approved Program

_____ Innovative/Experimental Program

_____ Deletion of Approved Program—Stop here and simply attach a letter explaining the request for the deletion.

Section II. Education Program Certification Level

_____ Birth through Grade Three Early Childhood

_____ Birth through Grade Three Early Childhood Special Education

_____ K-8 Elementary Education

_____ 5-12 Secondary Education _____(major)

  X   K-12 Education ____Special Education____ (major)

_____ Administrative Program _____

_____ School Service Specialist _____

_____ Masters _____

_____ Certification Only (list subject areas)_____

Section III. Program Justification & Objectives

Program Justification

The B.S. in Special Education is designed to enable students from South Dakota and the region to develop skills and competencies required of effective K-12 special education teachers. Special education teachers work with students who have a wide range of learning, mental, emotional, and physical disabilities. The degree program will be designed to satisfy South Dakota Administrative Rules (24:53:02:01 through 24:53:07:25)[1], CAEP Standards[2], and the 2020 Council for Exceptional Children Initial K-12 Preparation Standards[3]; thus, qualifying successful graduates to be certified special education teachers and enter the South Dakota workforce.

Current Demand: The Bureau of Labor Statistics projects 4% job growth for Special Education teachers from 2021-2031. About 37,600 openings for special education teachers are projected each year, on average, over the decade.[4] The SDBOR Program Demand Gap Analysis (PDGA) projects 8.5% growth in Special Education.[5] The South Dakota Education Preparation Providers collectively produced 97 special education teachers in 2021[6], and SDSU recognizes transitioning those graduates to South Dakota classrooms at a high rate is a challenge.[7] Both the USDOE and SDDOE include Special Education (above age 5) as areas of shortage for 2022-23.[8,9] The immediate need for additional teachers, including special education teachers, is evident nationally[10], regionally[11], and locally.[12] Although teacher vacancies in South Dakota were high in 2021, projections in 2022 have posed an even greater challenge. On July 29, 2022, the Associated School Boards of South Dakota reported 309 teacher openings remained just weeks before the beginning of 2022-23 school year. Special Education positions represented 60 of the educator vacancies in South Dakota.[13]

Future Demand:

Exacerbating the challenges created by current teacher vacancies are the projections that the demand for special education teachers is growing. The Bureau of Labor Statistics projects 4% job growth for Special Education teachers from 2021-2031. About 37,600 openings for special education teachers are projected each year, on average, over the decade.[14] The SDBOR Program Demand Gap Analysis (PDGA) projects 8.5% growth in Special Education.[15] The South Dakota Education Preparation Providers collectively produced 97 special education teachers in 2021[16], and SDSU recognizes transitioning those graduates to South Dakota classrooms at a high rate is a challenge.[17] Both the USDOE and SDDOE include Special Education (above age 5) as areas of shortage for 2022-23.[18,19]

Although the need for an increased number of special education teachers has become self-evident, SDSU students who wish to seek a baccalaureate degree in special education do not have that degree option. As one of South Dakota's largest tools for developing workforce, it is imperative that SDSU offer the standard and strong array of teaching disciplines, including those designed to support K-12 students with special needs.

References

[1] South Dakota Legislature, Administrative Rules (SD DOE Handbook: 2017), https://sdlegislature.gov/Rules/Administrative/29644

[2] Council of Accredited Educational Programs, Initial Level Standards (CAEP, 2022), http://caepnet.org/~/media/Files/caep/standards/2022-initial-standards-1-pager-final.pdf?la=en, Retrieved Sept. 7, 2022

[3] Council for Exceptional Children, C Initial Practice-Based Professional Preparation Standards for Special Educators (2020) https://exceptionalchildren.org/sites/default/files/2021-03/K12%20Initial%20Standards%20and%20Components.pdf

[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Special Education Teachers, at https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm (visited *September 08, 2022*).

[5] SDBOR, *Program Demand Gap Analysis Introduction* (August, 2021), pp.100-105, 112.

[6] Title II Higher Education Act, 2021 South Dakota State Report Data File (2021). Retrieved on Sept. 22, 2022.
[7] SDBOR Custom Data Analysis, Teacher Education Report Supplement, SDSU 2020. (2021, March).

[8] U.S. Department of Education, *Teacher Shortage Areas, (2021)* https://tsa.ed.gov/#/reports.

[9] South Dakota Department of Education, *Teacher Shortage Areas*, (2021) https://doe.sd.gov/oatq/shortageareas.aspx.

[10] U.S. Department of Education, Teacher Shortage Areas Nationwide Listing 1990–1991 through 2017–2018 https://www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf, Retrieved Sept. 7, 2022)

[11] Council for Exceptional Children, T*he Special Education Teacher Shortage: A Policy Analysis* (June, 2021) https://exceptionalchildren.org/blog/why-now-perfect-time-solve-special-education-teacher-shortage

[12] Associated School Boards South Dakota, *More Than 450 Open Positions in Schools*, (June, 2022). https://asbsd.org/index.php/more-450-open-positions-schools/

[13] Argus Leader, *Nearly 300 South Dakota teacher jobs are still open —with weeks left before school starts* (July, 2022) https://www.argusleader.com/story/news/education/2022/07/29/south-dakota-teacher-jobs-needed-filled-before-back-school-shortage/10184718002/

[14] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Special Education Teachers, at https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm (visited *September 08, 2022*).

[15] SDBOR, *Program Demand Gap Analysis Introduction* (August, 2021), pp.100-105, 112.

[16] Title II Higher Education Act, 2021 South Dakota State Report Data File (2021). Retrieved on Sept. 22, 2022.

[17] SDBOR Custom Data Analysis, Teacher Education Report Supplement, SDSU 2020. (2021, March).

[18] U.S. Department of Education, *Teacher Shortage Areas, (2021)* https://tsa.ed.gov/#/reports.

[19] South Dakota Department of Education, *Teacher Shortage Areas*, (2021) https://doe.sd.gov/oatq/shortageareas.aspx.

Program Objectives
The B.S. in Special Education is aligned with the South Dakota Administrative rules and 2012
Council for Exceptional Children (CEC) Initial Preparation Standards. The program outcomes
draw from InTASC Model Core Teaching Standards.
Upon completion of the Special Education major, students will be able to:
1. Provide instruction that varies individually within and across cognitive, linguistic, social, emotional, and physical areas of development using a variety of instructional strategies, including using technology. (InTASC 1; InTASC 2; InTASC 8; CEC 3)
2. Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7; CEC 1; CEC 2; CEC 4; CEC 5)
3. Create learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3; CEC 3)
4. Demonstrate knowledge of neurodiversity and the barriers that impede learning. (InTASC 4; CEC 1)
5. Encourage children's development of critical thinking, creativity, and collaborative problem solving. (InTASC 5; CEC 2, CEC 3, CEC 5)
6. Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8; CEC 2; CEC 3; CEC 5)
7. Implement formal and informal assessment strategies to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC 6; CEC 4)
8. Adapt instruction to meet the diverse needs of learners, including those with disabilities and exceptionalities. (InTASC 7; InTASC 8; CEC 1; CEC 2; CEC 3; CEC 4; CEC 5)
9. Show evidence of ethical and professional behaviors and reflect upon and continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally. (InTASC 9; CEC 6, CEC 7)
10. Foster relationships with school colleagues, families, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10; CEC 6, CEC 7)

All student learning outcomes will be measured by assessments that meet the professional
standards of the [InTASC Model Core Teaching Standards](#).

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

All student learning outcomes for the program will address the Council for Exceptional Children Standards, 2012 Edition.

Standard 1: Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
> 1. 1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
> 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments. Beginning special education professionals create safe learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment. Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple
types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Standard 6: Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.4 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.5 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7: Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

The Special Education bachelor's degree also aligns with AAC&U Essential Learning Outcomes.

Essential Learning Outcomes	Program Objectives (SLOs)
Inquiry and Analysis	1, 2, 3, 4, 5, 6, 7, 8, 9
Critical and Creative Thinking Information Literacy	
Teamwork	6, 9, 10
Problem Solving	2, 3, 5, 6, 7, 8, 9, 10
Civic Knowledge and Engagement	
Intercultural Knowledge	
Ethical Reasoning	2, 9, 10
Foundational Lifelong Learning Skills	
Integrative Learning	

Section IV. Program Requirements

The B.S. in Special Education plan of study is aligned with the South Dakota Administrative rules and certification requirements. The plan of study demonstrates required courses and a sequence that will prepare candidates to work in a school as a teacher. Candidates will know and demonstrate the content, pedagogical, and professional knowledge and skills necessary to help all students learn. **See Appendix #1 – Spec. Ed (BS) Plan of Study**.

Summary of the degree program:

Special Education (B.S.)	Credit Hours	Credit Hours	Percent
System General Education Requirements	31		
Subtotal, Degree Requirements		31	26%
College of Education & Human Sciences Requirements	4		
Major Requirements	82		
Supporting Coursework	0		
Subtotal, Program Requirements		86	71.5%
Free Electives		3	2.5%
Degree Total		120	100%

System General Education Requirements

Prefix	Number	Course Title	Credit Hours
ENGL	101	Composition I (SGR #1 Written Communication)	3
ENGL OR ENGL	201 283	Composition II (SGR #1 Written Communication) Introduction to Creative Writing (SGR #1 Written Communication)	3
CMST OR CMST	101 215	Fundamentals of Communication (SGR #2 Oral Communication) Public Speaking (SGR #2 Oral Communication)	3
PSYC	101	General Psychology (SGR #3 Social Sciences/Diversity)	3
HIST OR HIST OR GEOG OR POLS	151 152 210 100	US History I (SGR #3 Social Sciences/Diversity) US History II (SGR #3 Social Sciences/Diversity) World Regional Geography (SGR #3 Social Sciences/Diversity) American Government (SGR #3 Social Sciences/Diversity)	3

Prefix	Number	Course Title	Credit Hours
ENGL	240	Juvenile Literature (SGR #4 Humanities and Arts/Diversity)	3
		SGR #4 Humanities and Arts/Diversity	3
MATH OR MATH	103 114	Mathematical Reasoning (SGR #5 Mathematics) College Algebra (SGR #5 Mathematics) (SGR #5 Mathematics)	3
BIOL	101-101L	Biology Survey I and Lab (SGR #6 Natural Sciences)	3
GEOG OR GEOG	131-131L 132-132L	Physical Geography: Weather and Climate and Lab (SGR #6 Natural Sciences) Physical Geography: Natural Landscapes and Lab (SGR #6 Natural Sciences)	4
		Subtotal	31

College of Education & Human Sciences Requirements

Prefix	Number	Course Title	Credit Hours
EHS	119	EHS Seminar	2
EHS	319	Life, Love, and Money	2
		Subtotal	4

Major Requirements

Prefix	Number	Course Title	Credit Hours
AIS	211	South Dakota American Indian Culture and Education	3
ECE	241	Child Development II: 3-8 Years	3
ECE	470	Early Childhood Inclusion Strategies	3
EDFN	340	Adolescent Development in Education Contexts	3
EDFN	351	Teaching and Learning I	1
EDFN	453	Teaching and Learning III	3
EDFN	453L	Teaching and Learning III Lab	4
EDFN	454	Teaching and Learning IV: Student Teaching	11
EDFN	456	Capstone/Action Research	1
ELED	310	K-8 Methods of Music, Art and Drama	2
ELED	320	K-8 Science Methods	3
ELED	330	K-8 Math Methods	3
ELED	360	K-8 Social Studies Methods	3
ELED	440	K-8 Language Arts Methods	3
ELED	471	Foundations of Reading	3

Prefix	Number	Course Title	Credit Hours
PE	352	Adapted Physical Education	2
SEED	450	Reading and Content Literacy	3
SPED	100	Introduction to Persons with Exceptionalities	3
SPED	330	Language Development and Assistive Technology	3
SPED	380	Neurodiversity	3
SPED	410	Behavior Management of Exceptional Children	3
SPED	413	Serving Students with Severe Disabilities	3
SPED	420	K-12 Curriculum and Instructional Strategies	3
SPED	431	Identification and Assessment in Special Education	3
SPED	460	Family Systems and Professional Collaborations	3
SPED	485	Special Education Law	2
SPED	495	Practicum	2
		Subtotal	82

Academic Requirements
- Entry into the major academic courses in all SPED program tracks include passing scores in Praxis I: Core Reading (140), Writing (150), and Math (132). Students will work their academic advisor for registering for the Praxis exams.
- A grade of "C" or better is required in CMST 101, ENGL 101, PSYC 101, and MATH 103 or higher, and all courses for the major (classes with school/program prefix).
- An overall GPA of 2.5 is required to enroll in any education courses.

Section V. Compliance with Program Standards

The required courses/experiences of this new program will meet the specific program standards which align with the 2022 InTASC and 2012 Council for Exceptional Children (CEC) Initial Preparation Standards. **See Appendix 2: [Matrix of Required Courses with Program Goals (including a correlation of standards to course objectives), Key Assessments, CEC, and SDARs](#)**.

2012 Council for Exceptional Children (CEC) Initial Preparation Standards

Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Initial Preparation Standard 2: Learning Environments

2.0 Beginning special education professionals create safe learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Initial Preparation Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with with exceptionalities.

Initial Preparation Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Initial Preparation Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Initial Preparation Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Initial Preparation Standard 7: Collaboration

6.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies to address the needs of individuals with exceptionalities across a range of learning experiences.

AIS 211: South Dakota American Indian Culture and Education
This course is an education-focused study of the history, culture, values, family structures, traditional religions, legends, and governmental policies of South Dakota American Indian groups. Students are expected to apply the selected concepts and theories to contemporary issues in the state and region. Areas addressed include the educational application of American Indian cultural dynamics, history, teaching, and learning.

ECE 241: Child Development II: 3-8 Years
This course provides an in-depth study of child development from age 3 to age 8; in a developmentally appropriate context. Topics include typical and a-typical development and behaviors including: prenatal development, brain development, and domains of cognition, language, physical, social, and emotional development. In addition, developmental theory, early care and education, and responsive relationship-based education and care will be practiced and applied.

ECE 470: Early Childhood Inclusion Strategies
This course provides undergraduate students with an applied overview of the following current topics in early childhood special education (ECSE- Birth to 8 years); risk determinants, disability characteristics and developmental implications, current technology/equipment and implications, prevention, adaptations, assessment models, individualized planning and implementation of inclusive curriculum for children with special needs and their families.

EDFN 340: Adolescent Development in Educational Contexts
This course is designed to prepare pre-service teachers to analyze the abilities, behaviors, and needs of learners in K-12 schools. Students will examine developmental, cognitive, and psychological theories and processes of adolescence. Students will explore human relations, equity, and the impact of culture, family, media, and peers on adolescent growth.

EDFN 351: Teaching and Learning I
This course focuses on characteristics of learning, on learning differences, and on learning environments. The students will develop instructional competencies by analyzing their 15 hours of field experience.

EDFN 453: Teaching and Learning III
The first semester of the year-long residency will allow students to begin the process of synthesizing all of the elements of the InTASC Core Teaching Standards in order to appreciate the complex role of instructional leader in the classroom. Several instructional modules will provide the framework for inquiry, in which university faculty and site-based professionals mentor teacher candidates throughout their time in the field.

EDFN 453L: Teaching and Learning III Lab
As a complement to the instructional modules, students will plan and deliver lessons in a PK-12 classroom, with guidance and feedback from professional educators.

EDFN 454: Teaching and Learning IV: Student Teaching
The second semester of the year-long residency is an intensive full-time field experience where teacher candidates will assume greater responsibility in the classroom, including the study and documentation of student learning. Together with their peers and with university faculty and site-based professionals, the teacher candidates will study and implement a variety of evidence-based instructional practices. Using the InTASC Core Teaching Standards as a guideline, teacher candidates will participate in a process of reflection and goal-setting for the purpose of professional growth and development.

EDFN: 456: Capstone
This course is intended as an extension of the major specific content methods course where students will continue to examine effective instructional practice in relation to their clinical field experiences. With guidance from university faculty, the students will design an inquiry project and gather data to create a research paper and presentation.

ELED 310: K-8 Methods of Music, Art and Drama
In this course, students will learn how to use methods of music, art, and drama, in concert and infused with technology, as vibrant and integral parts of their teaching repertoire. Students will learn how these arts not only strengthen and solidify curriculum but improve their own ability to teach and relate to their students. Students will develop an understanding of: the tools of inquiry of K-8 music, art, and drama; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 music, art, and drama; the ability to assess student learning; and to apply these skills and attitudes to real life situations and experiences.

ELED 320: K-8 Science Methods
Students develop an understanding of the tools of inquiry of K-8 science; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 science; the ability to assess student learning in K-8 science; and to apply these knowledge, skills, and attitudes to real life situations and experiences.

ELED 330: K-8 Math Methods
Students develop an understanding of the tools of inquiry of K-8 math; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 math; the ability to assess student learning in K-8 math; and to apply these knowledge, skills, and attitudes to real life situations and experiences.

ELED 360: K-8 Social Science Methods
Students develop an understanding of the tools of inquiry of K-8 social studies; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 social studies; the ability to assess student learning in K-8 social studies; and to apply these knowledge, skills, and attitudes to real life situations and experiences.

ELED 440: K-8 Language Arts Methods
Students develop an understanding of the tools of inquiry of K-8 language arts, integrating reading, writing, speaking and listening, the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 language arts; the ability to assess student learning in K-8 language arts; and to apply these knowledge, skills, and attitudes to real life situations and experiences.

ELED 471: Foundations of Reading
This course will promote awareness and application of the foundational skills necessary for beginning readers. Views of reading will be explored, as well as practical approaches for teaching literacy skills and engagement with books in the classroom. In addition, culturally responsive approaches to reading instruction and the use of notable children's literature will be explored.

PE 352: Adaptive Physical Education
Students are exposed to those impairments addressed in idea as they relate to physical education. Assessments, IEP development, and other elements necessary to successful inclusion are addressed. In addition, physical activities for special populations outside the school setting are also addressed.

SEED 450: Reading and Content Literacy
This course explores methods for teaching middle and high school students to read, write, think, and learn in ways that allow them to master the subject matter and meaningfully apply their understanding. Participants learn to plan lessons that teach content and nurture greater literacy. Pre-, during-, and post-reading strategies and writing strategies are explored, along with assessment methods that give students a continual view of their literacy progress and achievement. Classroom adaptations for culturally and linguistically diverse populations in the content areas are also addressed.

SPED 100: Intro to Persons with Exceptionalities
A survey of the various exceptionalities and implications of education; the history and philosophy of special education; and state and federal legislation affecting special education.

SPED 330: Language, Communication, Development and Assistive Technology
This course will provide a foundation in evaluating and planning for the unique language and communication needs of students. Through classroom discussions, activities and required 15 hours of field experience, participants will gain experience using augmentative and alternative communication systems as determined by individual student need. Additionally, participants will be prepared to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students.

SPED 380: Neurodiversity
Students learn content and strategies related to neurodiversity and the most commonly occurring specific learning disabilities such as dyslexia, dysgraphia, dyspraxia, dyscalculia, ADHD, autism, specific language impairment, working memory, anxiety, and trauma.

SPED 410: Behavior Management of Exceptional Children
This course covers the development and implementation of positive behavior management including interventions, strategies, and supports as appropriate for individual students with disabilities.

SPED 413: Serving Students with Severe Disabilities
This course is the study of instructional strategies, materials, and equipment specific to the instruction of students with cognitive disabilities, developmental disabilities, and severe disabilities.

SPED 420: Curriculum and Instruction Strategies K-12
Curriculum and individual education program development for special class teachers including strategies and materials at the K-12 level.

SPED 431: Identification and Assessment in Special Education
The course covers the development, selection, administration and interpretation of assessment instruments and strategies used to determine whether students have a disability and require special education or related services and to evaluate their level of performance to develop and monitor progress on individual education programs.

SPED 460: Family Systems and Professional Collaborations
This course covers the collaboration and communication skills necessary to work within family systems and the use of resources and services supporting birth through lifespan services, multidisciplinary team functioning, and the placement committee processes.

SPED 485: Special Education Law
An overview of the historical background of special education law, current issues, trends, and a critical analysis of local, state, and national laws regulating special education.

SPED 495: Practicum
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.

All applicable course syllabi are attached to this application. See Attachment #1: Special Education (BS) Course Syllabi

Section VI. Faculty

There are seven (7) current faculty at South Dakota State University who will teach courses for the new B.S. in Special Education. Below are their names and relevant professional preparation and expertise.

Current Faculty	Highest Degree	Professional Preparation and Expertise	Anticipated Courses
Laura Ackerwold, Instructor	M.S. in Curriculum and Instruction	Laura has a South Dakota teaching license for K-12 English as a New Language with 10 years of teaching experience in elementary, secondary, and post-secondary.	EDFN 453L EDFN 454 SEED 450
Renee Estebo, Instructor	M. Ed. in Teaching, Learning, and Leadership	Renee has 26 years of experience in the field of education as an elementary classroom teacher, K-12 special education teacher, Reading Recovery teacher, K-12 instructional coach, and K-12 reading specialist. Renee has served as a master coach and trainer for the Minnesota Reading Corps, focus on K-3 literacy interventions.	EDFN 454
Aileen Garcia, Assistant Professor	Ph.D. Child, Youth and Family Studies	Aileen, a former elementary school teacher, has 10 years' experience working with children and families. Aileen higher education teaching and research focuses on child development of children ages 3-8 years and parental involvement.	ECE 241 HDFS 241
Patrick Hales, Associate Professor	Ph.D. Teacher Education and Higher Education	Patrick serves as the Assistant Director for K-12 Teacher Education. He has taught K-12 English to Speakers of Other Languages and 6-12 Language Arts. At SDSU, he teaches courses related to classroom responsiveness, assessment for learning, and legal and ethical topics in education.	EDFN 351 EDFN 461 EDFN 456
Nicole Linstad, Instructor	M.S. Special Education	Nicole has 20 years of experience working with elementary school-aged children. She has experience working in special education and fully-inclusive classrooms.	SPED 100 SPED 420 SPED 495
Heidi Sackreiter, Assistant Professor	Ed.D. in Curriculum and Instruction	Heidi's professional preparation and practical experiences have been teaching learners at the elementary/middle level in South Dakota. She previously worked as an instructor and assistant professor in teacher education programs at Northern State University and Augustana University.	ECE 470 EDFN 340 ELED 471

Derek Stewart, Adjunct	Ph.D. in Educational Leadership	Derek has been an educator on Standing Rock Reservation for the past 10 years and current professor at Sitting Bull College.	AIS 211
Roman Waldera, Instructor	Ph.D. in Exercise Science & Nutrition	Roman is an instructor within the SDSU Physical Education Teacher Education program responsible for teaching courses relating to exercise science, motor learning, and adapted physical education.	PE 352

See Appendix #3- SDSU Faculty teaching assignments from 2022-23

Additional faculty positions will be posted during the 2023-24 academic year to teach courses in the Special Education B.S. program. The Special Education B.S. program includes methods courses also proposed for the Elementary Education B.S. program, thus the four (4) jobs posted for Elementary Education faculty positions are included below. All supporting documentation (job descriptions) will be routed internally at SDSU for approval to post in September 2023. The aim is to hire for January 2024 and/or August 2024 depending on candidate available start date. Two (2) positions will be tenure track faculty lines in special education and one (1) will be a Instructor line.

Special Education, Instructor (teach courses and supervise field experiences)
- Master's Degree in Education by the position start date.
- Minimum of three years of experience teaching in K-8 schools; special education.
- Demonstrated evidence of excellence in teaching.
- Demonstrated evidence of excellence in coaching or mentoring K-8 educators.
- Collaborate in further development of innovative undergraduate and graduate programs
- Anticipated courses: EDFN 454 Teaching and Learning IV: Student Teaching; SPED 460 Family Systems and Professional Collaborations; SPED 495 Practicum

Special Education (tenure track)

- Earned doctorate in Special Education or a closely related field.
- Demonstrated scholarly and external funding potential in special education with a focus on neurodiversity and different learning characteristics (low and high incidence disabilities)
- Create, develop, and teach undergraduate P-12 curriculum and methods courses with a primary focus on special education instruction across all grade levels.
- Maintain an active research/publication record and pursue an external funding agenda in special education and assistive technologies.
- Collaborate in further development of innovative undergraduate and graduate programs
- Anticipated courses: SPED 380 Neurodiversity; SPED 413 Serving Student Severe Disability; SPED 485 Special Education Law

Special Education (tenure track)

- Earned doctorate in Special Education or a closely related field,
- Demonstrated scholarly and external funding potential in special education with a focus on effective teaching, behavioral management, and assessment strategies to meet students' individual need
- Create, develop, and teach undergraduate P-12 curriculum and methods courses with a primary focus on special education instruction across all grade levels,
- Maintain an active research/publication record and pursue an external funding agenda in special education and behavioral management,
- Collaborate in further development of innovative undergraduate and graduate programs.
- Anticipated courses: SPED 330 Language, Communication, Development & Assistive Tech; SPED 410 Behavior Management of Exceptional Children; SPED 431 Identification and Assessment in Special Education

Faculty positions posted for Elementary Education:
Elementary Education, Instructor (teach courses and supervise field experiences)

- Master's Degree in Education by the position start date.
- Minimum of three years of experience teaching in K-8 schools.
- Demonstrated evidence of excellence in teaching.
- Demonstrated evidence of excellence in coaching or mentoring K-8 educators.
- Collaborate in further development of innovative undergraduate and graduate programs
- Anticipated courses: ELED 310 K-8 Methods of Music, Art, and Drama; EDFN 351 Teaching and Learning I; EDFN 453/L Teaching and Learning and Lab III; EDFN 454 Teaching and Learning IV Student Teaching

Elementary Education, Instructor (teach courses and supervise field experiences)

- Master's Degree in Education by the position start date.
- Minimum of three years of experience teaching in K-8 schools.
- Demonstrated evidence of excellence in teaching.
- Demonstrated evidence of excellence in coaching or mentoring K-8 educators.
- Collaborate in further development of innovative undergraduate and graduate programs
- Anticipated courses: ELED 230 Assessment and Classroom Management; ELED 360 K-8 Social Studies Methods; EDFN 453/L Teaching and Learning and Lab III; EDFN 454 Teaching and Learning IV Student Teaching

Elementary Education, Literacy Focus (tenure track)

- Earned doctoral degree in Reading/Literacy Education, Elementary Education, Early Childhood Education, Curriculum and Instruction, or a related field, with at least 18 hours of graduate coursework in literacy education
- Create, develop, and teach undergraduate K-8 curriculum and methods courses with a primary focus on literacy instruction across all grade levels.
- Maintain an active research/publication record and pursue an external funding agenda in literacy education
- Collaborate in further development of innovative undergraduate and graduate programs

- Aligns with CAEP Standard 2
- Anticipated courses: ELED 440 K-8 Language Arts Method; ELED 450 K-8 Reading Methods; ELED 466 P-12 ELL Curriculum, Instruction and Assessment

Elementary Education, Interdisciplinary Mathematics and Science Focus (tenure track)
- Create, develop, and teach undergraduate K-8 curriculum and methods courses with a primary focus on mathematics and science instruction across all grade levels.
- Maintain an active research/publication record and pursue an external funding agenda in mathematics and science education
- Collaborate in further development of innovative undergraduate and graduate programs
- Support a dynamic student experience with play, inquiry, creativity, and collaboration.
- Aligns with CAEP Standard 2
- Anticipated courses: ELED 320 K-8 Science Methods; ELED 330 K-8 Math Methods; EDFN 454 Teaching and Learning IV Student Teaching; EDFN 456 Capstone/Action Research

Section VII. Library Facilities

Library and Publication Services

The [Hilton M. Briggs Library](#) staff are very receptive to faculty and student needs. Students and faculty have full access to the Hilton M. Briggs Library and its 27 full-time staff members including a subject librarian for Education. The library holds approximately 774,966 volumes, 74,440 online subscriptions, streaming video platforms such as Alexander Street Press and Kanopy, and 112 databases that index journals, magazines, newspapers, and other materials.

The library building provides a wide range of study environments on its three levels. The seating capacity of 700 includes lounges, group study rooms, 12 rooms with monitors, and around 260 study carrels. Students and faculty members may use over 41 fully networked internet-accessible computer stations or use their own laptops on the library's wireless network. Over 85 laptops are also available for checkout.

South Dakota State University Archives and Special Collections contains 11,000 linear feet of archival materials, including the Senator Thomas A. Daschle Congressional Papers. The Archives identifies, collects, preserves, and makes accessible materials of cultural importance and historical and administrative value. These rare collections document the development of South Dakota State University and the surrounding community and support the research and educational subject areas of the University.

Open PRAIRIE is the SDSU Open Access institutional repository with 2.6 million downloads. Hilton M. Briggs Library holds over 91,613 federal government publications as Federal Depository Library.

Resource Request Process

Faculty members can request books be purchased, as well as suggest that a journal subscription be added, directly via online forms or through the Library Representative appointed for the Education Program. The Subject Librarian for appropriate subject may also be contacted with requests. The library began purchasing any textbook they could get as an e-book with unlimited users. This policy has continued since then. They purchase any book on the list provided by the SDSU bookstore as an e-book with unlimited users. Library staff contact the instructors for the books letting them know that their textbook is available electronically and they can give the link to their students in the syllabus and link to it on D2L.

Research Guides

An online research guide, regularly updated, provides convenient access to selected resources relevant to SUBJECT.

Interlibrary Loan and Document Delivery Services

Briggs Library provides Interlibrary Loan services for students and faculty to request materials the library does not own. In most cases, the library pays any costs incurred for the service. On average, Briggs Library staff provide electronic delivery of articles from other libraries within 11 hours.

In support of the existing Teacher Education programs, the Hilton Briggs Library has an [Education Research Guide](#) website with information and resources focused on education. The following information was provided by the Hilton Briggs Library staff for the B.S. in Special Education. The following is a list of library resources, publications and services that may be used by students and faculty in the program.

- EBSCOhost – Academic Search Premier
- ProQuest database
- JSTOR
- World Cat
- *Education Week*
- Streaming Services: Alexander Street Press and Kanopy
- World Book Early World of Learning and Discover
- Academic Search Premier
- Dissertation & Theses Global
- Web of Science-Arts and Humanities Citation Index
- Web of Science- Social Sciences Citation Index
- ERIC
- Project Muse
- ProQuest Research Library
- PsychINFO
- SocIndex

We met with the Hilton Briggs Library staff to determine new library and technology resources to support and sustain the program. Purchasing curricular materials that support courses are a priority. Library staff will work with faculty to identify perpetual access to textbooks that would reduce cost for students. Initial costs for books, media, and other resources are estimated at FY 2024 $10,000 (funding acquired).

We will pursue subscriptions to the following journals.
- *Journal of Special Education*
- *Teaching Exceptional Children*
- *Journal of Learning Disabilities*
  Teacher Education and Special Education
- *Exceptional Children*

Students can also access the Brookings Public Library as they have extensive and inclusive book selections in their children's and juvenile collections which can be checked out using their issued SDSU student ID.

Appendices
Section IV
Appendix #1- [Spec. Ed (BS) Plan of Study](#)

SOUTH DAKOTA STATE UNIVERSITY

Bachelor of Science in Education and Human Sciences
Major: Special Education
2023-2024 Sample 4-Year Plan
Total Degree Requirements: 120 credits

Student		Student ID#		Student Phone #	
Advisor		Minimum GPA		Minor/Career Interest(s)	

Students are not limited to this plan; it is meant to be used as a guide for planning purposes in consultation with your advisor. The sample schedule is one possible path to completing your degree within four years. For official program requirements, please refer to the [Undergraduate Catalog](#).

First Year
Fall

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
BIOL 101/L	Biology Survey I and Lab	SGR#6	3		
EHS 119	EHS Seminar		2		
ENGL 101	Composition I	p. Placement, SGR #1	3		
HDFS 141	Individual and Family	SGR #3	3		
PSYC 101	General Psychology	SGR #3	3		
BIOL 101/L	Biology Survey I and Lab	SGR#6	3		
		Total Credit Hours	14		

Spring

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
	Arts and Humanities/Diversity Elective	SGR #4	3		
CMST 101 or CMST 215	Fundamentals of Speech or Public Speaking	SGR #2	3		
GEOG 131/L or GEOG 132/L	Physical Geography: Weather and Climate and Lab or Physical Geography: Natural Landscapes	SGR #6	4		
MATH 114 or MATH 103	College Algebra or Mathematical Reasoning	SGR #5	3		
SPED 100	Intro to Persons with Exceptionalities		3		
		Total Credit Hours	16		

Summer

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
		Total Credit Hours			

Second Year

Fall

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
AIS 211	South Dakota American Indian Culture and Education	SGR #3	3		
ECE 241	Child Development II: 3-8 Years		3		
ECE 470	Inclusion Strategies		3		
EDFN 351	Teaching and Learning I		1		
ENGL 201 or ENGL 283	Composition II Intro. to Creative Writing	p. ENGL 101, SGR #1	3		
ENGL 240	Juvenile Literature	SGR #4 Online	3		
		Total Credit Hours	16		

Spring

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
	Elective: Student-selected (suggested: HDFS241 or EDFN461)		3		
EDFN 340	Adolescent Development in Education Contexts		3		
EHS 319	Life, Love, and Money		2		
ELED 320	K-8 Science Methods		3		
ELED 360	K-8 Social Studies Methods		3		
PE 352	Adapted Physical Education		3		
		Total Credit Hours	17		

Summer

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
		Total Credit Hours			

Third Year

Fall

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
ELED 310	K-8 Methods of Music, Art and Drama		2		
ELED 330	K-8 Mathematics Methods		3		
ELED 440	K-8 Language Arts Methods		3		
ECE/ELED 471	Foundations of Reading		3		
SPED 330	Language, Communication, Development & Assistive Tech		2		
SPED 380	Neurodiversity		3		
		Total Credit Hours	16		

Spring

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
SEED 450	7-12 Reading and Content Literacy		3		
SPED 413	Serving Student Severe Disability		3		
SPED 420	Curriculum & Instruction Strategies K-12		3		
SPED 431	Identification and Assessment in Special Education		3		
SPED 485	Special Education Law		2		
SPED 495	Practicum		2		
		Total Credit Hours	16		

Summer

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
		Total Credit Hours			

Fourth Year

Fall

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
EDFN 453/L	Teaching and Learning III		7		
SPED 410	Behavior Management of Exceptional Children		3		
SPED 460	Family Systems and Professional Collaborations		3		
		Total Credit Hours	13		

Spring

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
EDFN 454	Teaching and Learning IV: Student Teaching		11		
EDFN 456	Capstone/Action Research		1		
		Total Credit Hours	12		

Section V
Appendix #2
SPED Alignment Matrix of Program Goals, Required Courses, Key Assessments, CAEP, and SDARs.

SDSU Special Education Program Goals	InTASC Model Core Teaching Standards	CEC 2012 Initial Preparation Standards	Courses	Key Assessments (align with SDAR 24:53:04:07 & 24:53:04:09)
1. Provide instruction that varies individually within and across cognitive, linguistic, social, emotional, and physical areas of development using a variety of instructional strategies, including using technology.	1, 2, 8	3	AIS 211, ECE 470, EDFN 453L, EDFN 454, EDFN 456, PE 352, SPED 330, SPED 420, SPED 495	Teacher Work Sample (EDFN 456); Praxis PLT Exam #5625 (EDFN 454); Student Teaching Assessment (EDFN 454)
2. Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals.	2, 7	1, 2, 4, 5	ECE 241, ECE 470, EDFN 453/L, EDFN 454, EDFN 456, ELED 310, ELED 320, ELED 330, ELED 360, ELED 440, PE 352, SPED 330, SPED 410, SPED 420, SPED 431, SPED 495	Teacher Work Sample (EDFN 456); Praxis PLT Exam #5625 (EDFN 454); Student Teaching Assessment (EDFN 454)
3. Create learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.	3	2	AIS 211, ECE 470, EDFN 340, EDFN 453L, EDFN 454, EDFN 456, ELED 310, ELED 320, ELED 330, ELED 360, ELED 440, ELED 471, PE 352, SEED 450, SPED 410, SPED 420, SPED 495	Teacher Work Sample (EDFN 456); Praxis PLT Exam #5622 (EDFN 454)
4. Demonstrate knowledge of neurodiversity and the barriers that impede learning.	4	1	ECE 241, ECE 470, EDFN 340, EDFN 351, EDFN 454, EDFN 456, ELED 471, PE 352, SEED 450, SPED 100, SPED 330, SPED 380, SPED 410, SPED 413, SPED 420, SPED 431, SPED 485, SPED 495	Teacher Work Sample (EDFN 456); Praxis Content Exam #5354 (EDFN 453); Praxis PLT Exam #5625 (EDFN 454)
5. Encourage children's development of critical thinking, creativity, and collaborative problem solving.	5	2, 3, 5	EDFN 340, EDFN 453L, EDFN 454, EDFN 456, ELED 310, ELED 320, ELED 330, ELED 360, ELED 440, ELED 471, SPED 420, SPED 495	Teacher Work Sample (EDFN 456); Praxis PLT Exam #5625 (EDFN 454)

6. Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom.	3, 8	2, 3, 5	EDFN 340, EDFN 351, EDFN 453, EDFN 454, EDFN 456, ELED 320, ELED 330, ELED 360, ELED 440, ELED 471, PE 352, SEED 450, SPED 100, SPED 330, SPED 410, SPED 420, SPED 495	Teacher Work Sample (EDFN 456); Praxis PLT Exam #5625 (EDFN 454); Student Teaching Assessment (EDFN 454)
7. Implement formal and informal assessment strategies to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	6	4	EDFN 453/L, EDFN 454, EDFN 456, ELED 310, ELED 471, SPED 330, SPED 380, SPED 410, SPED 413, SPED 420, SPED 431, SPED 495	Teacher Work Sample (EDFN 456); Praxis PLT Exam #5625 (EDFN 454); Student Teaching Assessment (EDFN 454)
8. Adapt instruction to meet the diverse needs of learners, including those with disabilities and exceptionalities.	7, 8	1, 2, 3, 4, 5	EDFN 453/L, EDFN 454, EDFN 456, PE 352, SPED 330, SPED 410, SPED 413, SPED 420, SPED 431, SPED 485, SPED 495	Teacher Work Sample (EDFN 456); Praxis PLT Exam #5625 (EDFN 454)
9. Show evidence of ethical and professional behaviors and reflect upon and continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally.	9	6, 7	AIS 211, EDFN 340, EDFN 351, EDFN 453/L, EDFN 454, EDFN 456, SPED 380, SPED 410, SPED 413, SPED 431, SPED 460, SPED 485, SPED 495	Teacher Work Sample (EDFN 456); Praxis PLT Exam #5625 (EDFN 454)
10. Foster relationships with school colleagues, families, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically.	10	6, 7	AIS 211, ECE 470, EDFN 340, EDFN 453/L, EDFN 454, SPED 100, SPED 380, SPED 413, SPED 431, SPED 460, SPED 485, SPED 495	Teacher Work Sample (EDFN 456); Praxis PLT Exam #5625 (EDFN 454)

Course Name	Course Number	Credits	Program Goals	SDAR 24:53:07:01	SDAR 24:53:07: 18	SDAR 24:53:07:25 (2020 Standards)	SDAR 24:53:04:
South Dakota American Indian Culture and Education	AIS 211	3	1, 3. 9, 10	1			7
Child Development II: 3-8 Years	ECE 241	3	2, 4		3, 5	Standard 1	
Inclusion Strategies	ECE 470	3	1, 2, 3, 4, 10				
Adolescent Development in Education Contexts	EDFN 340	3	3, 4, 5, 6, 9, 10	3	3, 5	Standard 1	
Teaching and Learning I	EDFN 351	1	4, 6, 9	2			
Teaching and Learning III	EDFN 453	3	2, 6, 7, 8, 9, 10	2	4, 5	Standard 4	10
Teaching and Learning III Lab	EDFN 453L	4	1, 2, 3, 5, 7, 8, 9, 10		5	Standards 1-5	10
Teaching and Learning IV: Student Teaching	EDFN 454	11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10			Standards 1-7	10, 13
Capstone/Action Research	EDFN 456	1	1, 2, 3, 4, 5, 6, 7, 8, 9				10, 13
K-8 Methods of Music, Art, and Drama	ELED 310	2	3, 5, 7		4	Standard 3	
K-8 Science Methods	ELED 320	3	2, 3, 5, 6		4	Standard 3	
K-8 Mathematics Methods	ELED 330	3	2, 3, 5, 6		4	Standard 3	
K-8 Social Studies Methods	ELED 360	3	2, 3, 5, 6		4	Standard 3	
K-8 Language Arts Methods	ELED 440	3	2, 3, 5, 6		1, 4	Standard 3	
Foundation of Reading	ELED 471	3	3, 4, 5, 6, 7		1	Standard 3	7
Adapted Physical Education	PE 352	3	1, 2, 3, 4, 6, 8		4	Standards 2, 5	
7-12 Reading and Content Literacy	SEED 450	3	3, 4, 6		1	Standards 3	
Intro to Persons with Exceptionalities	SPED 100	3	4, 6, 10		2	Standards 1, 5	7
Language Development & Assistive Tech	SPED 330	2	2, 4, 6, 7, 8			Standards 2, 5	07, 09
Neurodiversity	SPED 380	3	4, 7, 9, 10		2	Standards 1, 2, 5	7
Behavior Management of Exceptional Children	SPED 410	3	3, 4, 6, 7, 8, 9			Standards 2, 5	07, 09
Serving Student Severe Disability	SPED 413	3	4, 7, 8, 9, 10		2	Standards 1, 2, 5	7
Curriculum & Instruction Strategies K-12	SPED 420	3	1, 2, 3, 4, 5, 6, 7, 8		4	Standards 2, 3, 5	07, 09
Identification and Assessment in Special Education	SPED 431	3	4, 7, 8, 9, 10			Standards 4, 5	07, 09, 13
Family Systems and Professional Collaborations	SPED 460	3	9, 10			Standards 1, 6, 7	07, 09, 10
Special Education Law	SPED 485	2	4, 8, 9, 10			Standards 6, 7	7
Practicum	SPED 495	2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10			Standards 1-5	
SGR Courses							7

Section VI
Appendix #3 - SDSU Faculty teaching assignments from 2022-23

Primary Instructor	Term	Subject	Course Number	Title	% of workload assigned to teaching
Ackerwold, Laura					99.2%
	2022 Fall	EDFN	101	Exploration Teaching/Learning	
		SEED	450	Reading and Content Literacy	
	2023 Spring	AGED	494	Internship	
		EDFN	101	Exploration Teaching/Learning	
			453L	Teaching and Learning III Lab	
		READ	041	Reading for College Success	
		SEED	450	Reading and Content Literacy	
	2023 Summer	READ	041	Reading for College Success	
Estebo, Renee *Started in January 2023	2023 Spring	ECE	488	Student Teaching	90%
		EDFN	454	Student Teaching	
		ECE	495	Kindergarten Placement	
Garcia, Aileen	2022 Fall	EPSY	201	The Science of Learning	56.7%
	2023 Spring	EPSY	201	The Science of Learning	
	2023 Summer	ECE	241	Child Develop II: 3 to 8 Years	
		HDFS	241	Human Relations	
Hales, Patrick	2022 Fall	EDFN	351	Teaching and Learning I	43.3%
			453	Teaching and Learning III	
		SEED	456	Capstone/Action Research	
	2023 Spring	EDFN	351	Teaching and Learning I	
			453	Teaching and Learning III	
		SEED	456	Capstone/Action Research	
	2023 Summer	EDER	711	Educational Assessments	
		EDFN	461	Cultur/Psychol Engl 2nd Lang	
			561	Cultur/Psychol Engl 2nd Lang	
Linstad, Nicole	2022 Fall	ECE	470	Early Child Inclusion Strategy	93.3%
			495	Practicum: Sp Ed	
		EDFN	454	Teach/Learn IV Student Teach	
	2023 Spring	ECE	325	Inclusion & Diverse Learner	
			470	Early Child Inclusion Strategy	
			495	Practicum-Special Ed	
			496	Field Experience	
		EDFN	454	Teach/Learn IV Student Teach	
	2023 Summer	ECE	470	Early Child Inclusion Strategy	
Sackreiter, Heidi					66.7%
	2022 Fall	ECE	471	Reading Diagnostics	
		EDFN	340	Adolescent Develop/Ed Contexts	
			453L	Teaching and Learning III Lab	
	2023 Spring	ECE	241	Child Develop II: 3 to 8 Years	
			471	Reading Diagnostics	

		EDFN	340	Adolescent Develop/Ed Contexts	
	2023 Summer	ECE	325	Inclusion & Diverse Learner	
		EDER	610	Introduction to Research	
			614	Adv Ed Research Design & Anlys	
Stewart, Derek	Spring 2023	AIS	211	SD American Indian Culture and Education	
		AIS	211	SD American Indian Culture and Education	
Waldera, Roman	2022 Fall	PE	221	Skills Fitness Based Competencies Lifetime Activities	93.3%
		PE	221L	Skills Fitness Based Competencies Lifetime Activities Laboratory	
		PE	275	Science of Movement	
		PE	275L	Science of Movement Laboratory	
		PE	461	Professionalism, Ethics, and Law	
		PE	478	Student Teaching I	
		PE	479	Student Teaching II	
		PE	483	Fundamentals and Theories of Coaching	
		PE	484	Fundamentals and Theories of Coaching: Field Experience	
		PE	488	Student Teaching III	
	2023 Spring	PE	300	Applied Sport and Exercise Science	
		PE	352	Adapted Physical Education	
		PE	478	Student Teaching I	
		PE	479	Student Teaching II	
		PE	483	Fundamentals and Theories of Coaching	
		PE	484	Fundamentals and Theories of Coaching: Field Experience	
		PE	488	Student Teaching III	

AMERICAN INDIAN & INDIGENOUS STUDIES

South Dakota American Indian Culture and Education (AIS 211-ST1)
SDSU Summer 2023, 3 Credit Hours
Class Time: Online
Professor: Derek A. Stewart Ed.D. (Dr. Stewart)
Office hours: Please contact me by phone (call or text), let me know who you are and what class you are in, and the question/concerns you have. If I miss your call, leave a message and I will get back to you as soon as possible. I am also willing to set up a Zoom conference if additional help and support are needed.
Email: derek.stewart@sdstate.edu
Cell: (651)249-6999

SOUTH DAKOTA AMERICAN INDIAN CULTURE IN EDUCATION

LAND ACKNOWLEDGEMENT
South Dakota State University is located on the ancestral territory of the Oceti Sakowin (oh-CHEH-tee SHAW-Koh-we), meaning Seven Council Fires, which is the proper name for the people commonly called Sioux. The tribal alliance, made up of individual bands, of the Seven Council Fires, is based on kinship, location, and dialects: Santee-Dakota, Yankton-Nakota, and Teton-Lakota. The seven tribes now occupy nine reservations in South Dakota: Cheyenne River Sioux Tribe, Crow Creek Sioux Tribe, Flandreau Santee Sioux Tribe, Lower Brule Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux Tribe, Sisseton-Wahpeton Oyate, Standing Rock Sioux Tribe, and Yankton Sioux Tribe.

COURSE DESCRIPTION
This course is an education-focused study of the history, culture, values, family structures, traditional religions, legends, and governmental policies of South Dakota American Indian Groups. Students are expected to apply the selected concepts and theories to contemporary issues in the state and region. Areas addressed include the educational application of American Indian cultural dynamics, history, teaching, and learning.

COURSE GOALS, LEARNING ACTIVITIES & OUTCOMES

- Week 1) Course Introduction: online academic success

UNIT 1: Native American Education Today.

- (Week 2) Current issues in Native American education: what factors are impacting our student's success. (**BR.ch1-3**)
- (Week 3) Cultural integration: learning how to implement culture effectively for improving academic achievement.
- (Week 4) Teaching in context: holistic instruction (**BR.ch4-6**)

Project 1: Lesson Plan: Cultural Integration

UNIT 2: Native Identity

- (Week 5) No, you're not a Cherokee Princess: understanding enrollment, blood quantum, lineage, and shared culture.
- (Week 6) Humor and Survival: learning how communication heals **(BR.ch 7-9)**
- (Week 7) Sovereignty: sovereignty rights

Project 2: Indigenized Pedagogy:

UNIT 3: Perspectives & Perseverance:

- (Week 8) Boarding Schools: self-concept, identity, and the retention of culture **(BR.ch 10-12)**
- (Week 9) To what degree is your cultural integration: Multicultural education.
- (Week 10) Intergenerational trauma: the lasting impact of Forced Assimilation **(BR.ch 13-14)**

Project 3: Cultural Assessment Rubric Project. Creating a rubric for assessing our future cultural integration practices.

INSTRUCTIONAL METHODS:

This course is held virtually; however, will require you to meet with other students in groups to cover the course's group discussion component. This will consist of book club discussions that will be held every other week. This can be accomplished in person on campus or virtually over Zoom or A-synchronized through the use of a social media platform. How this is accomplished is up to the consensus of the group as long as everyone has access to the decided method of meeting. The book club groups will be assigned in week one, and I will be emailing each group during the week regarding how to set up your book club meetings. For virtual discussion/ online etiquette Please see SDS U's statement of virtual classroom etiquette below:

SOUTH DAKOTA STATE UNIVERSITY VIRTUAL CLASSROOM USE AND ETIQUETTE STATEMENT

At times, this course will be using a virtual classroom environment (e.g. Zoom) to meet synchronously online, as part of the course engagement this semester. Students are strongly encouraged to have a webcam and microphone, along with a computer, to be able to participate fully when joining this course's virtual classroom. (Cell phones may also be used with some virtual classroom mobile Apps, but students may not get the full benefit of viewing the content being shared on the screen.) Students are expected to be present and active participants in the virtual classroom. To ensure students are fully prepared to be active participants in this course, South Dakota State University has prepared an Etiquette for the Virtual Classroom resource to support student learning. Additionally, a Preparing for Face-to-Face, Online, and Hybrid Learning resource has been developed to support student success in this course. If there are additional questions or concerns, please contact the instructor of this course immediately.

REQUIRED TEXT

White Hat, Albert, Sr. *Life's Journey-Zuya: Oral Teachings from Rosebud*
The book above can be accessed for free with the following link. You'll have to log in using your SDSU credentials:
https://sdstate-primo.hosted.exlibrisgroup.com/permalink/f/1s54aar/01SDBOR_ALMA7128761240003641

The Oceti Sakowin Essential Understandings Standards:
https://doe.sd.gov/contentstandards/documents/18-OSEUs.pdf
Other readings, videos, and resources are available via the D2L site for this course.

GRADING SCALE
A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 and below

GRADING
grades will be based on points and will not be weighted. Below is a list of the assignments you will be completing this semester.
- **Weekly virtual classes and quizzes** (10pts)
- **Weekly Homework assignments (**15pts)
- **Book club questions** (20pts)
- **Book club meetings** (every other week)
- **Cultural Activity Reflection paper** (50pts)
- **Unit Projects** (this will vary based on project requirements)

AMERICAN INDIAN CULTURAL ACTIVITIES AND ACCOMPANYING REFLECTION PAPER
Students are required to participate in one American Indian cultural activity during the semester. You can either choose an event in person or online. Below is a list of current events you can choose from. I will also be sending out weekly reminders of potential Zoom activities that will be live from Sitting Bull College. Moreover, your area is allowed and able to choose various cultural activities on campus and/or available locally to participate in and write about. Below is a short list of potential options for those of you who cannot find anything else to meet this requirement:

REFLECTION PAPER ON CULTURAL ACTIVITY
The reflection papers will mandate a 400-word minimum essay (15pt), placing your experience into conversation with the texts for the course. You will be required to give a short description of the event you participated in (5 points), give your response/thoughts on the event (5 points), and finally, put this experience into conversation with at least one reading from the course or based on what you know /have learned about Lakota/Dakota culture about teaching and learning (5 points). Total of 50 pts. A rubric will be provided to help guide your reflection to make sure that you meet the assignment requirements.

COMMUNICATION
Students have a lot of questions. The questions are good. In my experience, 90% of students' questions can be answered by the syllabus, a course news feed, and/or course content area. Before reaching out to me with a question, please look in at least two places, such as this syllabus, the news feed on our D2L homepage, and the content area for our course. If you cannot find your answer, chances are other students are struggling as well and I need to fix the problem immediately. So, after you've looked, please email or call me at (651)249-6999 And please do so with a degree of professionalism. As future (or current) educators, it is important to develop a habit of professional email etiquette. Instead of something that looks like a text message or a Google.

WHAT TO EXPECT
I will post weekly newsfeed on D2L, and will provide instructional videos with weekly assignments that will answer most assignment questions My email is derek.stewart@sdstate.edu You are also encouraged to call or text me (be professional and let me know who you are, what class you're in, and what your question is. We can also schedule a Zoom meeting, (just let me know through email or cell). My office hours are set between 9-4, Monday-Friday (please make sure that communication happens between this time if you want an instant response back).

AMERICAN DISABILITY ASSOCIATON STATEMENT
South Dakota State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services (Phone: 605-688-4504; Fax: 605-688-4987; Email: Nancy.Crooks@sdstate.edu or SDSU.Disabilityservices@sdstate.edu; Address: Room 271, Box 2815, University Student Union, Brookings, South Dakota 57007)

DIVERSITY AND INCLUSION
In this class, people of all ethnicities, gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their perspectives and experiences. Over the course of the semester, please honor the uniqueness of your classmates and refrain from personal attacks or demeaning comments of any kind. If you feel your differences may in some way isolate you from South Dakota State University's community or if you have any specific accommodations, please speak with me about your concerns and what we can do together to help you become an active and engaged member of our class and community.

STUDENT ACADEMIC INTEGRITY AND APPEALS
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2:4 sets forth the definitions of academic dishonesty, which include but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The policy and its procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

SAFE ZONE STATEMENT
As a member of the Safe Zone Ally community network of trained faculty at South Dakota State University, I am committed to promoting an inviting and inclusive environment that is emotionally and physically safe for LGBTQIQ/LGBTQIA/LGBT (lesbian, gay, bisexual, transgender, queer, intersex, questioning) students. I can connect you with resources on campus to address problems you may face that interfere with your academic and social success on campus, as it relates to issues surrounding sexual orientation/gender identity. My goal is to help you be successful and to maintain a safe and equitable campus. The success of this policy relies

on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, to participate in, or condone harassment or discrimination of any kind.

SYLLABUS
ECE 241: Child Development II: 3 to 11 Years and
ECE 196: Field Experience (Fall 2022)
School of Education, Counseling, and Human Development
College of Education and Human Sciences
South Dakota State University

Professor: Carie Green, Ph.D.
Office: Wenona Hall 101
Phone: (605) 688-5707
Email: carie.green@sdstate.edu
Office Hours: Thursday 9:30-11:30am or by appointment (please email)

Class time and Meeting Place:
Thursday 12:00-2:45 PM in Pugsley 117 and online (asynchronous) – see calendar for details
This is primarily a face-to-face course, however, at times you may also be required to engage in distance learning activities. Reminders about the schedule will also be announced in D2L.

*ECE 196 Field Experience grade and requirements are shared between this class and ECE 240.

Credit Hours:
3 Credit hours for ECE 241; 1 credit hour for ECE 196 (1/2 credit for 240 and ½ credit for 241)

Course Description
ECE 241 is an in-depth study of child development from ages 3 to 11 in a developmentally appropriate context. The focus of the course is on typical and atypical development, including physical, cognitive, social, and emotional development across the early childhood stage. Topics also include foundational theories of human development and contemporary research on early care and education.

Course Objectives and Student Learning Outcomes
During the course of the semester, students will be able to -
1. Describe the different developmental theories and how research has benefitted the lives of children through reading assignments, lecture, and in-person and online discussions.
2. Explain the major concepts and processes of human development from preschool through middle childhood through study guides, child observations, and other activities.
3. Identify the contextual attributes that influence children's development across various socio-cultural, geographical, and environmental contexts.
4. Utilize theories and developmental trends to interpret in-person and video observations of children playing and interacting in indoor and outdoor environments.
5. Consider developmentally appropriate practices for nurturing healthy socio-emotional, cognitive, and physical development in young children.
6. Practice fundamental, observation, recording, and interpretation skills.

Course Requirements

Required Texts
[Note: The class is subscribed to First Day Access, meaning the ebook version is available in D2L. You will be billed automatically for this, but <u>you have the option to opt out of this service</u>. Make sure to read and follow the email from the University Bookstore about this.]
1. Berk, L. E. & Meyers, A. B. (2016). *Infants and children: Prenatal through middle childhood* (8th ed.). New York, NY: Pearson.
2. Additional readings (e.g., journal and news articles) will be required as necessary.

Technological Skills
Students must meet the technical requirements as defined by SDSU Information Technology. In addition, students enrolling in the course should be comfortable in operating various computer applications (e.g., Microsoft Powerpoint, Word, etc.), as well as in D2L's LockDown Browser and Webcam monitoring. Other online applications may be used and instructions will be given along with the requirement. If you experience technical difficulties and questions, contact the Support Help Desk at (605) 688-6776. They are also available for live chat at this link: https://support.sdstate.edu.

Logging on to D2L
1. Enter the following URL into your web browser: https://d2l.sdbor.edu
2. Enter your username and password (same username as your WebAdvisor ID).
3. If you are unable to log in, contact the Support Help Desk at (605) 688-6776.

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Class Assignments and Grading

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Readings, Class Preparation, and In-class Assignments (20%):
Students are expected to come to class fully prepared to participate in discussion and in-class activities. Various activities will be held in class, including small group discussions, interactive questioning, class presentations, panel discussions, group evaluation, and the like. **Students are expected to complete required readings and study guides before coming to class**. Study guides should be submitted by 11:59 pm on the Wednesday before class for full credit. Completed study guides are worth 5 pts each. Study guides can be used on exams, thus providing an extra incentive for completing them. Study guides submitted late will lose one point for each day late and after 5 days they worth zero points. The readings for each class session are noted in the course schedule.

Exams (30%):
There will be two exams covering assigned readings as well as related lecture material, videos, or any class handouts. Exams will be non-cumulative, drawn from the materials covered in the specific segment of the course indicated in the course schedule. Exam formats will be a combination of multiple-choice and short essay.

NO make-up tests will be given without the approval of the Instructor **BEFORE the scheduled test date. If you cannot be in class on the day of the test, schedule a time to take the exam **EARLY**. A missed exam, without prior instructor approval, will result in a "0" for the missed exam.

Analysis of Child Development Paper (30%):
You will write a Developmental Analysis Paper based on observation data. Your Analysis of Child Development paper will be informed by observations completed as part of the ECE 196 portion of your grade. Specifically, you will be required to observe children on four occasions during the semester. Three will take place at the Fishback Center for Early Childhood Education Lab School on campus. The fourth, will occur in a natural outdoor setting or through video observation (see course calendar for details). You will draw from theories and concepts learned in class to interpret children's interactions and experiences. Specifically, what concepts related to young children's physical, cognitive, and socio-emotional development can you use to interpret and explain the children's interactions in their learning environment? How does the environment influence children's physical, cognitive, and socio-emotional development? And how do peers influence and teachers support children in their development and learning?

You will be provided an observational form that should be completed for each specific observation. Typically, you will have a two-week window to complete your observation and submit your form. These observational forms will guide the construction of your final Analysis of Child Development paper. The guidelines and grading criteria for this paper are available on D2L and will be discussed in class.

Collaborative Puppet Show (20%)
For this assignment, you will use puppets as an interactive teaching tool to support young children's social, emotional, cognitive, and physical development? First, you will identify a topic to teach (i.e., sharing). Then together with your group you will develop a short puppet show skit (5-7 minutes) to engage children in your topic. You are strongly encouraged to integrate interactive activities in your puppet show including songs, jokes, movement, question prompts, and games to engage children during the show. You will have the opportunity to perform your puppet show with young children in an early learning setting.

**Assignment rubrics will be provided for all assignments. Details of course requirements will be discussed in class.

Grading Scale
> **A** 92-100%
> **B** 81-91%
> **C** 71-80%
> **D** 63-70%
> **F** <62%

Class Requirements and Percentages for ECE 196**
> 1. Socio-emotional observational form –25 points
> 2. Cognitive development observational form – 25 points
> 3. Physical development observational form – 25
> 4. All domains form – 25
> 5. Children's EID form- 25

**Note: These requirements will make up 50% of your grade for ECE 196. The other half will be averaged with your grade for ECE 196 from your ECE 240 class.

Late Assignments:
All assignments should be submitted on or before the due dates as noted in the general course calendar. Points will be deducted for assignments turned in late. Please email me if you intend to miss class or an assignment deadline. Deadline extensions for assignments may be granted at the discretion of the course instructor and warranted by the particular situation. The key is to communicate with the instructor PRIOR to an assignment due date. It is up to you to propose a plan for when and how you plan on submitting the assignment. *If* an extension for the assignment is agreed upon 5-10% will be deducted from your final grade for each day late. Assignments over one week late will result in a zero.

Attendance:
This course involves a great deal of experiential and participatory learning that will take place in class. Attendance is required and will be monitored. Excused absences include sickness (Dr. note is required), family emergency (documentation is required), or university excused (documentation is required). All other absences will be marked as unexcused.

Absence in no way relieves a student from the responsibility of completing all work, tests given in a particular session, or for material presented or covered during scheduled class sessions. Excessive lateness or tardiness is unacceptable.
Attendance will be recorded according to the policy below, final grades will be adjusted after all other grading is complete:

Perfect attendance = +5points added to final grade (up to 100%)
  3 tardies = 1 absence
  3 absences = drop by ½ letter grade (5 points)
  5 absences = drop by 1 letter grade (10 points)
  7 absences = drop by 2 letter grades (20 points)
  14 absences = F

Academic Integrity Information
Student Academic Integrity and Appeals: The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

ADA Statement
South Dakota State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encourage to immediately contact the instructor of the course and the Office of Disability Services (Phone: 605-688-4504; Fax:

605-688- 4987; E-mail: Nancy.Crooks@sdstate.edu or SDSU.Disabilityservices@sdstate.edu; Address: Room 271, Box 2815, University Student Union, Brookings, South Dakota 57007)

BOR Policy 1:11 Freedom in Learning
Teacher candidates are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and teacher candidates should be free to take reasoned exception to the data or views offered in any course of study. Teacher candidates who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Child Abuse and Neglect
If a teacher candidate suspects child maltreatment while involved in a field experience associated with a course requirement, he or she should report such an observation to the supervisor of the setting where this field experience is taking place. The teacher candidate is also requested to report such an incident to his or her instructor.

Land Acknowledgement
South Dakota State University is located on the ancestral territory of the Oceti Sakowin, meaning Seven Council Fires which is the proper name for the people commonly called Sioux. The tribal alliance, made up of individual bands, of the Seven Council Fires is based on kinship, location and dialects: Santee-Dakota, Yankton-Nakota and Teton-Lakota. The seven tribes now occupy nine reservations in South Dakota: Cheyenne River Sioux Tribe, Crow Creek Sioux Tribe, Flandreau Santee Sioux Trbie, Lower Brule Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux Tribe, Sisseton-Wahpeton Oyate, Standing Rock Sioux Tribe and Yankton Sioux Tribe. It is with profound respect that we acknowledge the indigenous peoples of this land.

Diversity Statement
The Early Childhood Education program at SDSU values diversity in all forms including race/ethnicity, socioeconomic status, gender, exceptionality, language, religion, sexual orientation and geographical location. In each ECE course efforts will be made to strive to focus attention to the knowledge, skills and dispositions necessary in providing appropriate care and education for all children (ages birth through eight) and their families.

Promoting an Inclusive Classroom
South Dakota State University is dedicated to promoting a culture of respect that honors the rights, safety, dignity, and worth of every individual. One way to promote a safe and inclusive classroom community is to communicate that each student's unique voice, perspective, and presence are expected to be respected, appreciated, and recognized as a source of strength.

Course Schedule
Tentative/ Subject to Change

Date	Topic	Assignment Due on day listed Reading and Study Guides	Child Observations
Week #1			
Thursday August 25	Introductions and Course Overview Chapter 1 Concepts: Three Developmental Domains Basic Issues in Child Development	1. Read Chapter 1	
Week #2			
Thursday Sept. 1	Chapter 1 Concepts (cont.): Developmental Theories Developmental Stages and Trends **Overview of Analysis of Child Development Paper	1. Read Chapter 1 2. Upload Chapter 1 Study Guide on D2L	
Week #3		*Upload assignments by Wednesday 11:59 p.m.*	
Thursday Sept. 8	**ONLINE CLASS*** Chapter 2: Biological and Environmental Foundations of Development *Dr.Green will be out of town	1. Read Chapter 2 2. Submit Chapter 2 Study Guide 3. Review Requirements for *Analysis of Child Development Paper*	
Week #4		*Upload assignments by Wednesday 11:59 p.m.*	
Thursday Sept. 15	Chapter 8: Physical Development in Early Childhood Growth and motor development Brain Development Promoting health in early childhood Threats to health and well-being	1. Read Chapter 8 2. Upload Chapter 8 study guide	Complete observation (physical domain)
Week #5		*Upload assignments by Wednesday 11:59 p.m.*	
Thursday Sept. 22	Chapter 11: Physical Development in Middle Childhood Gross and fine motor Brain development Physical activity	1. Read Chapter 11 2. Upload Chapter 11 study guide 3. Upload Physical Development Observation Form	Complete observation (physical domain)
Week #6		*Upload assignments by Wednesday 11:59 p.m.*	

Thursday Sept. 29	<u>Chapter 9: Cognitive Development in Early Childhood</u> Piaget's Cognitive Development Theory Vygotsky's Socio-cultural theory	1. Read Chapter 9 2. Upload Chapter 9 study guide	Complete observation (cognitive domain)
Week #7		*Upload assignments by Wednesday 11:59 p.m.*	
Thursday Oct. 6	<u>Chapter 12: Cognitive Development in Middle Childhood</u> Piaget Intelligence tests Moral reasoning Language development Learning and schooling Families	1. Read Chapter 12 2. Upload Chapter 12 study guide	Complete observation (cognitive domain)
Week #8		*Upload assignments by Wednesday 11:59 p.m.*	
Thursday Oct. 13	<u>Special Topic: Environmental Identity Development (EID) in Young Children</u> Introduce puppets as a teaching/research tool	1. Read Environmental Identity Development in Young Children by Green, 2016 (see D2L) 2. Upload EID Reflection	Complete EID Observation (nature setting or online)
Week #9		*Upload assignments by Wednesday 11:59 p.m.*	
Thursday Oct. 20	Visit an Outdoor Nature setting and observe children (e.g. state park, Dakota Nature Park) Or Watch Video on D2L of children exploring a Forest Setting	1. Work on puppet show with teammates 2. Complete and upload EID Observation Form	Complete EID Observation (nature setting or online)
Week #11		*Upload assignments by Wednesday 11:59 p.m.*	
Thursday Oct. 27	<mark>EXAM #1: Chapters 1, 2, 8, 9, 11</mark> **ONLINE**		
Week #12		*Upload assignments by Wednesday 11:59 p.m.*	
Thursday Nov. 3	<u>Chapter 10: Socio-emotional development in Early Childhood</u> Emerging Sense of Self Emotional Development in Early Childhood	1. Read Chapter 10 2. Upload Chapter 10 study guide 3. Upload Group Skit/ Puppet Show lesson	Complete observation (socio-emotional domain)
Week #13		*Upload assignments by Wednesday 11:59 p.m.*	
Thursday Nov. 10	<u>Chapter 13: Social-Emotional Development in Middle Childhood</u> Psychosocial Development	1. Read Chapter 13 2. Upload Chapter 13 study guide	Complete observation (socio-emotional domain)

	Gender development Peer relationships Families	3. Early Submission of <mark>Analysis of Child Development Paper</mark> for feedback **Optional*	
Week # 14		*Upload assignments by Wednesday 11:59 p.m.*	
Thursday Nov. 17	<u>Socio-emotional Development (cont.)</u> Chapters 10 and 13 Practice puppet show	1. Upload Socio-emotional Observation form	
Week #15		*Upload assignments by Wednesday 11:59 p.m.*	
Thursday Nov. 24	No Class Thanksgiving Holiday		
Week #16		*Upload assignments by Wednesday 11:59 p.m.*	
Thursday Dec. 1	Puppet Show	1. Present puppet show – location TBD 2. <mark>Submit Analysis of Child Development Paper</mark>	
Finals week			
Thursday Dec. 8	<mark>Exam #2: EID, Chapters 10 & 13</mark> ONLINE		

Teacher Education at
South Dakota State University
We value faculty, teacher candidates and school and community partners who are:

Responsive: Educators respond to the unique qualities (strengths, needs and interests) of the individual learners and the environment and broader context in which learning occurs.

Collaborative: Educators work together with their peers, other adults, the community and learners to plan learning experiences, engage teacher candidates, and monitor progress.

Innovative: Educators are not limited or static in their teaching strategies and approaches. Rather, their decisions and practices are both creative and grounded in research.

Committed: Educators recognize and appreciate the time and energy needed to plan responsive and engaging activities for their learners.

The following beliefs guide our practices:
Development in Context: Learning is responsive to the developmental characteristics of the learner in a social and cultural context.

Constructivism: Learning expands upon previous cognitive understanding through authentic experiences.

Inquiry: Learning capitalizes on the innate curiosity of youth as they find answers to their questions about the world.

InTASC Model Core Teaching Standards

The Learner and Learning Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

- *Content*
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- *Instructional Practice*
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- *Professional responsibility*
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ECE 470 Early Childhood Inclusion Strategies
(ONLINE COURSE)
Department of Teaching, Learning, and Leadership
SDSU College of Education & Human Sciences
Fall 2022
This course will use the Desire 2 Learn program. http:/d2l.sdbor.edu

Instructor:	Nicole Linstad, M.S.
Email address:	nicole.linstad@sdstate.edu
Phone:	(605)688-6155
Office Hours:	Wednesdays 11-1pm or by appointment- *Wenona 214*

Course Catalog Description: This course provides undergraduate students with an applied overview of the following current topics in early childhood special education (ECSE- Birth to 8 years); risk determinants, disability characteristics and developmental implications, current technology/equipment and implications, prevention, adaptations, assessment models, individualized planning and implementation of inclusive curriculum for children with special needs and their families.
Course Corequisites: ECE 488

Required Textbooks and Materials:
Teaching Students Who Are Exceptional, Diverse and at Risk in the General Education Classroom. Vaugh, Bos and Schumm. **7th Edition**. You will need this textbook for required readings.

The textbook for this course is available as a digital copy with **First Day Access** and has been billed to your tuition. The bookstore has sent you an e-mail with subject line *Do Not Delete- Important SDSU Fall 2022 Course Information*. Included in the email will be information about accessing the book and how to opt-out if you wish to purchase another way.

Technical Requirements: https://d2l.sdbor.edu a browser capable of running D2L is required. For technical support, the student should contact the SDSU Service Desk at (605)688-6776 or go to http://www.sdstate.edu/support-desk.

Methods:
Within this self-guided online learning environment course modules will be completed in order (starting with "Week 1"), because each week builds off the previous learning. Products will be shared in discussion groups and/or in the dropbox in Desire to Learn (D2L). D2L will be utilized for all course management.

Course Goals:

The overall goal for this class is for students to apply their knowledge, skills, and dispositions related to Early Childhood Special Education, (ECSE, birth to grade 3) to prepare for a special education endorsement on their teaching certificates.

Articulate the foundations of special education, legal and ethical responsibilities for special educators, policies, and practices as a foundation for application.
  ● Identify legal and ethical responsibilities for special educators, policies and practices as a foundation for application.
  ● Identify etiology and characteristics of disabilities as defined by the Individuals with Disabilities Education Act.
Establish environments which enhance each child's development.
  ● Describe basic terminology and medical issues relating to young children with special needs.
  ● Identify typical and atypical behaviors and individual learning needs.
  ● Use manipulative materials and play to enhance development and learning.
Contribute to the development of an Individualized Family Service Plan (IFSP) and Individual Educational Program (IEP) and transition planning, applying assessment information.

- Applying assessment information.
- Develop basic IFSP/IEP paperwork requirements and teacher's role in developing, monitoring, and evaluation completion of IFSP/IEP goals.
- Monitor student progress toward annual goals.
- Organize, maintain, and appropriately use student records.

Student Learning Outcomes:

Student Learning Outcome	Instructional Activity	Assessment
1. Develop and understanding of specific disabilities and how they have evolved.	Text & Other Readings Power Point on D2L Videos Group Discussions	Quizzes 1-16 Disability Projects Discussion Posts Chapter Reflections
2. Describe the responsibilities classroom teachers have for students with disabilities and implementing inclusion.	Text & Other Readings Power Point on D2L Videos Group Discussions	Quizzes 1-16 Disability Projects Discussion Posts Chapter Reflections Teacher interviews
3. Identify and describe teaching strategies that support student learning.	Text & Other Readings Power Point on D2L Videos Research Group Discussions	Quizzes 1-16 Disability Projects Chapter Reflections Discussion Posts
4. Evaluate the articulate ethical and legal responsibilities of educators.	Text & Other Readings Power Point on D2L Videos Group Discussions	Quiz 1 Teacher Interviews Chapter Reflections Discussion Posts
5. Reflect on the history of special needs legislation	Text & Other Readings Power Point on D2L Videos Group Discussions	Quiz 1 Teacher Interviews Chapter Reflections Discussion Posts
6. Identify and describe necessary skills to communicate effectively with professional colleagues and families	Text & Other Readings Power Point on D2L Videos Group Discussions	Quizzes 2-4 Teacher Interviews Parent Interview Chapter Reflections Discussion Posts
7. Describe positive behavior supports (PBIS) and how to implement them with a Response to Intervention Framework.	Text & Other Readings Power Point on D2L Videos Group Discussions	Quiz 5 Chapter Reflections Discussion Posts
8. Explain ways to differentiate assessments to meet the needs of all learners.	Text & Other Readings Power Point on D2L Videos Group Discussions Research	Quizzes 6-16 Teacher Interviews Disability Projects Chapter Reflections Discussion Posts

Assessment of Student Learning:

All written assignments are to be typed. Detailed assignment descriptions are provided on D2L. All assignments should be posted in the associated dropbox by 11:59pm of the due date.

It is important to check for news updates on the course home page every week. I will post news updates to answer your questions and give further details about course assignment.

Assessments:
- Attendance Post: **5 points**
- Discussion Posts: (**Follow rubric**) 5 at 10 pts each. **50 points**
- Chapter Quizzes: 16 at 20pts each. **320 points**
    - **All quizzes are open notes, text, and PowerPoints.** Time limit of 60 minutes
- Specific Weekly Reflections (**Use template**) 8 at 10pts each = **80 points**
- Teacher Interviews: **50 pts**
- Parent Interview**: 25 pts**
- Disability Project: **25 pts**

Grades will be determined by these percentages of total points achieved:
- A 90-100%
- B 89-80%
- C 79-70%
- D 69-60%
- F 59% or below

Late work policy:
Assignments are due by the date and time listed in D2L. Any assignments received after the deadline will be deducted points. **10% will be deducted for each day late**, including weekends from the student's grade on that assignment. **Please make arrangements if you have extenuating circumstances**.

Feedback on Assignments:
I will provide feedback within two weeks after the scheduled due date for the assignment. Some more involved assignments will require extra timing for grading. Feedback will be provided in the associated Dropbox, within discussions, or through the News Feed as appropriate.

Students who have questions regarding how an assignment was graded will have a 7-day review period (after the assignment has been graded and returned) to request the instructor review/regrade. The instructor will ignore any requests after the 7-day review period.

Students can monitor grades and see feedback using the "Grades" feature under the "Assessment" tab in D2L.

Course Requirements

Emails/ Netiquette:
Students are expected to use email if they are trying to contact an individual(s) within class. Students may also email the instructor for specific questions or needs within the course. Emails to the instructor will be answered within 24 hours excluding weekends.

Professionalism and Ethical Considerations:
As a teacher candidate in the Early Childhood Education (ECE) program at SDSU, the teacher candidate is also an early childhood professional and a representative of the Early Childhood Education department. As such, each teacher candidate is responsible for knowing and following the guidelines specified in the Rubric for Dispositions (found later in this syllabus) regarding standards of professional conduct.
The National Council for Accreditation of Teacher Education (NCATE) defines dispositions as "the values, commitments, and professional ethics that influence behaviors toward teacher candidates, families, colleagues, and communities and affect teacher candidate learning, motivation, and development as well as the educator's own professional growth."
Observing children in early childhood settings and collecting data may include participating in activities with them. **These learning experiences require professional ethics and confidentiality**. Any information that is learned about a particular program or a child and his/her family should be discussed only with the staff of the program, the instructor of this class, and other teacher candidates in the context of class learning activities. Such information should be shared only for the purpose of enhancing one's learning and that of peers, not as "gossip". All information should be treated as confidential. Information about children, families, and programs that is

discussed in class should not be discussed outside of class. To help insure confidentiality, teacher candidates will use the initial of the child's first name or a fictitious name in any written work. In addition, teacher candidates must respect children's rights to humane and beneficial treatment as the subject of study. Teacher candidates are responsible for assuring children's personal comfort during activities and respecting children's right to refuse to participate in activities. Furthermore, it is important for the teach candidates to deal with each child or adult without prejudice or partiality and to refrain from imposing any personal views or values upon children or adults

Reading assignments:

Students are expected to read, understand, evaluate and apply the information in the texts according to the reading schedule. Reading assignments need to be completed before responding to the discussion postings. Teacher candidates are responsible for knowing the reading material whether or not the readings are specifically discussed online.

Class Attendance, Preparation, and Participation:

Students are expected to stay engaged in the online platform. Log in the first week of class is required to establish attendance. Logging into the course frequently is necessary in order to adequately participate in discussions and other assignments. Please note that the discussions automatically require logging in on two different days. All written assignments are to be completed and ready to be submitted no later than 11:59 pm CST on the day they are due. There are several video clips the teacher candidates should review during the assigned weeks. These clips, which are posted in the course content, may take time to load and require some sort of media or video player to view them.

SDSU Policy and Procedures:

Academic Integrity and Appeals:

The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication., facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

ADA Statement:
South Dakota State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encourage to immediately contact the instructor of the course and the Office of Disability Services (Phone: 605-688-4504; Fax: 605-688-4987; Email: Nancy.Crooks@sdstate.edu or SDSU.Disabilityservices@sdstate.edu; Address: Room 271, Box 2815, University Student Union, Brookings, South Dakota 57007)

Freedom in Learning:
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Department Head, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

Technical Support Services:
SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below.
Phone: 1-605-688-6776
Email: sdsu.supportdesk@sdstate.edu
Location: Administration Building 131

Diversity Statement:

The Early Childhood Education program at SDSU values diversity in all forms, grounded in the understanding that diversity is inclusive of all identities including race/ethnicity, socioeconomic status, gender, exceptionality, language, religion, sexual orientation and geographical location. In each ECE course the instructors strive to focus teacher candidates' attention to the knowledge, skills and dispositions necessary in providing appropriate care and education for all children (ages birth through eight) and their families. This will be accomplished through lecture, discussion, planning of environments and/or curriculum, interactions with children and families, and collaboration with other professionals. Please pay attention to your course syllabus and schedule for the specific ways in which diversity will be addressed in this specific course.

Dispositions Review/Rubric:

Regardless of academic performance, evaluations of a teacher candidate's behavior with this rubric may affect his or her academic performance.

- Behaviors listed in the "acceptable" and higher columns indicate expectations of teach candidate behavior. Observations of these behaviors will not affect a teacher candidate's grade.

  Observations of behaviors and described in the "basic" and "Unsatisfactory" columns will lead to communication with the teacher candidate by the course instructor during the semester. The teacher candidate's failure to remedy the concerns raised will lead to discussion of him or her when the teacher candidate is routinely reviewed by the Early Childhood Education Committee that assesses teacher candidates for acceptance into the Early Childhood Education Program and approves promotion to Pre Service Levels 2, 3, and 4.

- Ongoing "basic" concerns may affect a teacher candidate's grade. "Unsatisfactory" dispositions will affect a teacher candidate's grade or lead to failure in a course and arrest progression in the major of Early Childhood Education.

This document describes seven attributes of professionalism essential for teachers to demonstrate in their behavior. Faculty will use the below form to rank each attribute for every teacher candidate enrolled in a teacher education course. These ratings will be conducted between the mid and end points of the semester and may also be made at any other time when a faculty observes a behavior needing correction. This scale will be used to make these ratings:

1 = Unsatisfactory, 2 = Basic, 3 = Acceptable, 4 = Proficient, 5 = Distinguished, N/A = Not Applicable given current observations.

If an attribute is ranked at 2 or below, the instructor will complete a Referral Form, review the attribute rating with the Candidate, and create a plan with the teacher candidate to remedy the problematic behavior. If faculty submits two or more Referral Forms for any teacher candidate, he or she will be referred to a faculty committee that will determine responses that may range from referring to supportive services to prohibiting entry or halting a teacher candidate's progression in the teacher education program. These actions will be taken regardless of a teacher candidate's academic performance in the courses where the concerning behaviors are observed.

Professional Attribute Assessment

Candidate Name _____ Placement Site Supervisor/ Faculty/Field Supervisor _____

This document describes seven essential attributes of professional performance on the part of candidates. Please read the following statements and rank each attribute. **1 = Unsatisfactory, 2 = Basic, 3 = Acceptable, 4 = Proficient, 5 = Distinguished, N/A = Not Applicable given current observations**. *If an attribute is ranked at 2 or below, please complete a Referral Form, review with the Candidate, and create a plan to improve this attribute.*

	1	2	3	4	5	N/A	Comments:
Respect							
• is considerate of others							
• values diversity							
• demonstrates inclusive attitudes and behaviors							
Responsibility	1	2	3	4	5	N/A	
• engages in socially appropriate behaviors							
• is reliable and trustworthy							
• accepts consequences for personal actions or decisions							
• prepares for classes/meetings/group work/instruction							
• demonstrates professional ethical behavior							
• maintains confidentiality of students/colleagues							
• attends class regularly and is on time							
Flexibility	1	2	3	4	5	N/A	
• adapts to change							
• is open to new ideas and opinions							
• deals appropriately with less than ideal situations when necessary							
• maintains a positive attitude when necessary changes occur							
Collaboration	1	2	3	4	5	N/A	
• supports teamwork							
• shares knowledge and responsibilities with others							
• accepts and responds appropriately to feedback from others							
Reflection	1	2	3	4	5	N/A	
• self-assesses knowledge/performance using higher order thinking							
• demonstrates accurate self-analysis regarding own strengths and weaknesses							
• accepts/uses constructive feedback							
• assesses situations using multiple perspectives							
Professional Development	1	2	3	4	5	N/A	
• engages in professional development activities							
• is committed to the profession							
• models and promotes life-long learning							
• has enthusiasm for one's discipline(s) and values the process of learning							
• demonstrates a belief that all students can learn							
• demonstrates a belief that teachers can influence learning							
Effective Communication & Social Awareness	1	2	3	4	5	N/A	
• uses the English language effectively and appropriately							
• is able to assess social/professional situations							
• displays an understanding of non-verbal communication							
• acts in socially appropriate and professional ways							
• demonstrates effective listening skills							
• maintains positive relationships with others (i.e. colleagues, peers, parents, students)							
• demonstrates an awareness of how personal appearance and grooming habits can influence teacher effectiveness and dresses appropriately for given contexts							

Form Completed by: _____

Course _____

Semester & Year _____

Form Revised October 2012

**Regardless of academic performance, a candidate's disposition on this rubric may affect his or her academic standing (refer to course syllabi).*

EDFN 340: Adolescent Development in Educational Contexts (3 Credits)
South Dakota State University
Spring 2023, Face-to-Face

<u>Instructor Information</u>
Instructor: Dr. Heidi Sackreiter
Office: Pugsley 141
Office Phone: 605-688-5039
E-mail: heidi.sackreiter@sdstate.edu
Office Hours: By appointment

<u>Course Information</u>
Course Catalog Description: This course is designed to prepare pre-service teachers to analyze the abilities, behaviors, and needs of learners in K-12 schools. Students will examine developmental, cognitive, and psychological theories and processes of adolescence. Students will explore human relations, equity, and the impact of culture, family, media, and peers on adolescent growth.

Pre-requisites: None

Course Attendance Policy: Active participation is necessary in this course and is a big part of becoming a professional educator. Students should make every effort to be in class, and they must inform the instructor about potential absences. <u>If class is missed, it is the student's responsibility to locate the missed information or handouts from a classmate unless arrangements have been made otherwise</u>. **If illness or other health-related emergencies occur, the instructor will allow additional time for tasks to be submitted as long as communication has been consistent.** <u>Excessive absences and lack of communication will affect final grades</u>.

Technology Requirements: You will need to be able to access the Internet, specifically the D2L learning management system. D2L will be needed for outside-of-class tasks, discussions, and to check your grades.

Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below:
Phone: 1-605-688-6776 Email: sdsu.support@sdstate.edu

<u>Course Goals</u>
The overall goals for this EDFN 340 course are for you to:
1. Learn about the course content through personal individual reflection and cooperative tasks.
2. Explore various issues and experiences (i.e., puberty, trauma, family dynamics and systems, social emotional learning, peer relationships, suicide, technology, culture,

preparation for college) impacting learner development and inclusion in middle and high school classrooms.
3. Consider possible implications of these issues.

Upon completion of this EDFN 340 course, you will be able to:
1. Identify key ideas related to adolescent development in Brofenbrenner's Systems theory and the Bio-Psycho-Social Model.
2. Respond (in writing or orally) to various problems experienced by teachers of adolescent learners.
3. Identify key characteristics of physical, cognitive, and moral development of adolescents.
4. Become more sensitive to the physical and emotional needs of adolescents.
5. Demonstrate what teachers can do to facilitate cognitive abilities of adolescent learners and bring 21st Century skills into today's classrooms.
6. Increase knowledge related to gender differences, sexual orientation, and other concerns about romantic relationships during adolescence.
7. Describe implications related to *at least three* of the issues many adolescents face in contemporary society.

Student Learning Outcomes
Teacher Education Program Goals and Standards
The Interstate New Teacher Assessment and Support Consortium (INTASC) standards serve as the SDSU Teacher Education Program's goals as well as those of most teacher education programs.

Specific standards addressed in this course include:
- Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)
- Demonstrate knowledge of the central concepts, tools of inquiry and ways of knowing that are central to the discipline(s) they teach. (InTASC 4)
- Encourage children's development of critical thinking, problem solving, and performance skills. (InTASC 5)
- Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)
.

Instructional Methods
This course will include a variety of instructional methods. There will be in-class and online (D2L) discussions, reading of current adolescent literature selections, brief presentations, videos, and activities. This course will also include other online (D2L) components to support the development of the material beyond the classroom.

Required Texts
Ryan, A.M., Urdan, T.C., & Anderman, E.M. (2017). *Adolescent development for educators*. Pearson.

Individual students will be required to secure *two* particular adolescent literature selections (see instructor-sent email message for details).

Course Expectations and Requirements

1. *Collage of Concerns* –
   You will create a collage that visually describes the four to six issues that are of *most interest or importance to you* when you think of adolescent learners and the middle/high school classroom environment. The collage should be visually appealing and demonstrate some time and effort. <u>You will share the collage during a class meeting **and** also submit in D2L Dropbox.</u>

2. *Theoretical Frameworks Study Guide* –
   During the third week of the course, you will complete a brief study guide that allows you to become familiar with and differentiate between two frameworks for thinking about the development of adolescents: The Bio-Psycho-Social Model and Systems Theories. This worksheet will be provided on D2L, and when completed, should be submitted to the D2L Dropbox.

3. *Non-Routine Problem* –
   Teachers who wish to prepare learners for life and learning after they leave high school must set up opportunities for learners to work on unusual, challenging, non-routine problems *related to their subject matter*. These situations will invite adolescent learners to take risks, brainstorm, communicate with others, and think creatively, while at the same time exploring important academic content. Students may create the non-routine problem individually or with one other student; however, if working cooperatively, each group will share the same score. These will be shared in class and also submitted on D2L in the Dropbox.

4. *Adolescent Literature Book Club and Discussions* –
   All students will be divided into small groups. Each small group will read the same literature selection and discuss it over the duration of approximately one month. **These book club discussions will occur on D2L.** Each week, questions or other tasks related to the reading will be posted in the Discussion area, either by the instructor or by students. These discussion questions/tasks will encourage students to apply the reading to their lives and their roles as teachers, consider course-related themes noticed in the book, and allow them to share their personal reactions to and comprehension of the reading. You will earn points for original postings (questions) and replies to your peers. More details and instructions will be provided in class on and D2L.

5. *Graphic Novel* **Reading Assignments** –
   After reading your selected graphic novel, prepare a *3-5 (at least three, not more than five) minute presentation* to "sell" others on the book. In this video-recorded presentation, students will share a summary of the novel including brief descriptions of at least two characters, share/explain three favorite and/or powerful lines (quotations) from the book, explain ways that the book demonstrates examples of the impact of Brofenbrenner's (systems) theory on adolescent development, and tell why teachers and

learners will benefit from reading this book. More details will be provided in class or on D2L.

6. ***Content Reflection "Journal Tasks"*** –
   Most weeks of the course, a "journal task" will be assigned in which you will be asked to share your learning. Some journal tasks will be shorter and less formal, others will require more time and ideas. Some journal tasks must be submitted as writing (either handwritten or typed) but a few can be done as a recorded video note (of approximately three minutes) within D2L.

7. ***Final Assessment-***
   For the final assessment of this course, you will complete and submit an online exam (found under Quizzes within our D2L shell). The exam will be timed. More details about criteria for the final assessment will be provided in class and on D2L.

Other required tasks: Students in this course will also be asked to:
- schedule a brief check-in meeting with the instructor early (within the first three weeks) in the semester. This will be an important opportunity to get to know more about the student and for the student to ask questions about the course.
- Also, students will be required to complete an informal confidence inventory/pre-assessment related to terminology about adolescent development. This will be submitted into the D2L Dropbox early in the semester.

  Both of *these tasks **are required** but not graded*.

Evaluation: Assignments
- Collage of Concerns – 20 points
- Non-routine Problem – 10 points
- Theoretical Frameworks Study Guide – 20 points
- Adolescent Lit Book Club – 80 points
- Graphic Novel Assignment – 30 points
- Content Reflection Journal Tasks – 50 points
- Final Assessment – 50 points

Grading Scale:
Points will be totaled and averaged to determine overall final grades. ***To earn all points possible for assignments, the work must be completed with care, accuracy, and submitted on time***. Excessive absences will also result in a lower overall final grade for the course.

93-100%: A
86-92%:   B
79-85%:   C
71-78%:   D
70% or below: F

<u>Late Work Policy</u>
      Failure to submit assignments on or before the due dates will result in an automatic deduction of 10% if submitted within approximately two weeks of the original due date (additional deductions will occur if submitted even later). <u>Students must be respectful of their peers' time and stay with the schedule when participating in the discussion forums</u>. Forums will only be open for a certain amount of time, and failure to participate will result in a loss points.

ADA Statement:
South Dakota State strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible. The Office of Disability Services is located in the upper level of the University Student Union (SSU271). Phone: (605)688-4504.

Freedom in Learning Statement:
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Department Head, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2:4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The policy and its procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

Land Acknowledgement:
South Dakota State University is located on the ancestral territory of the Oceti Sakowin, meaning Seven Council Fires, which is the proper name for the people commonly called Sioux. The tribal alliance, made up of individual bands, of the Seven Council Fires is based on kinship, location and dialects: Santee-Dakota, Yankton-Nakota and Teton Lakota. The seven tribes now occupy nine reservations in South Dakota: Cheyenne River Sioux Tribe, Crow Creek Sioux Tribe, Flandreau Santee Sioux Tribe, Lower Brule Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux

Tribe, Sisseton-Wahpeton Oyate, Standing Rock Sioux Tribe and Yankton Sioux Tribe. It is with profound respect that we acknowledge the indigenous peoples of this land.

This acknowledgement serves as a reminder that before this site was called SDSU, it was called home to American Indian Nations to this location.

Promoting an Inclusive Classroom:
South Dakota State University is dedicated to promoting a culture of respect that honors the rights, safety, dignity, and worth of every individual. One way to promote a safe and inclusive classroom community is to communicate that each student's unique voice, perspective, and presence are expected to be respected, appreciated, and recognized as a source of strength.

EDFN 351: Teaching and Learning I Course Syllabus

Instructor Information
Taught by: Dr. Patrick Hales
Office: Wenona 114
Office hours: Contact me for a meeting
E-mail: patrick.hales@sdstate.edu (DO NOT USE D2L EMAIL)
Cell: (336) 338-1126 (feel free to call)
E-mail response time: 24 hours on weekdays

Course Information
Meeting Times: Thursdays 10:00 am – 10:50 am; follow the meeting schedule
Classroom: Agricultural Engineering 0100
Credit: 1 credit hour
Course Prerequisites: None
Course description: Students in this seminar will explore and critically examine characteristics of learning, learning differences, and learning environments. Students will develop instructional competencies through analysis of and collaboration around virtual field experiences as well as consultation with experienced in-service educators.
Course Attendance: This is a hybrid course. This means that part of your time will be spent in face-to-face class time and the rest of your time will be spent interacting in the D2L course online. You should check for updates to D2L every few days and take part in the weekly discussions. Also, complete course assignments and submit them to D2L. Communicate with the course instructor regularly.
Required Textbooks and Materials: No textbook; You will need something for writing in class.
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements:
https://d2l.sdbor.edu/shared/sdsu/require.htm
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Student Learning Outcomes
Always consider the 4-ex approach for your work. Here is what you'll do in EVERY ASSIGNMENT:
- Explore – Students will examine and critique the concepts of philosophy and science related to current issues in education.
- Examine – Students will scrutinize the research and evidence to determine the trustworthiness and validity of the tools to further refine them.
- Extend– Students will develop, create, and rationalize using evidence found through exploration.
- Express– Students will consider the results of their efforts as they apply to their own teaching, student learning, and their research and development of future teaching.

In addition, every teacher candidate should strive for the following **InTASC Standards**:
(focus standards in this course are highlighted)
1. Learner development. The teacher understands how students learn and how they develop.
2. Learning differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans.
3. Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students.
4. Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students.
5. Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the world.

6. Assessment. The teacher understands and applies various methods of assessment that encourage and support the growth of his or her students.

7. Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards.

8. Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies.

9. Professional learning and ethical practice. The teacher understands the importance of ongoing personal reflection.

10. Leadership and collaboration. The teacher seeks out and assumes leadership roles that match his or her skills. They take direct responsibility for the success of their learners, working with them to help them achieve their potential.

This course also aligns with the **Council for Exceptional Children Initial Teacher Preparation Standards**: (focus standards in this course are highlighted)

1. Learner development and individual learning differences. Teacher candidates will understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

2. Learning environments. Teacher candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

3. Curricular content knowledge. Teacher candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4. Assessment. Teacher candidates use multiple methods of assessment and data sources in making educational decisions.

5. Instructional planning and strategies. Teacher candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

6. Professional learning and ethical practice. Teacher candidates use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7. Collaboration. Teacher candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Instructional Methods and Grading

Feedback is more important than grades. I will make every effort to provide you with enough feedback to develop your thinking and keep you on track to make progress toward course learning outcomes. To emphasize learning and progress over getting grades, I've kept the grading system for this course minimal, utilizing a checklist rubric. You will prepare for and take part in weekly discussions. You will also complete two essential question presentations where you respond to the essential questions of this course in an asynchronous meeting with Dr. Hales. A synchronous meeting can be requested.

Assessments
Weekly Discussion
- Your weekly discussion will be done **in class**. You must be in attendance to complete the discussion component of this course. If you miss class, it's up to you to get in touch with me to talk about the discussion.
- Each week, it will be clear what you have to do to get weekly discussion credit.

Essential Questions Presentations (first presentation due by 10/9; second presentation due by 12/4)
- You will be assessed based on two presentations which you either submit to as a slide/video presentation or meet with Dr. Hales. The first three essential questions should be addressed in the first presentation; the

final three essential questions should be addressed in the final presentation. You should 1) explain your understanding of the question, 2) provide evidence and artifacts from research and analysis, and 3) briefly reflect on your process of addressing the question including how you might apply this knowledge to teaching. Find more information about these presentations under assignments on D2L.

- You will get feedback during your presentation. Use this feedback to inform your progress.
    - The essential questions for this presentation are:
        - **Essential Question # 1** – How do we know students are learning?
            - Adapted from Learner Development (InTASC Standard 1) and Principles of Assessment (InTASC Standard 6)
        - **Essential Question # 2** – What do student differences have to do with how they're taught and how they learn?
            - Adapted from Learning Differences (InTASC Standard 2) and Learning Environment (InTASC Standard 3)
        - **Essential Question # 3** – What does engaging teaching and learning look like in your content area?
            - Adapted from Content knowledge (InTASC Standard 4) and Application of Content (InTASC Standard 5)
        - **Essential Question # 4** – What is necessary for your instructional planning?
            - Adapted from Planning for Instruction (InTASC Standard 7)
        - **Essential Question # 5** – How do you motivate and manage students in your classroom?
            - Adapted from Instructional Strategies (InTASC Standard 8)
        - **Essential Question # 6** – What are the some of the most significant responsibilities for teachers?
            - Adapted from Professional Learning and Collaboration (InTASC Standards 9 & 10)

Course Schedule – subject to change*
August 25: Course information and Introductions
Sept 1, Sept 8: **How do we know students are learning?**
Sept 15, Sept 22: What do student differences have to do with how they're taught and how they learn?
Sept 29, Oct 6: What does engaging teaching learning look like in your content area?
Oct 13, Oct 20: What are core components of your instructional planning?
Oct 27: No class
Nov 3, Nov 10: How do you motivate and manage students in your classroom?
Nov 17: What are the most significant responsibilities for teachers?
Nov 24: No Class
Dec 1: No Class

Academic Integrity
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

Americans with Disabilities Act (ADA)
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom in Learning

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Department Head, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

EDFN 453: Teaching and Learning III Course Syllabus

Instructor Information
Taught by: Dr. Patrick Hales
Office: Wenona 114
Office hours: Contact me for a meeting
E-mail: patrick.hales@sdstate.edu (DO NOT USE D2L EMAIL)
Cell: (336) 338-1126 (feel free to call)
E-mail response time: 24 hours on weekdays

Course Information
Meeting Times: Section 1: Wednesdays 4:00pm – 6:50pm; Section 2: Thursdays 4:00 pm – 6:50 pm; follow the meeting schedule
Classroom: Rotunda E
Credit: 3 credit hours
Course Prerequisites: None
Course description: This course continues the process of synthesizing all of the elements of the InTASC Core Teaching Standards in order to appreciate the complex role of instructional leader in the classroom. Several instructional modules will provide the framework for inquiry, in which university faculty and site-based professionals mentor teacher candidates throughout their time in the field.
Course Attendance: You must attend class. This is a hybrid course. This means that part of your time will be spent in face-to-face class time and the rest of your time will be spent interacting in the D2L course online. You should check for updates to D2L every few days and take part in the weekly discussions. Also, complete course assignments and submit them to D2L. Communicate with the course instructor regularly.
Required Textbooks and Materials: No textbook; You will need something for writing in class.
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements:
https://d2l.sdbor.edu/shared/sdsu/require.htm
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Student Learning Outcomes
Always consider the 4-ex approach for your work. Here is what you'll do and be assessed on in EVERY ASSIGNMENT:
- Explore – Students will examine and critique the concepts of philosophy and science related to current issues in education.
- Examine – Students will scrutinize the research and evidence to determine the trustworthiness and validity of the tools to further refine them.
- Extend– Students will develop, create, and rationalize using evidence found through exploration.
- Express– Students will consider the results of their efforts as they apply to their own teaching, student learning, and their research and development of future teaching.

In addition, every teacher candidate should strive for the following InTASC Standards:
1. Learner development. The teacher understands how students learn and how they develop.
2. Learning differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans.
3. Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students.
4. Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students.

5. Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the world.
6. Assessment. The teacher understands and applies various methods of assessment that encourage and support the growth of his or her students.
7. Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards.
8. Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies.
9. Professional learning and ethical practice. The teacher understands the importance of ongoing personal reflection.
10. Leadership and collaboration. The teacher seeks out and assumes leadership roles that match his or her skills. They take direct responsibility for the success of their learners, working with them to help them achieve their potential.

Instructional Methods and Grading
Feedback is more important than grades. I will make every effort to provide you with enough feedback to develop your thinking and keep you on track to make progress toward course learning outcomes. To emphasize learning and progress over getting grades, I've kept the grading system for this course minimal, utilizing a checklist, standards-based rubric using the 4-ex method above. You will prepare for and take part in weekly discussions. You will complete three projects. For all projects, you will meet with Dr. Hales to go through your work on it before the due date.

Most assignments can be worked on during class. This is chance for you to draft, analyze, edit, and ask questions of others about your designs.

Assignments

Weekly Discussion
- Your weekly discussion will be done **in class**. You must be in attendance to complete the discussion component of this course. If you miss class, it's up to you to get in touch with me to talk about the discussion.
- Each week, it will be clear what you have to do to get weekly discussion credit.

Preparing for Your First Class Project – (due by 10/16)
Assignment details can be found on D2L.

Impact on Student Learning Project – (due by 11/22)
Assignment details can be found on D2L.

Professional Development Plan – (due by 12/8)
Assignment details can be found on D2L.

Minor Assignments: all due by 12/8
Praxis Study Guide
Suicide Awareness and Prevention Training

Section 1: Wednesday Course Schedule - subject to change*
August 24: Course information and Introductions
Aug 31, Sept 7: **Legal Issues in Education**
Sept 14, Sept 21: Philosophies of Classroom Management
Sept 28, Oct 5: Technology and LMS Development
Oct 12: Curriculum Design and Deciding What to Teach

Oct 19, 26: No class
Nov 2, Nov 9, Nov 16: Assessment for Learning
Nov 23: No Class
Nov 30: Preparing for the Realities of Running Your Own Classroom

Section 2: Thursday Course Schedule – subject to change*
August 25: Course information and Introductions
Sept 1, Sept 8: **Legal Issues in Education**
Sept 15, Sept 22: Philosophies of Classroom Management
Sept 29, Oct 6: Technology and LMS Development
Oct 13: Curriculum Design and Deciding What to Teach
Oct 20, 27: No class
Nov 3, Nov 10, Nov 17: Assessment for Learning
Nov 24: No Class
Dec 1: Preparing for the Realities of Running Your Own Classroom

Academic Integrity

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Americans with Disabilities Act (ADA)

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Freedom in Learning

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South Dakota State University
College of Education and Human Sciences
Department of Teaching, Learning, and Leadership
EDFN 453L: Teaching and Learning III Lab
Fall 2022

Instructor: Dr. Heidi Sackreiter
Office: Pugsley 141
Office Hours: Mondays 9:30 – 11:30am
  Students are also welcomed to contact the instructor whenever needed and set up an appointment in person or on ZOOM.
E-mail: heidi.sackreiter@sdstate.edu

Course Information:
Meeting Times: In the field (at assigned cooperating schools) and virtual (on D2L); **Student Teaching for Fall semester** *(Residency I)* **begins the week of August 29th and will conclude during the week of November 28th (unless additional time is needed due to excessive absences).**

Clinical Mentoring Experience:
One formal observation of teaching will be required before the last day of the Residency I experience. This might occur one of two ways:
- The Clinical Mentor will visit to observe one lesson in the field.
- The Student Teacher may record the lesson or set up a live ZOOM call for the observation. This might be necessary due to implications that could prevent a face-to-face visit, such as illness, inclement weather, or scheduling conflicts.

Prior to observation of any lesson (whether face-to-face at the school building or as a live ZOOM or recording), the Teacher Candidate will complete a portion of the "Cognitive Coaching Guide" document (located on D2L).

PLEASE NOTE: Ideally, the Clinical Mentor will meet with the Teacher Candidate immediately following the instruction to chat about the effectiveness of the teaching and assist in the reflection process. Again, this might occur by distance (over the phone or ZOOM) if needed.

Two discussion forums on D2L will also be used as means of sharing about and reflecting on the experience. This will also be another means of communication between the Clinical Mentor and Teacher Candidate because the Clinical Mentor will also participate in the forum. These discussions will also serve as valuable opportunities to think about all that is being observed and experienced. These discussion forums are required and must be completed before final grades will be posted.

Credit: 4 credit hours

Course description: The first semester of the year-long residency will allow teacher candidates to begin the process of synthesizing the InTASC Core Teaching Standards to appreciate the complex role of instructional leader. Several instructional modules will provide the framework for inquiry, in which university faculty and site-based professionals mentor teacher candidates throughout their time in the field.

Required Readings and Materials:
> *South Dakota State University Student Teaching Handbook
> *South Dakota State Curriculum Content Standards (or for the state in which student teaching is completed)
> *Policy handbook for the school(s) in which teacher candidate is student teaching

Technical Requirements: https://d2l.sdbor.edu/shared/sdsu/require.htm

Goals and Student Learning Outcomes

> The overall goal for the EDFN 453L is that teacher candidates apply their knowledge, skills, and dispositions to meet South Dakota State Professional Standards for Teacher Preparation, CAEP Accreditation Standards, the SDSU Teacher Education Conceptual Framework, and SDSU's Secondary Teacher Education Goals, which are:

1. The candidate understands the content standards' central concepts, methods and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The candidate understands how students learn and develop and can provide learning opportunities that support their intellectual, social and personal development.
3. The candidate understands how students differ in their approaches to learning and creates instruction that meets needs of diverse learners.
4. The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
5. The candidate uses knowledge of effective verbal and nonverbal media and communication techniques to foster active inquiry and collaboration in the classroom.
7. The candidate plans curriculum and instruction based upon curriculum goals, knowledge of subject matter, and knowledge of students.
8. The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.
9. The candidate is reflective and continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks opportunities to grow professionally.

More specifically, upon completion of this lab experience, you will:
1. Spend approximately *two* full days per week (or the equivalent of two full days) in your assigned cooperating classroom.
2. Write **at least three goals**, specific and with a brief procedure of how each will be attempted (submitted in D2L Dropbox no later than the end of the second week of your experience).

3. Take notes on and react to what you observe, paying close attention to classroom management strategies, how instructional opportunities and content are presented, and how the clinical educator interacts with the learners and how learners communicate with each other, as well as any other specific issues related to teaching during the current pandemic. These notes will not be submitted or graded formally, but it is expected that student teachers attempt to record some of the things they observe in the classroom.
4. Prepare *one* formal lesson or activity (to be observed by Dr. Sackreiter in either a face-to-face visit, live Zoom, or by video recording).
5. Complete the "Cognitive Coaching Guide" document to prepare for the formal observation lesson or activity. (Cognitive Coaching Guide available on D2L.)
6. Reflect (during a brief conference with clinical mentor by phone call or ZOOM) soon after teaching activities and observations.
7. Reflect on a short (10-12 minute) recorded lesson component or activity (in addition to the one formal lesson or activity observed by Dr. Sackreiter). *This Video Reflection will be due in mid-November.*
8. Actively participate in *two* online (D2L) discussion forums related to the lab experience.
9. Submit the completed and signed (by the Clinical Educator) time log sheet before the end of the lab experience (no later than Finals Week). **Paper copy or electronic/scanned submission of the time log will be accepted.**

Instructional Methods and Grading

The Clinical Educator is the most appropriate person to evaluate your performance as a potential teacher in the classroom because of his or her ability to witness your interactions and teaching activities on a daily basis. He or she will be contacted multiple times to check on your progress while you are in his or her classroom. Also, the Clinical Educator will complete a final evaluation and an assessment of professional attributes near the end of the experience.
The clinical mentor (Dr. Sackreiter) will utilize consultation with the clinical educator, completed assignments (including goal creation, visits to the classroom or recorded lessons, monthly journal entries, and D2L tasks), and other criteria as outlined in the course syllabus to determine a final grade for the course. *In order to earn an A for this experience*, all required tasks are to be completed and submitted in a timely manner (please ask for clarification on specific due dates), days and hours are to be logged on the given timesheet (must be signed) and submitted either as paper copy or electronically, and there *must also be no significant, pressing concerns shared by the Clinical Educator*. If problems or issues do arise during the experience, they must be addressed and improved (before the end of the semester) in order to pass this Residency I experience. A successful Residency I experience is needed to move onto the second semester of student teaching (Residency II).

Statement Regarding Professional Dispositions:

Teacher candidates are expected to act professionally and ethically in all aspects of their student teaching experience. *The department's Professional Attributes Assessment will be used to evaluate dispositions*. If teacher candidates display actions or behaviors that faculty, clinical

educators, or university supervisors have identified as having a negative impact on their successful completion of the program, they may be placed on an improvement plan. If teacher candidates feel that various attributes have not been accurately identified, they have the right to appeal.

ADA Statement:

South Dakota State strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible. The Office of Disability Services is located in the upper level of the University Student Union (SSU271). Phone: (605)688-4504.

COVID-19 Related Issues:

All teacher candidates are expected to following any COVID-19 related policies or guidelines at their cooperating schools. If a student has any concerns or questions about this, they are encouraged to contact Dr. Heidi Sackreiter or Ms. Lynda Venhuizen, Field Placement Coordinator (linda.venhuizen@sdstate.edu). **Failure to act in cooperation with the rules or guidelines related to face coverings or physical distancing at schools may result in discontinuation of the Residency I experience and will be reported to the Professional Attributes Review committee**.

Diversity Statement

The Secondary Teacher Education program at SDSU values diversity in all forms, grounded in the understanding that diversity is inclusive of all identities including race/ethnicity, socioeconomic status, gender, exceptionality, language, religion, sexual orientation and geographical location. In each course we strive to focus teacher candidates' attention to the knowledge, skills and dispositions necessary in providing appropriate care and education for all students (K-12) and their families. This will be accomplished through discussion, guest lectures, planning of environments and/or curriculum, interactions with students and families, and collaboration with other professionals.

Promoting an Inclusive Classroom

South Dakota State University is dedicated to promoting a culture of respect that honors the rights, safety, dignity, and worth of every individual. One way to promote a safe and inclusive classroom community is to communicate that each student's unique voice, perspective, and presence are expected to be respected, appreciated, and recognized as a source of strength.

Freedom in Learning Statement

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Student Academic Integrity and Appeals

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Technical Support

SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. ⌊SEP⌋
Phone: 1-605-688-6776⌊SEP⌋Email: sdsu.supportdesk@sdstate.edu

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South Dakota State University
EDFN 454: Teaching and Learning IV
Fall 2022 Syllabus
College of Education and Human Sciences
Division of Counseling, Education, and Human Development
P.O. Box 507, Brookings, SD 57007

Clinical Mentor
Mrs. Nicole Linstad (SEED) | Office: Wenona 214 | Phone: (605) 688-6155
Email: nicole.linstad@sdstate.edu
Office Hours: by appointment

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Meeting Times
Student teaching placements are arranged individually with Clinical Mentors assigned accordingly. The student teaching experience will last approximately 13 weeks. **Teacher Candidates will be in their field sites from August 29 – November 23,** with an Orientation meeting **August 24.**

Clinical Mentoring
The **Teacher Candidate will meet with peers** during the semester in a regional hub/small group as they develop a professional learning community. **Meetings may be online or face-to-face**. The group will utilize the time to critically reflect and share experiences from their classrooms with peers and the Clinical Mentor. The *Clinical Educator* is invited (but not required) to attend. **The SDSU Clinical Mentor will schedule and lead the <u>required</u> meetings.**

Course Description (11 Credit Hours)
The second semester of the year-long residency is an intensive full-time field experience where teacher candidates will assume greater responsibility in the classroom, including the study and documentation of student learning. Together with their peers and with university faculty and site-based professionals, the teacher candidates will study and implement a variety of evidence-based instructional practices. Using the InTASC Core Teaching Standards as a guideline, teacher candidates will participate in a process of reflection and goal-setting for the purpose of professional growth and development. Prerequisites: EDFN 453. Corequisites: SEED 456.

SDSU Teacher Candidates begin a full-time experience by observing and co-teaching with their Clinical Educators and gradually add responsibilities toward **lead teaching their class load full time for a <u>minimum</u> of <u>two consecutive weeks</u>**. During the last week of the student teaching experience, SDSU Teacher Candidates begin the process of relinquishing control by co-teaching with their Clinical Educators.

Required Readings
*South Dakota State University Student Teaching Policy and Procedure Manual
*South Dakota State Curriculum Content Standards (or for the state in which student teaching is completed)
*Policy handbook for the school(s) in which Teacher Candidate is student teaching

Content

Accountability, professionalism, assessment, pedagogy, reflection, student learning, and teacher efficacy are woven throughout the semester's student teaching assignments and underlie the course evaluation component. Teacher Candidates have written assignments that include focused reflections on lessons and the field experience itself, as well as reflections on tasks, which document the Teacher Candidate's involvement with the school, community, students and their families. Teacher Candidates will collect and create artifacts that directly align with the Teacher Work Sample (TWS).

Methods

The Teacher Candidate will act under the direction of the on-site Clinical Educator throughout the student teaching experience. The Clinical Educator will provide ongoing formal and informal feedback throughout the experience and complete formal observations a minimum of three times during the semester concluding with a final evaluation meeting with the clinical educator and teacher candidate at the end of the experience. Teacher Candidates and Clinical Educators are encouraged to utilize co-teaching during the field experience. Teacher Candidates are responsible for working with the Clinical Mentor to schedule observations and plan video observations during the field experience. Teacher Candidates are expected to reflect upon and integrate the feedback received from their Clinical Educator(s) and Clinical Mentors throughout the experience.

The teacher candidate will be formally observed a <u>minimum</u> of three times by the clinical educator and two times (virtual or face-face) by the SDSU clinical mentor during the student teaching experience. The required forms including the Cognitive Coaching Guide can be found in the handbook. The clinical educator and clinical mentor will both provide the teacher candidate with feedback and discuss areas of strengths and what they view as priorities for areas of continuing development. The feedback they provide as a result of the first observation is designed to assist in helping identify strengths and areas to develop to meet the expectations of a beginning teacher as a professional and to encourage the development of the teacher candidate's practice of self-assessment and reflection. Demonstration of co-teaching strategies during formal observations is encouraged. Each time a teacher candidate is observed, he/she will be responsible for setting the stage to ensure a smooth evaluation process by meeting the following requirements:

Requirements for Student Teaching Cognitive Coaching Process:
- The "Cognitive Coach" is the person who will be observing the planned lesson. All correspondence regarding the observation will be shared with that person, either the clinical educator or clinical mentor.
- The teacher candidate will schedule a time in advance for clinical educator or clinical mentor conferences and observations.
- The teacher candidate will begin the Cognitive Coaching Guide (Handbook pgs. 32-33) and give a copy of the **guide sheet and lesson plan to the cognitive coach in advance of the conference** (e-mailed copies are acceptable and encouraged, but must be sent to clinical mentor or clinical educator **at least 2 business days** before the observation).
- Failure to submit a lesson plan and cognitive coaching guide at least two business days prior to the scheduled observation will lead to the cancellation of the observation. The Teacher Candidate will need to resubmit plans for a different lesson.

•The teacher candidate will start the lesson on time and try to keep within projected time allotments.

•The coach will document observation notes using the format provided on the Cognitive Coaching form or another format of his/her choosing (some options are available in the cognitive coaching guide document).

•The candidate and coach will hold a conference at or near the end of the same day (often times, **conferences are scheduled immediately after the lesson is taught**, if acceptable to the clinical educator). At this time, the final section of the cognitive coaching form will be completed together.

• Teacher Candidates will evaluated by the Clinical Mentor and Clinical Educator using the Charlotte Danielson Framework.

Goals and Objectives

The overall goal for the EDFN 454 is that teacher candidates apply their knowledge, skills, and dispositions to meet South Dakota State Professional Standards for Teacher Preparation, CAEP Accreditation Standards, the SDSU Teacher Education Conceptual Framework, and SDSU's Secondary Teacher Education Goals, which are:

1. The candidate understands the content standards, central concepts, methods and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The candidate understands how students learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

3. The candidate understands how students differ in their approaches to learning and creates instruction that meets needs of diverse learners.

4. The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

5. The candidate creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

6. The candidate uses knowledge of effective verbal and nonverbal media and communication techniques to foster active inquiry and collaboration in the classroom.

7. The candidate plans curriculum and instruction based upon curriculum goals, knowledge of subject matter, and knowledge of students.

8. The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.

9. The candidate is reflective and continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks opportunities to grow professionally.

10. The candidate fosters relationships with school colleagues, parents and agencies in the community to support students' learning and well-being.

Course Evaluation

Each evaluation requirement connects to INTASC Model Core Teaching Standards, CAEP Accreditation Standards, the South Dakota State University Teacher Education Conceptual

Framework, and South Dakota State Professional Standards for Teacher Preparation. Because the Clinical Educator will be most familiar with the Teacher Candidate's abilities as a teacher, the Clinical Educator will provide **mid-term** and **final evaluations** of the Teacher Candidate's work. In addition, Clinical Educators are asked to complete the **Professional Attributes Assessment form** at mid-term. Clinical Mentors will evaluate the course assignments.

Instructional Methods and Grading:
The clinical educator is the most appropriate person to evaluate teacher candidate performance in the classroom because of his/her ability to witness the daily performance of the teacher candidate. The clinical educator will complete a midterm and final evaluation each semester. The midterm evaluation is formative in nature (an opportunity to identify and discuss strengths and set goals for the remainder of the experience). The final evaluation is summative and contributes to the final grade for the experience.

The clinical mentor utilizes information from the final evaluation, consultation with the clinical educator, completed assignments, and other criteria as outlined in the course syllabus to determine a final grade for the course.

The final grade for EDFN 454 will be calculated using the following formula:
***If missing any items from the pass/fail categories the teacher candidate's overall grade will be lowered by one letter grade.*

      Clinical Educator's Evaluation
- 3 Formal Observations-*Pass/Fail*
- Midterm/Professional Attributes-*Pass/Fail*
- Final Evaluation-100pts

      Clinical Mentor's Evaluation/Professional Responsibility
- 2 Formal Observations
  - First Observation-*Pass/Fail*
  - Second Final Observation-100pts
- Video Reflection-*Pass/Fail*
- CM Meetings-*Pass/Fail*

      Classroom planning and reflections
- Weekly Journal Reflections (*Follow Scoring Rubric on D2L*) 10@ 10pts each

The grading scale for EDFN 454 is as follows:
    A = 90-100%
    B = 80-89%
    C = 70-79%
    D = 60-69%
    Failing = 59% or below

** Students who have questions regarding how an assignment was graded will have a 7-day review period (after the assignment is returned) to request the instructor review/regrade. The instructor will ignore any requests after the 7-day review period.

Classroom planning and reflections will be completed to help teacher candidates consider their teaching. Reflection has many facets. Reflecting on work enhances its meaning. Reflecting on experiences encourages insight and complex learning. We foster our own growth when we control our learning, so some reflection is best done alone. Reflection also involves drawing forth cognitive and emotional information from several sources: visual, auditory, kinesthetic, and tactile. To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something.

Late Work Policy
Assignments are due by the date and time listed in D2L. Please make arrangements if you have extenuating circumstances. The clinical mentor reserves the right to deduct a grade for late work.

Attendance Policy
The teacher candidate is expected to be present and involved with teaching responsibilities full time for 13 weeks, following a schedule that is determined before the student teaching experience begins. The candidate is allowed up to a **maximum of two excused absences** per semester, at the discretion of the clinical mentor. Any absences beyond the two excused dates must be made up, as arranged with the clinical mentor. Excessive absences and/or failure to make up missed days will result in a referral to the Professional Attributes Review Committee (PARC) and may lead to termination of the student teaching experience.

Praxis Exam: PLT
The Praxis examination, *Principles of Learning and Teaching, 7-12 (PLT)*, is a South Dakota Department of Education certification requirement and a South Dakota State University Teacher Preparation program requirement and must be taken either during or after the residency experience. A teacher candidate is not considered to have completed SDSU's teacher education program until receiving a passing score on the Praxis PLT test.

Teacher Beliefs and Mindsets Survey (TBMS) will be sent to you from QuestionPro at the beginning
and again at the end of this semester. If you do not receive this email before orientation at the beginning of the semester or before the final week at the end of the semester, please let Dr. Hales know at patrick.hales@sdstate.edu. It is required that you complete these two surveys as part of your full-time student teaching semester.

Student Academic Integrity and Appeals
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Placement Reevaluation/Change Procedures
In the event that a Teacher Candidate, Clinical Educator, or Clinical Mentor feels that a change in placement might be in order, please see the SDSU Student Teaching Policy and Procedure Manual for a description of the process.

Substitute Teaching during Student Teaching
The school district may choose to compensate the teacher candidate for substitute teaching during the second semester of student teaching. The district is expected to abide by the following conditions set by SDSU's Department of Teaching, Learning, and Leadership:

Teacher candidates serving as substitute teachers will:
a.   substitute in assigned cooperating classrooms only;
b.   be limited to no more than two consecutive days of substitute teaching;
c.   be limited to no more than 10 days of substitute teaching; *
d.   be covered under the liability of the school district when serving as substitute teachers; and
e.   be bound by ethical and professional behavior, as well as district policy, when serving as substitute teachers. **
Exceptions to these conditions may be considered by the SDSU Office of Field Experiences on a case-by-case basis.

*SDSU places their teacher candidates in student teaching placements 10-15 more days than required by the SD DOE for certification. This allows candidates to be outside of their student teaching placement requirements for up to 10 days of paid substitute teaching. Because they will not be considered to be "student teaching" on those days, the district will maintain liability obligations on substitute teaching days.
**The roles of candidate and employee will not be co-mingled with the exception of dispositional issues. Should a candidate engage in unethical or unprofessional behavior during days when s/he is acting as a substitute teacher, disciplinary action through both the district and department will be considered, including that of a failing grade in the student teaching course.

Confidentiality: In order to provide the most appropriate education to students, educators sometimes need access to school records while respecting family rights to privacy. The teacher candidate will follow policies at the placement site regarding disclosure and confidentiality of student information. Access to student/family information is a unique privilege, and under no circumstances will information about a child or family be shared outside of the context of the learning environment.

At times, the teacher candidate and/or clinical educator will want to discuss classroom activities and events with colleagues to get ideas, share resources, and develop action plans. When candidates and their mentors bring information to university-sponsored meetings and activities, every effort must be made to protect the identity of children/students and their families. Names will not be disclosed, and personal information will not be linked to a student by name. Further, the teacher candidate will remove names and identifying information from

any samples of student work before sharing the information with university faculty or professional colleagues. The U.S.

Department of Education provides educational materials on student privacy laws that should be utilized to guide policies and decisions.

This course acknowledges the importance of ADA requirements
ADA Statement: South Dakota State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encourage to immediately contact the instructor of the course and the Office of Disability Services (Phone: 605-688-4504; Fax: 605-688-4987; E-mail: Nancy.Crooks@sdstate.edu or SDSU.Disabilityservices@sdstate.edu; Address: Room 271, Box 2815, University Student Union, Brookings, South Dakota 57007)

Diversity Statement
The Secondary Teacher Education program at SDSU values diversity in all forms, grounded in the understanding that diversity is inclusive of all identities including race/ethnicity, socioeconomic status, gender, exceptionality, language, religion, sexual orientation and geographical location. In each course we strive to focus teacher candidates' attention to the knowledge, skills and dispositions necessary in providing appropriate care and education for all students (K-12) and their families. This will be accomplished through discussion, guest lectures, planning of environments and/or curriculum, interactions with students and families, and collaboration with other professionals.

Additional Topics: Student teaching involves many expectations and considerations. While some of those are included in this syllabus, the remaining can be found in the Student Teaching Policies and Procedures manual. Please ensure you read and familiarize yourself with the Student Teaching Policies and Procedures manual for a full understanding of the requirements and expectations for student teaching.

Professional Dispositions
Teacher Candidates are expected to act professionally and ethically in all aspects of their student teaching experience. The department's Professional Attributes Assessment (*see document posted below*) will be used to evaluate dispositions. If at any time a Teacher Candidate display attributes that faculty, Clinical Educators, or Clinical Mentors have identified as having a negative impact on their successful completion of the program, those Teacher Candidates will be placed on an improvement plan. If a Teacher Candidate feels that various attributes have not been accurately evaluated, they have the right to appeal.

BOR Policy 1:11 Freedom in Learning

Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Professional Attribute Assessment

_____

Candidate Name

Placement Site Supervisor/ Faculty/Field Supervisor

This document describes seven essential attributes of professional performance on the part of candidates. Please read the following statements and rank each attribute. **1 = Unsatisfactory, 2 = Basic, 3 = Acceptable, 4 = Proficient, 5 = Distinguished, N/A = Not Applicable given current observations**. *If an attribute is ranked at 2 or below, please complete a Referral Form, review with the Candidate, and create a plan to improve this attribute.*

Respect	1	2	3	4	5	N/A	Comments:
• is considerate of others							
• values diversity							
• demonstrates inclusive attitudes and behaviors							
Responsibility	1	2	3	4	5	N/A	
• engages in socially appropriate behaviors							
• is reliable and trustworthy							
• accepts consequences for personal actions or decisions							
• prepares for classes/meetings/group work/instruction							
• demonstrates professional ethical behavior							
• maintains confidentiality of students/colleagues							
• attends class regularly and is on time							
Flexibility	1	2	3	4	5	N/A	
• adapts to change							
• is open to new ideas and opinions							
• deals appropriately with less than ideal situations when necessary							
• maintains a positive attitude when necessary changes occur							
Collaboration	1	2	3	4	5	N/A	
• supports teamwork							
• shares knowledge and responsibilities with others							
• accepts and responds appropriately to feedback from others							
Reflection	1	2	3	4	5	N/A	
• self-assesses knowledge/performance using higher order thinking							
• demonstrates accurate self-analysis regarding own strengths and weaknesses							
• accepts/uses constructive feedback							
• assesses situations using multiple perspectives							
Professional Development	1	2	3	4	5	N/A	
• engages in professional development activities							
• is committed to the profession							
• models and promotes life-long learning							
• has enthusiasm for one's discipline(s) and values the process of learning							
• demonstrates a belief that all students can learn							
• demonstrates a belief that teachers can influence learning							
Effective Communication & Social Awareness	1	2	3	4	5	N/A	
• uses the English language effectively and appropriately							
• is able to assess social/professional situations							
• displays an understanding of non-verbal communication							
• acts in socially appropriate and professional ways							
• demonstrates effective listening skills							
• maintains positive relationships with others (i.e. colleagues, peers, parents, students)							
• demonstrates an awareness of how personal appearance and grooming habits can influence teacher effectiveness and dresses appropriately for given contexts							

_____

Form Completed by:

_____

Course

_____

Semester & Year

Teacher Candidate:	
School:	
Cognitive Coach/Observer:	
Date & Time of Formal Observation:	
Date of Pre-Observation Conference:	
Date of Post-Observation Conference:	

Purpose: The formal observation process is structured to engage teacher candidates and cognitive coaches (clinical educators and clinical mentors) in thoughtful, in-depth dialogue focused on improving instruction and student learning. The Formal Observation Process/Guide focuses conversations and encourages objective, evidence-based performance feedback.

Directions: The teacher candidate will be formally observed a minimum of three times by the clinical educator and two times by the SDSU clinical mentor during the student teaching experience. The clinical educator and clinical mentor will both provide the teacher candidate with feedback and discuss areas of strengths and what they view as priorities for areas of continuing development. The feedback they provide is designed to assist in helping identify strengths and areas to develop to meet the expectations of a beginning teacher as a professional and to encourage the development of the teacher candidate's practice of self-assessment and reflection. Demonstration of co-teaching strategies during formal observations is encouraged. Each time a teacher candidate is observed, he/she will be responsible for setting the stage to ensure a smooth evaluation process by meeting the following requirements:

Requirements for Student Teaching Cognitive Coaching Process:

- The "Cognitive Coach" is the person who will be observing the planned lesson. All correspondence regarding the observation will be shared with that person, either the clinical educator or clinical mentor.
- The teacher candidate will schedule a time in advance for clinical educator or clinical mentor conferences and observations.
- The teacher candidate will complete the Pre-Observation Conference Form section and give a copy of the form and lesson plan to the Cognitive Coach in advance of the conference (e-mailed copies are acceptable and encouraged but *must be sent to clinical mentor or clinical educator at least 2 business days before the observation*).
- Failure to submit a lesson plan and cognitive coaching form at least two business days before the observation will result in rescheduling the observation.
- The teacher candidate will start the lesson on time and try to keep within projected time allotments.
- The coach will document observation notes using the format provided on the Cognitive Coach Observation Evidence and Feedback Form or another format of his/her choosing.
- The candidate and coach will hold a conference at or near the end of the same day (often, conferences are scheduled immediately after the lesson is taught, if acceptable to the clinical educator). Following this conference, the Post-Observation Conference Form will be completed by the teacher candidate and shared with the cognitive coach.

FORMAL PRE-OBSERVATION CONFERENCE FORM

Directions: The teacher candidate completes the pre-observation conference form. The completed form and lesson plan are submitted to the cognitive coach in advance of the pre-observation conference (at least two working days prior to the observation).

Date of Form Submission to Observer	

To which part of your curriculum does this lesson relate? (1e)

How does this learning "fit" in the sequence of learning for this class? (1a, 1b, 1e)

What are your learning outcomes for this lesson? What do you want the students to understand? (1c, 1f)

How will you differentiate instruction for different individuals or groups of students in the class? (1c, 1d)

How and when will you know whether the students have learned what you intend? (1f)

What would you like me to specifically observe during the lesson? (4a)

Does this lesson relate to the clinical educator's established Student Learning Objective (SLO)? If so, restate your student growth goal and describe the connection.

Does this lesson relate to your professional practice goal(s)? If so, restate the goal and describe the connection.

COGNITIVE COACH OBSERVATION EVIDENCE AND FEEDBACK FORM

Directions: The cognitive coach/observer (clinical mentor or clinical educator) completes this portion of the Observation Process Guide to provide the teacher candidate with notes and evidence collected during a classroom observation. This form is completed and returned to the teacher candidate as soon as possible following the formal observation.

Date of Form Submission to Teacher Candidate	

CLASSROOM OBSERVATION NOTES AND EVIDENCE

TIME	EVIDENCE

OBSERVATION SUMMARY (_OPTIONAL SECTION_**)**

DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT: 2a. Creating an Environment of Respect and Rapport ✓ Teacher interaction with students ✓ Student interaction with students
OBSERVER SUMMARY
COMPONENT: 2b. Establish a Culture for Learning ✓ Importance of content ✓ Expectations for learning and achievement ✓ Student pride in work
OBSERVER SUMMARY
COMPONENT: 2c. Managing Classroom Procedures ✓ Importance of content ✓ Expectations for learning and achievement ✓ Student pride in work
OBSERVER SUMMARY
COMPONENT: 2d. Managing Student Behavior ✓ Expectations ✓ Monitoring of student behavior ✓ Response to student misbehavior
OBSERVER SUMMARY
COMPONENT: 2e. Organizing Physical Space ✓ Safety and accessibility ✓ Arrangement of furniture and resources
OBSERVER SUMMARY

DOMAIN 3: INSTRUCTION
COMPONENT: 3a. Communicating with Students

✓ Expectations for learning
   ✓ Directions and procedures
   ✓ Explanations of content
   ✓ Use of oral and written language

OBSERVER SUMMARY
COMPONENT: 3b. Questioning and Discussing Techniques

✓ Quality of questions
   ✓ Discussion techniques
   ✓ Student participation

OBSERVER SUMMARY
COMPONENT: 3c. Engaging Students in Learning

✓ Activities and assignments
   ✓ Grouping of students
   ✓ Instructional materials and resources
   ✓ Structure and pacing

OBSERVER SUMMARY
COMPONENT: 3d. Using Assessment in Instruction

✓ Assessment criteria
   ✓ Monitoring of student learning
   ✓ Feedback to students
   ✓ Student self-assessment and monitoring

OBSERVER SUMMARY
COMPONENT: 3e. Demonstrating Flexibility and Responsiveness

✓ Lesson adjustment
   ✓ Response to students
   ✓ Persistence

OBSERVER SUMMARY

POST-OBSERVATION CONFERENCE FORM

Directions: The teacher candidate completes this post-observation conference form after the cognitive coach/observer has provided observation feedback to the candidate. The completed form is submitted to the cognitive coach following the post-observation conference. In addition, the teacher candidate may submit any relevant post-observation artifacts.

Date of Form Submission to Observer	

In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)

If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (3c, 3d, 4a)

Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e, 4a)

Did you depart from your plan? If so, how, and why? (3e, 4a)

Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective? (1c, 1d, 2a, 2b, 3c, 3e, 4a)

If you had a chance to teach this lesson again to the same group of students, what would you do differently? (4a)

After considering the feedback from your cognitive coach, detail any specific areas related to the observation that you would like to discuss at the post-observation conference.

If appropriate, provide an update on your progress toward the attainment of your individual professional growth plan.

<u>SIGNATURES</u>

The signature of the teacher candidate shall not imply that the candidate agrees with observation, but merely indicates that the observation has been discussed.

We have discussed the observation.

Observer: _____ Date: _____

Teacher Candidate: _____ Date: _____

SEED 456: Capstone/Action Research Course Syllabus

Instructor Information
Taught by: Dr. Patrick Hales
Office: Wenona 114
Office hours: Contact me for a meeting
E-mail: patrick.hales@sdstate.edu (DO NOT USE D2L EMAIL)
Cell: (336) 338-1126 (feel free to call)
E-mail response time: 24 hours on weekdays

Course Information
Meeting Times: Scheduled zoom meetings
Classroom: Occasional online meetings
Credit: 1 credit hour
Course Prerequisites: None
Course description: This course is intended as an extension of the major specific content methods course where students will continue to examine effective instructional practice in relation to their clinical field experiences. With guidance from university faculty, the students will design an inquiry project and gather data to create a research paper and presentation.
Course Attendance: You must attend meeting times or make other arrangements.
Required Textbooks and Materials: No textbook.
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements:
https://d2l.sdbor.edu/shared/sdsu/require.htm
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email:
sdsu.supportdesk@sdstate.edu

Student Learning Outcomes
Through the teacher work sample processes, teacher candidates will complete the following objectives:
- The teacher candidate will describe a specific learning context, including community, school, classroom, teacher, and student characteristics that might affect student learning.
- The teacher candidate will set learning outcomes and multiple learning objectives that offer variety and are appropriate to the learning context, challenging to students, and aligned with standards for student learning.
- The teacher candidate will plan appropriate assessments for each learning objective to evaluate student learning before, during, and after instruction.
- The teacher candidate will design instruction for specific learning objectives, taking into account the entire learning context.
- The teacher candidate will make instructional decisions and changes based on analysis of the teaching, student learning, and the learning context.
- The teacher candidate will use assessment results to profile student learning and presents an analysis of student progress for each learning objective.
- The teacher candidate will reflect on instruction and student learning to improve teaching practice.

In addition, every teacher candidate should strive for the following InTASC Standards:
1. Learner development. The teacher understands how students learn and how they develop.
2. Learning differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans.
3. Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students.

4. Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students.

5. Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the world.

6. Assessment. The teacher understands and applies various methods of assessment that encourage and support the growth of his or her students.

7. Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards.

8. Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies.

9. Professional learning and ethical practice. The teacher understands the importance of ongoing personal reflection.

10. Leadership and collaboration. The teacher seeks out and assumes leadership roles that match his or her skills. They take direct responsibility for the success of their learners, working with them to help them achieve their potential.

Instructional Methods and Grading

You'll be assessed using the rubrics for TWS included with that document. You must score "Acceptable" or higher in all categories to pass the course.
-6 categories or more Target = A
-3-5 categories Target = B
-0-2 categories Target = C

You must also attend check-in meetings on zoom two times during the semester. If you can't make the scheduled time, you must make other arrangements with Dr. Hales.

Assignments

Teacher Work Sample 1st half (Processes 1 – 4)
-    Due by March 5th

Teacher Work Sample 2nd half (Processes 5 – 7)
-    Due by April 16th

Course Schedule – subject to change*
Check-in meeting 1: Monday, February 13 at 5pm central on Zoom
Check-in meeting 2: Monday, March 20 at 5pm central on Zoom

Academic Integrity
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

Americans with Disabilities Act (ADA)
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom in Learning

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Department Head, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

South Dakota State University
EHS 119 EHS Seminar Fall 2022
College of Education and Human Sciences
Meeting Times and Locations:
Tuesday, Thursday 9:00-9:50am Wagner Hall 453

Instructor: Melissa Ochsner, M.Ed.
Office: Wagner 239 **Office Hours:** Tu & Th 8:30-9:00am or by appointment
E-mail: melissa.ochsner@sdstate.edu (Please use your Jacks email to communicate!)
Phone: 605-688-4015

Required materials:
CliftonStrengths for Students: found at http://www.strengthsquest.com.
>   Codes can be purchased through the SDSU bookstore and then redeemed online.
>   **Make sure to remember login to access results throughout the semester.

SDSU Common Read Novel – *Crossing the Line* by Kareem Rosser

Course Description:
The course will introduce students to academic success strategies including the development of critical thinking and study skills, identification of campus resources, guidance in academic planning and engagement, time management and goal setting. Students will also investigate wellness topics, contemporary issues, diversity, and the land-grant mission of SDSU. In addition, this course is designed to expose students to the discipline-specific careers and their role in society.

Course Rationale:
As a first-year seminar, this course is designed to empower students as they transition to SDSU and to the College of Education and Human Sciences. The curriculum incorporates the SDSU land-grant mission, the EHS mission, and EHS-related career options. Student involvement and critical thinking skills are developed through engagement with the SDSU Common Read and related activities and assignments. Student success strategies are emphasized within a context of exploring personal and professional wellbeing and enhancing human potential.

Course Objectives:
As a result of completing this course, students will be able to:
1. Acquire an understanding of the mission of the College of Education and Human Sciences.
2. Learn to apply course material to improve thinking, problem solving, and decision-making to prepare a professional career path.
3. Evaluate personal strengths and wellbeing.
4. Explore how professionals enhance human potential.

IDEA Objectives:
Student learning outcomes for EHS 119 are linked to the following objectives on the IDEA student evaluation of teaching:

IDEA Objective - Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- *Activities that meet this objective:* Common Read & related assignments, class activities, cultural & wellbeing event attendance, completing CliftonStrengths

IDEA Objective - Learning how to find, evaluate, and use resources to explore a topic in depth
- *Activities that meet this objective:* SDSU resources scavenger hunt, advising plan & questions, small group meetings & video project

IDEA Objective - Acquiring skills in working with others as a member of a team
- *Activities that meet this objective:* classroom activities and discussion, email introduction, small group meetings and video project, CliftonStrengths assessment

Instructional Method for Fall 2022
    This course will utilize a hybrid format:
1. **Face to Face Class:** This course will include two fifty minute face to face sessions each week. This session will include- class lectures, in-class discussions, in-class activities, and guest speakers. Attendance is essential to success.
2. **Online:** You will be using D2L and on-line resources for this course. This includes downloading assignments and course information, submitting assignments via the DropBox, and online communication. Assignments submitted on D2L will be due by 11:59 p.m. on the due date. Students are responsible for learning the online system and maintaining technology to complete SDSU has a great support desk that can address any technology concerns.
3. **Communication:** All course information will be posted on D2L. Communication will come from the instructor via the classroom, D2L or email. I will only use my sdstate email address (not D2L email) and will communicate with students via @jacks.sdstate.edu. Make it a habit to check your jacks email daily.

*All assignment submissions must be in appropriate D2L supported formats: .doc, .excel, .pdf. File sharing from personal drives and formats such as .notes and .numbers are not compatible with D2L.

Early Alert D2L
As your professor, my goals are to support your success in this course and provide a meaningful learning experience. For that reason, if there are academic performance concerns that may impede your success, I will communicate with you and those dedicated to supporting your success using ConnectState. Notifications will be sent to your jacks email account and can be reviewed in the ConnectState platform. If you receive a notification, please come see me or seek assistance from your advisor, the Student Success Center, or other campus resources. Access to ConnectState is found on the MyState dashboard page and uses the same login credentials as MyState.

Academic Integrity:
Student Academic Integrity and Appeals: The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

Freedom in Learning Statement: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Department Head, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

Office of Disability Services:
This course acknowledges the importance of ADA requirements. Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.
This class has an emphasis on wellbeing. During the course, if a student feels they need additional support working through the college transition process or other topics discussed you may speak confidentially to an SDSU Counselor. Student Counseling Services offers FREE, confidential services for you. Please visit http://www.sdstate.edu/wellness-center/counseling/ or call 605-688-6146.

EHS 119 Attendance Policy

Classroom participation and in-person interaction are integral components of the education process for face-to-face courses and the university expects students enrolled in those courses to be physically present for scheduled in-person class sessions. Students are also expected to inform the instructor if absent due to illness. SDSU's COVID Response Team and the JacksRBack Task Force continue to meet regularly and are monitoring the health and safety situation of our university community. I urge you all to take some time to continue checking the JacksRBack website on a regular basis. If you have remaining questions, please contact the Office of Academic Affairs at 605-688-4173. *I have children in daycare and the school system, so class cancellations *may* happen with short notice. Class updates will be sent via Jacks email. In the event class is cancelled, ***assignments are due as noted on the syllabus***.

Participation: In order to be successful, students are expected to actively engage in the classroom experience. Side conversations, distracting behaviors, lack of interest (sleeping, covering eyes, laying on desk, wearing earbuds), extreme unkempt appearance and general unprofessional behaviors do not reflect a student that is ready to learn. The instructor may ask students exhibiting these behaviors to leave at any time. All devices are prohibited unless otherwise directed by the instructor for class activities.

Late Work Policy: In many areas of life, deadlines are strict and you will be expected to adhere to them. The same applies in coursework. Due dates are posted at the beginning of the semester to provide students with ample time to complete assignments. **Late work submitted within 24 hours (1 day) of due date will be deducted 50% and anything later than 1 day will receive a zero.** It is good practice to allow plenty of time for assignment submission to avoid any technical concerns, computer troubles will not be accepted as reason for late submissions.

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EHS 119 Assignments

Assignments will be introduced in class. For details on each assignment, see D2L 'Content' for instructions and rubric. It is imperative that you follow the detailed assignment guidelines to earn full points.

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Assignment	Due Date	Points Possible	Points Earned
Class Attendance & Participation	*All semester*	50	
Email Introduction	September 1	10	
SDSU Scavenger Hunt	September 6	20	
CliftonStrengths Results & Reflection	September 15	40	
Advising plan & questions	October 6	20	
SDSU Wellbeing Event Attendance + Summary & Photo	October 27	50	
Common Read Quizzes (3 @ 10pts, 1 @ 20pts)	*See syllabus*	50	
Small group presentation	November 10	50	
Group member evaluation	November 17	10	
SDSU Cultural Event Attendance + Summary & Photo	December 1	50	
Final Exam	December 13	50	
Total Points		400	

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**See next page for course schedule

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EHS 119 Course Schedule

This schedule is subject to change. If class is cancelled, assignments are due as noted.

Date	Weekly Topics	Class preparation	Due Dates All submission are by 11:59pm on the due date, to the D2L dropbox unless otherwise noted
Aug 23-25	Class Intro Syllabus Review Intro to Advising	Review syllabus Put due dates in planner	
Aug 30-Sept 1	College of EHS SDSU Scavenger Hunt	*Sept 1 - Wear weather appropriate clothes/shoes to class*	Email introduction Due Sept 1
Sept 6-8	Event attendance overview Intro to Wellbeing		SDSU scavenger hunt PPT Due Sept 6
Sept 13-15	Common Read Intro CliftonStrengths for Students	Bring CliftonStrengths results to class 9/15	CliftonStrengths Results & Reflection due Sept 15
Sept 20-22	Intro to small groups & project Speaker: Tamara Lunday *Health & Counseling*	Communicate with group members	
Sept 27-29	Discuss *'Crossing the Line'* Section 1 *(Quiz 1)* Academic Supports Speaker	Read chapters 1-8 *Crossing the Line*	
Oct 4-6	Strengths & Careers Christy Osborne *Advising Preparation*	Bring laptop to class	Advising plan & questions Due Oct 6
Oct 11-13	Discuss *'Crossing the Line'* Section 2 *(Quiz 2)* Wellbeing Topics	Read chapters 9-14 *Crossing the Line*	
Oct 18-20	Team building SDSU Day!	Bring a device to class	
Oct 25-27	Discuss *'Crossing the Line'* Section 3 *(Quiz 3)* Career Development Office Stephen Miedema	Read chapters 15-End *Crossing the Line*	Wellbeing Event Summary Due October 27
Nov 1-3	Group day Common Read wrap up		
Nov 8-10	Common Read Final Quiz Group work day (Melissa @ SDHEA)	Prepare for quiz	Group video presentation Due November 10

Nov 15-17	Small group video viewing		Group member evaluation Due November 17
Nov 22-24	No Class *(Event attendance comp day)*		
Nov 29-Dec 1	Wellbeing Check-In Event attendance sharing		Cultural Event Attendance Summary Due December 1
Dec 6	Semester wrap up		
Final Exam	Tuesday December 13, 11:30am		

EHS 319 Life, Love, Money
South Dakota State University
College of Education and Human Sciences
Spring 2023
Instructor: Rev. Dr. Teri Johnson
Office: West Hall 202
Office Hours: Tuesday/Thursday: 10-11:30 or by appointment

Course Description: This course examines facets of life, love and money in relation to the transition from college to work. Areas such as conflict management, workplace etiquette, group processing, relationship development, and money management will be covered. The course is interdisciplinary in nature and relevant to all fields of study.
Course Prerequisites: None

Course Rationale: We have a unique opportunity to help students develop into more sophisticated problem solvers and innovators by challenging them to think in interdisciplinary ways to enhance human potential while also focusing on personal wellbeing and professional Nutritional Sciences, and Teaching, Learning and Leadership to create a unique experience for students to prepare for life outside of college.

Required Materials:
Textbook: *The Millennial's Playbook to Adulting* by Arika Pierce
Textbook: *The Energy Bus* by Jon Gordon

Student Learning Outcomes:
Through this course, students will:
1. Integrate skills of problem solving, decision making, creative thinking, interpersonal relating, and intellectual risk-taking in an interdisciplinary way.
2. Recognize components of group dynamics and identify conflict management styles, relating to both personal and professional relationships, including reflecting on how personal strengths impact group and interpersonal relationships.
3. Practice skills needed for healthy relationship development.
4. Interpret and analyze factors that influence financial decisions.
5. Understand workplace etiquette appropriate for a variety of careers through interaction with professionals.

IDEA Objectives
Student learning objectives for EHS 319 are linked to the following objectives on the IDEA student evaluation of teaching:
- Learning how to find, evaluate, and use resources to explore a topic in depth.
- Acquiring skills in working with others as a member of a team.

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course Goals
This course meets the College of EHS 2 cr. requirement for all majors. It is open to all students seeking to advance their understanding and application of skills related to communication, healthy decision making and professional development.
This course will prepare students to transition from college to work and community life.
1. Students will understand and be able to engage in suitable workplace etiquette, contribute to healthy job site cultures, develop an appropriate balance between work and personal life goals, and, implement practices of well-being into their daily lives. (Life goals)
2. Students will increase awareness of themselves in relation to their own strengths and their interpersonal styles of relating and conflict management. (Love goals)
3. Students will increase their understanding of basic financial concepts and increase their ability to make healthy financial decisions. They will also better understand the impact of money in relationships and in lifestyle choices. (Money goals)

Class Format: The class format includes lectures, discussions, presentations, written assignments, guest speakers, and team and individual exercises.

Policies:

Life in the professional world requires a large amount of responsibility and self-discipline. Students who want to be treated like professionals should exhibit self-confidence, preparation, and overall pride in themselves by exhibiting professional behaviors throughout the semester. This course will be emphasizing professionalism and preparation for the world of work. Grades will be weighted to reflect students' commitment to professionalism and success.

Attendance and Participation Policy: *(Professionals show up, listen, and participate.)*
To be an effective leader in your discipline, it is important that you attend class and be adequately prepared for the interactions. Students should confer with the instructor about extenuating circumstances. **You must attend class the entire class period to receive the in-class participation points.** Employers require that employees are punctual every day and those with frequent tardiness or absences will soon find themselves without employment. Please arrive to class on time and attend each session. Active participation and timely preparation for in-class activities, speakers, discussions, and assignments is essential. Having course materials available (paper, pencil, textbook, etc) for all class sessions is also expected. Attendance will be taken during each class with a high amount of points awarded for attendance throughout the semester.
- If you are unable to attend, please contact the instructor in advance. All University excused absences will be honored with proper documentation. Coursework should be made up ahead of time and assignments will remain due as noted in the syllabus.

Late assignments**: *(Professionals plan ahead.)*
Late work will NOT be accepted. Dropboxes will lock at the assigned due date. Any assignments not present at the deadline will automatically receive a zero.
The only reasons late work will be accepted are:
   i. University-approved activities, or

ii. A verifiable and documented health or family emergency.
*Please submit appropriate documentation *before* your absence for university-approved absences. For health or family related emergencies, you must – as soon as possible – *notify your instructors and submit the appropriate documentation on your next attendance in class*.
***Verifiable documentation for health emergencies (doctor's note or notification from Office of Academic Affairs) or family emergency include (notification from Office of Academic Affairs). You can reach the Office of Academic Affairs by contacting 688-4173.

Student Academic Integrity and Appeals: *(Professionals are honest.)*
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics.

The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

The university has an important resource for assisting students in distress, the Red Folder, https://www.sdstate.edu/red-folder

Request for Accommodations**: *(Professionals advocate.)*
If you feel like you may need an accommodation based on the impact of a disability, should contact Nancy Hartenhoff-Crooks, Coordinator of Disability Services. You can reach the Office of Disability Services at 605-688-4504 to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union. Ms. Nancy Crooks will assist with coordinating reasonable accommodations for students with documented disabilities.

Freedom in learning: *(Professionals are responsible.)*
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Department Head, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

Classroom Etiquette: *(Professionals are respectful.)*
Instructors are responsible for maintaining order and a positive learning environment in the classroom. Students whose behavior is disruptive either to the instructor or other students will be asked to leave. Additionally, attendance to class is not merely sitting in a seat. Students are expected to actively engage in the classroom experience. Side conversations, distracting behaviors, lack of interest (sleeping, covering eyes, laying on desk, wearing earbuds, scrolling social media), extreme unkempt appearance and general unprofessional behaviors will not be accepted. The instructor may ask students exhibiting these behaviors to leave at any time. *All devices are prohibited unless otherwise directed by the instructor for class activities.*

Assignment Format: *(Professionals produce quality work.)*

When you are assigned to write papers, I expect that your paper include an introduction which provides a thesis statement, attention getter, and orientation of main points from your paper. I also expect that you have distinct main points with adequate supports (examples, statistics, etc.). Your paper also needs to have a conclusion which provides a summary of what was covered, along with a closing thought which ties to the introduction. Unless directed, you are to take the prompts provided in the assignments and integrate them into the paper – not to just answer the question as stated.
Your papers also need to practice correct grammar, punctuation, and spelling. Please take the time to **PROOFREAD** your papers before submitting.

All work is to be professional in nature and **on time**. All papers should be submitted in word document format or a PDF version. Failure to submit documents in either of these formats will result in a zero on the assignment.

Presentation Expectations: *(Professionals dress up and know their material.)*
When you are asked to work within your teams, I expect that you work with respect and trust. You are expected to contribute to the projects/processes. The team may ask for you to be removed if you do not contribute – this includes behavior such as not showing up for team meetings, not being prepared for team meetings, not pulling your weight in the process, or not practicing behavior outlined in the team work plan. On the other hand, it is not acceptable for one member to do all of the work – this will show up in the results and cause frustration. One of the skills a leader in any discipline needs to learn is delegation.

I expect that your presentations will have an organized structure (introduction, main points, and conclusion) and will **NOT** be read from a PowerPoint.

Grading:
The final course grade is comprised of the following elements:

Assignment	Due Date	Points
Attendance/Preparation	All Dates	100
In-class Activities Discussions	All Dates	100
Brand Assignment	January 17	25
Elevator Speech	January 19	25
Energy Bus Reflection	February 7	75
Gratitude Journal Entries	April 20	75
Final Book Presentations	April 25	150
Total		**550 points**

Grading Scale:

A	495-550	90-100%
B	440-494	80-89%
C	385-439	70-79%
D	330-384	60-69%
F	<330	<60%

<u>**Assignments and Activities**</u>

1. **Attendance/Preparation (100 points)**: Students are expended to attend class every day—just like your job. Part of attendance is being fully present both mentally and physically. If a student misses class, they are expected to be proactive in making up the missing coursework on their own or with a classmate. Please do not email me asking if you "missed anything important". I most likely will not respond to the email. Contact a classmate, look in the syllabus and D2L, and if you still have questions, then please contact me. Attendance will be taken every class. Since we meet for two hours on Friday, each class session is worth 8 points. Tues/Thurs. class sessions are worth 4 pts. It is possible to receive negative attendance points.

2. **Group Presentations (150 points)**: Groups will be selected based on major/career path. Your team will select **one** area of expertise, concept or skill to research, create a presentation and activity to enhance learning, and facilitate a small group in-class discussion. For example, HDFS majors may choose to share mental health tips on preventing burnout in the workplace or Consumer Affairs students may teach a lesson on money management, etc. There will be an individual and team grade component to this assignment. Attendance on your presentation day is required. Failure to attend will result in a zero on this project. Additional requirements can be found on D2L under the Content Section – Assignment Guidelines.

3. **In-class Discussions (100 points)**: Prompts will be given in class based on class readings and lectures. Participation required to earn credit. Each discussion prompt will be worth 5 points. Attendance on discussion prompt days is required. Failure to attend will result in a zero for that day.

4. **Book Assignments (Brand assignment, Elevator Speech 25 points each)**: Each of these assignments are taken from the course text *The Millennial's Playbook to Adulting*.

5. **Energy Bus Reflection (75 points)**: Upon completion of the *Energy Bus* a reflection paper will be required.

6. **Gratitude Journals (75 points)**: Each class time will begin with a gratitude prompt to be written about in your Gratitude Journal. Journals will be graded at the end of the semester.

ELED 310: K-8 Methods of Music, Art and Drama, 3 credits
South Dakota State University
Fall 2025, Face-to-Face

<u>Instructor Information</u>
Instructor: XXXXX
Office: XXXX
Office Ph: XXX-XXXX
Email: XXXX.XXX@sdstate.edu
Office Hrs: By appointment, XXXX- zoom link?

<u>Course Information</u>
Course Description: In this course, students will learn how to use methods of music, art, and drama, in concert and infused with technology, as vibrant and integral parts of their teaching repertoire. Students will learn how these arts not only strengthen and solidify curriculum, but improve their own ability to teach and relate to their students. Students will develop an understanding of: the tools of inquiry of K-8 music, art, and drama; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 music, art, and drama; the ability to assess student learning; and to apply these skills and attitudes to real life situations and experiences.

Prerequisites: None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

<u>Course Goals</u>

ELED 310 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:04.2), CAEP Accreditation Standards, and INTASC Standards through SDSU's Elementary Education program goals as described below:
- Demonstrate knowledge of the central concepts, tools of inquiry and ways of knowing that are central to the discipline(s) they teach. (InTASC 4)
- Encourage children's development of critical thinking, problem solving, and performance skills. (InTASC 5)
- Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)

Student Learning Outcomes (align with InTASC Standards 2 and 4)

- ☐ Explore and understand broad and complimentary concepts in music, dance, art, and drama content and methods.
- ☐ Apply fundamentals of music, dance, art, and drama to create, strengthen, and vitalize inquiry-orientated interdisciplinary curriculum aligned with K-8 state and national standards.
- ☐ Justify the benefits of employing skills and concepts from the fine and performing arts in K-8 curriculum development.

Instructional Methods

Instructional methods will include lectures, class discussion, guided activities, simulations, and individual or small-group student presentations and projects.

Required Texts

Gelineau, P. (2012). *Integrating the arts across the elementary school curriculum.* Cengage.

National Coalition for Arts Standards (2013). *National art standards.* Available online at https://www.nationalartsstandards.org/

South Dakota Board of Education (2022). *South Dakota fine arts standards.* Available online at https://doe.sd.gov/contentstandards/documents/FineArts-051822.pdf

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to course topics.

Course Expectations and Requirements

Evaluation: Assignments

- In-class participation (20%)
- Midterm Exam (20%)
- Final Exam (20%)
- Fine Arts Integrated Unit and Presentation/Reflection (20%)
- Online Discussions & Peer Reviews (20%)

Grading Scale:
A = 93-100
A- = 90-92
B+ = 88-89
B = 84-87

B- = 80-83
C = 74-79

Policies
ADA Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom in Learning Statement:
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Director, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

ELED 320: K-8 Science Methods, 3 credits
South Dakota State University
Spring 2024, Face-to-Face

Instructor Information
Instructor: XXXXX
Office: XXXX
Office Ph: XXX-XXXX
Email: XXXX.XXX@sdstate.edu
Office Hrs: By appointment, XXXX- zoom link?

Course Information
Course Description: Students develop an understanding of the tools of inquiry of K-8 science; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 science; the ability to assess student learning in K-8 science; and to apply these knowledge, skills, and attitudes to real life situations and experiences.
Prerequisites: None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals

ELED 320 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:04.2), CAEP Accreditation Standards, and INTASC Standards through SDSU's Elementary Education program goals as described below:
- Demonstrate knowledge of the central concepts, tools of inquiry and ways of knowing that are central to the discipline(s) they teach. (InTASC 4)
- Encourage children's development of critical thinking, problem solving, and performance skills. (InTASC 5)
- Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)

Student Learning Outcomes (align with CAEP Standards 1-4)

- Apply education theory and knowledge of elementary science content (life, physical and earth/space science) in class experiences, reflections, and assessments.

□ Create effective and engaging science lessons and assessments that align with South Dakota K-8 science content standards and Next Generation Science Standards from NSTA.
□ Refine instructional strategies for teaching science through practice and reflection during teaching simulations.
□ Compile a library of science-related resources and technology tools for use in future teaching practice.

Instructional Methods

Instructional methods will include lecture, inquiry, active learning, and collaborative learning.

Required Texts

Madden, L. (2022). *Elementary science methods: An assets-based approach to teaching, learning, and advocacy, grades K-6.* Lanham, MD: Rowman & Littlefield Publishing Groups.

Moulding, B.D. & Bybee, R.W. (2017). *Teaching science is phenomenal: Using phenomena to engage students in three-dimentional science performances consistent with the NRC Framework and NGSS.* Washington, UT: ELM Tree Publishing.

National Research Council (2013). *Next generation science standards.* Available online at https://ngss.nsta.org/About.aspx

South Dakota Board of Education (2015). *South Dakota science standards.* Available online at https://doe.sd.gov/ContentStandards/documents/sdSciStnd.pdf

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to course topics.

Course Expectations and Requirements

Evaluation: Assignments

- In-class participation (20%)
- Midterm Exam (20%)
- Final Exam (20%)
- Science Unit and Presentation/Reflection (20%)
- Resource Portfolio (20%)

Grading Scale:
A = 93-100

A- = 90-92
B+ = 88-89
B = 84-87
B- = 80-83
C = 74-79

Policies
ADA Statement:
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Freedom in Learning Statement:
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Student Academic Integrity and Appeals:
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ELED 330: K-8 Math Methods, 3 credits
South Dakota State University
[Proposed Semester] [Proposed Year], [Format- F2F or online]

Instructor Information
Instructor: TBD
Office: TBD
Office Ph: TBD
Email: XXXX.XXX@sdstate.edu
Office Hrs: By appointment, TBD

Course Information
Course Description:
Students develop an understanding of the tools of inquiry of K-8 math; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 math; the ability to assess student learning in K-8 math; and to apply these knowledge, skills, and attitudes to real life situations and experiences.

Prerequisites:
None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals

ELED 330 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:04.2), CAEP Accreditation Standards and INTASC Standards through SDSU's Elementary Education program goals as described below:
- Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7)
- Demonstrate knowledge of the central concepts, tools of inquiry and ways of knowing that are central to the discipline(s) they teach. (InTASC 4)
- Encourage children's development of critical thinking, problem solving, and performance skills. (InTASC 5)
- Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)
- Implement formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of children. (InTASC 6)

Student Learning Outcomes (align with CAEP Standards 2, 3 & 4)

1. Design a mathematics unit that includes standards alignment, assessment, and lesson development.
2. Demonstrate an understanding of formal and informal assessment types and identify the advantages, disadvantages, limitations, and developmental appropriateness of each type.
3. Collaborate with colleagues to research instructional materials, teaching strategies, and technological resources to develop students' critical thinking, problem solving, and performance skills.
4. Collect resources to facilitate the development of student understanding, use, and communication of number systems and number sense, geometry, measurement, statistics and probability, and functions and use of variables.
5. Apply mathematics curriculum and instruction in Residency I field experience:
   a. Demonstrate knowledge of national and state mathematics standards and incorporate standards into classroom instruction.
   b. Monitor and reflect on problem-solving methods used by students in elementary grades.
   c. Select, create and use formal and informal assessments, administer assessments, and use results to design learning objectives and identify teaching strategies and instructional materials.
   d. Create and implement a series of at least 2 lessons that include student use of mental mathematics, manipulative materials, and technology tools.

Instructional Methods

Instructional methods will include lecture, discussion, collaborative research, reflection, and application of course content in a field experience (Residency I).

Required Texts

Cathcart, G. S., Pothier, Y. M., Vance, J. H., & Bezuk, N. S. (2015). *Learning mathematics in elementary and middle school: A learer centered approach.* (6th ed.). Pearson.

Lee, J. & Galindo, E. (2021). *Project-based learning in elementary classrooms: Making mathematics come alive.* National Council of Teachers of Mathematics.

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to course topics.

Course Expectations and Requirements

Evaluation: Assignments

- Content exam (20%)
- Unit of instruction (20%)
- Collaborative research project/resource library (20%)
- Field notebook/documentation/assessment (40%)

Grading Scale:
A = 93-100
A- = 90-92
B+ = 88-89
B = 84-87
B- = 80-83
C = 74-79

Policies
ADA Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom in Learning Statement:
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Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

ELED 360: K-8 Social Science Methods, 2 credits
South Dakota State University
Fall 2023, Face-to-Face

Instructor Information
Instructor: Heidi Sackreiter, Ed.D.
Office: Pugsley 141
Office Phone: 605-688-5039
Email: Heidi.sackreiter@sdstate.edu
Office Hours: By appointment

Course Information
Course Description: Students develop an understanding of the tools of inquiry of K-8 social studies; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 social studies; and to apply these knowledge, skills, and attitudes to real life situations and experiences.

Pre-requisites: Admission to Teacher Education

Course Attendance Policy: Active participation is necessary in this course and is a big part of becoming a professional educator. Students should make every effort to be in class, and they must inform the instructor about potential absences. **If illness or other health-related emergencies occur, the instructor will allow additional time for tasks to be submitted if communication has been consistent.** Excessive absences will affect final grades.

Technology Requirements: You will need to be able to access the Internet, specifically the Desire2Learn learning management system. D2L will be needed for outside-of-class tasks, discussions, and to check your grades.

Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below:
Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals
The overall goals for this particular course are to allow you to begin imagining and planning instruction and learning activities related to exploration of the social sciences at the elementary level. It is expected that you will consider the role of a teacher in meeting the purpose of social studies instruction, and how to engage all learners in social studies content so that they become informed, responsible, and caring citizens who can live and work in diverse settings.

Student Learning Outcomes

The Interstate New Teacher Assessment and Support Consortium (INTASC) standards serve as the SDSU Teacher Education program's goals as well as the goals of most teacher education programs.

Specific standards addressed in this course:

- Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 1; InTASC 7)
- Demonstrate knowledge of the central concepts, tools of inquiry, and ways of knowing that are central to the discipline(s) they teach. (InTASC 4)
- Encourage children's development of critical thinking, problem solving, and performance skills. (InTASC 5)
- Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)
- Implement formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of children. (InTASC 6)

Course Objectives:

Upon completion of this ELED 360 course, you will:

1. List the ten themes for social studies instruction according to the National Council for the Social Studies.
2. Increase their knowledge of state content standards.
3. Discuss instructor-assigned reading within five online discussions.
4. Develop a learning center plan that allows for independent, engaging exploration of a topic of your choosing.
5. Design a formal lesson plan that addresses social studies content and integrates language arts skills.
6. Explain (in writing or by speaking) your philosophy for social studies education.

Instructional Methods

Methods applied in this course will include short lectures, informal in-class discussion, D2L discussion, hands-on activities, videos, and independent reading of professional articles. Students will also participate in a mini-teaching presentation.

Required Texts

No textbook is required for this course. Required readings will be provided within D2L.

Course Expectations and Requirements

Various tasks and assignments will be used to assess your learning and participation in this course. Included in these will be:

- An in-class quiz related to your knowledge and application of the NCSS Standard Themes.
- The reading of and discussion about five instructor-selected articles (found within the D2L shell) that address different aspects of effective social studies teaching. You will complete online discussions in groups of three or four students. You will offer an original posting based on the questions provided for the particular article, and also reply to at least two peers.
- Creation of a learning center plan in which your prospective learners will be able to engage in hands-on exploration and practice of social skills and understandings related to a specific topic of your choosing. These learning centers will be designed with older learners in mind (second to fifth grade). You will create *four* different learning centers (or activity stations), and consider the layout, organization, and materials necessary for each learning center. You will also consider a wide variety of abilities and interests as you design your learning centers.
- Writing a formal lesson plan using an instructor-provided template. The lesson plan must address important social studies content, be focused on a clear and observable objective matched to a content standard and include opportunities for learners to practice literacy skills while studying the topic of the lesson.
- Complete a study guide that allows you to increase your familiarity with social studies content standards.
- Compose your own philosophy for how you will teach social studies in way that prepares children to be informed and caring citizens. Your philosophy will be due at the end of the semester, and it may either be typed or in the form of a video note.

Evaluation: Assignments

1. NCSS Themes Quiz (20 points)
2. Five Professional Article Chats/Discussions (50 points)
3. Knowledge and Skills for Social Sciences Test (30 points)
4. Formal Lesson Plan and Mini-Teaching Presentation (50 points)
5. Learning Center Plan (20 points)
6. Philosophy of Social Studies Education (30 points)

Due dates and specific instructions and criteria for these assignments will be shared in class and on D2L.

Grading Scale:

Points will be totaled and averaged to determine overall final grades. ***To earn all points possible for assignments, the work must be completed with care, accuracy, and submitted on time***.

93-100%: A
86-92%:   B
79-85%:   C
71-78%:   D
70% or below: F

<u>Late Work Policy</u>
      Failure to submit assignments on or before the due dates will result in an automatic deduction of 10% if submitted within approximately two weeks of the original due date (additional deductions will occur if submitted even later).

Policies
ADA Statement:
South Dakota State strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible. The Office of Disability Services is located in the upper level of the University Student Union (SSU271). Phone: (605)688-4504.

Freedom in Learning Statement:
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Department Head, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2:4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The policy and its procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

ELED 440: K-8 Language Arts Methods, 2 credits
South Dakota State University
Fall 2023, Face-to-Face

Instructor Information
Instructor: Heidi Sackreiter, Ed.D.
Office: Pugsley 141
Office Phone: 605-688-5039
Email: Heidi.sackreiter@sdstate.edu
Office Hours: By appointment

Course Information
Course Description: Students develop an understanding of the tools of inquiry of K-8 language arts, integrating reading, writing, speaking and listening, the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 language arts; the ability to assess student learning in K-8 language arts; and to apply these knowledge, skills, and attitudes to real life situations and experiences.

Pre-requisites: Admission to Teacher Education

Course Attendance Policy: Active, consistent participation is necessary in this course and is a large part of becoming a professional educator. Students should make every effort to be in class, and they must inform the instructor about potential absences. If class is missed, it is the student's responsibility to locate the missed information from a classmate unless arrangements have been made otherwise. **If illness or health-related emergencies occur, the instructor will allow additional time for tasks to be submitted if communication has been consistent.** Excessive, unexcused absences will result in a lower grade.

Technology Requirements: You will need to be able to access the Internet, specifically the D2L learning management system. D2L will be needed for outside-of-class tasks, discussions, and to check your grades and obtain feedback.

Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below:
Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals and Student Learning Outcomes
     The Interstate New Teacher Assessment and Support Consortium (INTASC) standards serve as the SDSU Teacher Education program's goals as well as the goals of most teacher education programs.
     Specific standards addressed in this course:

- Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7)
- Demonstrate knowledge of the central concepts, tools of inquiry, and ways of knowing that are central to the discipline(s) they teach. (InTASC 4)
- Encourage children's development of critical thinking, problem solving, and performance skills. (InTASC 5)
- Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)
- Implement formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of children. (InTASC 6)

Course Objectives:
   Upon completion of this ELED 440 course, you will be able to:
1. Correctly list the various strands or skill areas of the language arts.
2. Explain the value of language arts skills in all aspects of a child or adolescent's school experience.
3. Design a formal lesson plan that addresses relevant content standards, is developmentally appropriate, and presents information in an accessible manner.
4. Identify various characteristics of quality writing for K-8 learners.
5. Assess a child's writing using a scoring guide.
6. Consider the types of feedback most useful for reading and writing activities.

Instructional Methods
In this course, learners will be invited to reflect on and share their own personal experiences as they consider the kind of language arts teacher they intend to be. Learners will have opportunities to engage in content both during class meetings and on D2L. Methods used will include brief lectures, video, professional reading, review of children's literature, formal and informal in-class activities, and reflective writing tasks.

Required Texts
Serravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers.* Heinemann.

Johnston, P. (2004). *Choice words: How our language affects children's learning*. Stenhouse Publishers.

Course Expectations and Requirements
1. One **formal written lesson plan** for instruction in the language arts. You will be given an assigned topic and grade level for your particular lesson plan. The plan must include a content standard matched to a specific and focused learning objective, a pre-assessment component, an organized procedure, description of a post-assessment, and mention of specific strategies or accommodations to meet various learning needs and cultural differences.

2. One implemented **activity plan** for reinforcement of a language arts concept related to grammar or spelling is required in this course. You will create a plan using an instructor-provided template. You will work in groups of up to three peers, and you will present your activity within an in-class mini-teaching event. Groups will be assigned by the instructor, but you may (with your peers) select the exact topic and grade level for your activity plan.

3. *Choice Words* **group discussions** will take place over approximately four weeks of the semester. You will be able to share your impressions of and questions related to this reading. These small group discussions will occur in class. Specific dates and expectations will be shared on D2L.

4. You will practice **writing assessment knowledge** while reviewing various samples of writing and applying scoring guide criteria to assess and evaluate children's writing skills. After some practice opportunities, a more formal task will invited you to use a scoring guide (with specific criteria) to evaluate a child's writing. You will also generate feedback provided to this particular writer, and consider comments that are descriptive, useful, and honest.

5. An **end-of-semester test** will be administered during Finals Week. It will be a timed exam on which you will answer questions related to the teaching of language arts content and related tasks from this course. Types of exam items will include multiple-choice, true or false, and short answer/construct response tasks.

Evaluation: Assignments
- Formal lesson plan – 50 points
- Activity plan and mini-teaching presentation – 50 points
- Choice Words discussions – 40 points
- Writing Assessment – 25 points
- End-of-semester test – 50 points

Grading Scale:
Points will be totaled and averaged to determine overall final grades. ***To earn all points possible for assignments, the work must be completed with care, accuracy, and submitted on time***. <u>Excessive absences will also result in a lower overall final grade for the course.</u>

93-100%: A
86-92%:   B
79-85%:   C
71-78%:   D
70% or below: F

Policies

ADA Statement:
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Freedom in Learning Statement:
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Promoting an Inclusive Classroom:
South Dakota State University is dedicated to promoting a culture of respect that honors the rights, safety, dignity, and worth of every individual.   One way to promote a safe and inclusive classroom community is to communicate that each student's unique voice, perspective, and presence are expected to be respected, appreciated, and recognized as a source of strength.

Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2:4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The policy and its procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

ELED 471: Foundations of Reading (3 Credits)
South Dakota State University
Spring 2023; Online

Instructor Information
Instructor: Dr. Heidi Sackreiter
Office: Pugsley 141
Office Phone: 605-688-5039
E-mail: heidi.sackreiter@sdstate.edu
Office Hours: Virtual

Course Information
Course Catalog Description: This course will promote awareness and application of the foundational skills necessary for beginning readers. Views of reading will be explored, as well as practical approaches for teaching literacy skills and engagement with books in the classroom. In addition, culturally responsive approaches to reading instruction and the use of notable children's literature will be explored.

Pre-requisites: None

Attendance Policy: Active participation is necessary in this online course in order to engage in the content and meet all of the requirements. Your involvement also demonstrates your interest and intention to learn more about literacy instruction for your future learners. All students should visit the D2L shell often, be actively involved in any discussion forums, complete formal and informal assignments, and ask questions when needed as well as respond to the instructor's emails in a timely manner (all of these actions are considered as "attendance" or "showing up for class" in an online setting). **If illness or other health-related emergencies occur, the instructor will allow additional time for tasks to be completed as long as communication has been open and consistent.**

Technology Requirements: You will need to be able to access the Internet, specifically the D2L learning management system. D2L will be needed for outside-of-class tasks, discussions, and to check your grades and obtain feedback.

Technical Support: SDSU Support Desi is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below:
Phone: 1-605-688-6776   Email: sdsu.supportdesk@sdstate.edu

Course Goals
The overall goals for this ELED 471course are for you to:
1. Learn about the course content through reading and viewing of content, personal individual reflection, and cooperative online tasks.
2. Explore various matters (i.e., alphabetic principle, concepts of print, the active view of reading, encoding and decoding, phonics rules, fluency, spelling knowledge)

impacting literacy learning and assessment in early childhood and elementary classrooms.
3. Consider implications of early reading instruction for teachers and learners.

Upon completion of this course, you will be able to:
1. Identify the foundational skills and knowledge needed for children to begin learning to read.
2. Describe the various models of learning to read.
3. Study sound rules and spelling patterns related to phonics instruction.
4. Consider how you will maximize reading outcomes for your future learners.
5. Find resources that will assist you in supporting young readers.
6. React (in writing or within D2L discussion forums) to information about the science of reading and learning differences in the classroom.
7. Review notable multicultural children's literature selections in the form of a video note.

Student Learning Outcomes

The Interstate New Teacher Assessment and Support Consortium (INTASC) standards serve as the SDSU Teacher Education program's goals as well as the goals of most teacher education programs.
Specific standards addressed in this course:

- Demonstrate knowledge of the central concepts, tools of inquiry, and ways of knowing that are central to the discipline(s) they teach. (InTASC 4)
- Encourage children's development of critical thinking, problem solving, and performance skills. (InTASC 5)
- Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)
- Implement formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of children; and to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC 6)
- Demonstrate knowledge of neurodiversity and the barriers that impede learning. (InTASC 4)

Instructional Methods

This course will include a variety of instructional methods. There will be professional reading and reflection, online (D2L) discussions, short presentations/videos (in D2L), review of children's literature selections, activities to encourage engagement in the content, online "guest speakers", and a pre- and post-assessment (on D2L).

Required Text

Such, C. (2021). *The art and science of teaching primary reading*.

Additional reading material will be provided by the instructor on D2L.

Course Expectations and Requirements

1. *The Art and Science of Teaching Primary Reading* **Textbook Reactions**-
   During most weeks of the semester, you will be invited to share your thinking from the required text reading by completing Textbook Reactions. These will either be in the form of written notes and a summary of your ideas taken from the chapter, a small group D2L discussion related to questions about the reading, or a video note message in which you will talk about the reading. Each of these tasks will be worth up to 10 points (80 points total). You are encouraged to visit the D2L shell early each week to find out the specific expectations for the Textbook Reactions related to any required reading that particular week.

2. **Weekly Tasks –**
   To demonstrate active engagement in this online course, an occasional weekly task will be expected. These tasks will range from:

   - the construction of a One-Pager related to a specific assigned Foundational Skill;
   - short written reations to either videos or articles posted by the instructor;
   - and informal discussions related to course-related topics.

   Each task will be worth 10 points and must be completed and submitted during the week it is assigned in order to earn all points possible. There will be eight different Weekly Tasks over the course of this semester. (80 points)

3. **OER (Open Educational Resources) "Ideas" –**
   Using topics of your choosing (related to reading and writing instruction), you will use the OER search feature from the SDSU library and one other professional website (more information will be provided on D2L) to collect teaching ideas. You will be asked to find *at least five* teaching strategies or activity ideas that you feel will be useful to you as a teacher of young readers and writers. Included with each of these will be a short (approximately one paragraph) rationale of why you selected this item and how you will make use of it in your work with young learners. This collection of teaching ideas will be worth up to 25 points.

4. **Guest Speaker Discussions –**
   Three different guest speaker discsusions will take place this semester. The D2L discussion forum will be used for these discussions, and a short video sharing the guest speaker's introduction and background will also be provided for you to view prior to the start of the discussion. You are expected to actively engage in every Guest Speaker discussion during the week or weeks they occur. Pay close attention to the D2L shell News area to stay informed regarding the exact dates of these Guest Speaker discussions. Points will be earned for the creation of questions for the guest speaker, and at least two

replies within each Guest Speaker discussion forum. Each forum will be worth up to 10 points, or 30 points total.

5. **Final Assessment –**
   For the final assessment of this course, you will complete a timed exam on D2L during Finals Week. More details about this final assessment will be provided later this semester. Final assessment will be worth up to 60 points.

Informal (Not Graded, but Expected) Assessment Tasks

There will be some tasks and learning activities that will not be formally evaluated but are nonetheless *expected*. These must be participated in and completed in a timely manner. They will be considered in your final grade; failure to complete these informal tasks will result in a lowering of your final grade. Included in these Informal Tasks will be:

- *Pre-Assessment Attempt –*
  During the first week of the course, you will be asked to complete a timed pre-assessment. This will allow the instructor to find out what you know about reading instruction and it will also allow you a preview of the topics and skills to be explored this semester. This pre-assessment will not be graded formally. It is only asked that you give it your best effort, but it is certainly appropriate if there are questions to which you are unsure of how to respond correctly. Your honest attempt is all that is needed.
- *Beginning of the Semester Virtual Nametag -*
  Please share about yourself on a D2L discussion forum. Follow the instructions carefully to create a "virtual" nametag and also read over some of your peers' postings. Then, reply to *at least two* of your peers based on similarities you share or interests and experiences you have in common. Please see forum for details.
- *Reading of the Textbook and Any Other Items -*
  It is expected that all students will make every effort to stay with the reading schedule provided in the Tentative Course Schedule in this syllabus. Also, on a few occasions, an article or resource might be shared within D2L shell (most often under Content), and it is expected that students will be motivated to review that information to the best of their ability.

Evaluation: Assignments
- Textbook Reactions – 80 points
- Weekly Tasks – 80 points
- Guest Speaker Discussions – 30 points
- OER Teaching Ideas – 25 points
- Final Assessment – 60 points

Grading Policy
Points will be totaled and averaged to determine overall final grades. ***To earn all points possible for assignments, the work must be completed with care, accuracy, and submitted on time***.

93-100%: A
86-92%: B

79-85%:   C
71-78%:   D
70% or below: F

Late Work Policy
      Failure to submit assignments on or before the due dates will result in an automatic deduction of 10% if submitted within approximately two weeks of the original due date (additional deductions will occur if submitted even later). Students must be respectful of their peers' time and stay with the schedule when participating in the discussion forums. Forums will only be open for a certain amount of time, and failure to participate may result in a loss points. If students foresee difficulties in completing certain tasks on time, they must contact the instructor to see if accommodations can be made.

Online Discussion Policy
      When posting on the Discussion forum, please use good "netiquette" behaviors. Your postings should be professional, clear, and free of spelling and punctuation errors. While discussions in this class are intended to be a somewhat informal and natural conversation, they are not the same as text messaging, so try to avoid overusing symbols like LOL or putting words in all upper-case letters (as this could be seen as shouting). Also, try to be positive and polite (not mean or judgmental) when you reply to a classmate's ideas. And, do your best to post your assigned questions to the discussion forum in a timely manner and be respectful of discussion forum due dates.

Grading and Response Time Expectations
      Grading: Feedback and scores for Discussion forums will be offered immediately (within two days) after the forum closes. Feedback for other assignments (Textbook Reactions and Weekly Tasks) will be given within a few days from submission. Please allow a few extra days for evaluaton and comments for the Final Assessment and the OER Teaching Ideas assignment.

      Communication: SDSU and D2L email messages are checked at least once a day (often up to three or four times a day), except on Sundays. Replies are usually given within 24 hours, often faster. Students are also welcomed to call or text, if that is preferred. However, it is asked that discretion be used when calling the instructor's cell phone (no late evening calls, please).

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Land Acknowledgement:
South Dakota State University is located on the ancestral territory of the Oceti Sakowin, meaning Seven Council Fires, which is the proper name for the people commonly called Sioux. The tribal alliance, made up of individual bands, of the Seven Council Fires is based on kinship, location and dialects: Santee-Dakota, Yankton-Nakota and Teton Lakota. The seven tribes now occupy nine reservations in South Dakota: Cheyenne River Sioux Tribe, Crow Creek Sioux Tribe, Flandreau Santee Sioux Tribe, Lower Brule Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux Tribe, Sisseton-Wahpeton Oyate, Standing Rock Sioux Tribe and Yankton Sioux Tribe. It is with profound respect that we acknowledge the indigenous peoples of this land.

This acknowledgement serves as a reminder that before this site was called SDSU, it was called home to American Indian Nations to this location.

Promoting an Inclusive Classroom:
South Dakota State University is dedicated to promoting a culture of respect that honors the rights, safety, dignity, and worth of every individual. One way to promote a safe and inclusive classroom community is to communicate that each student's unique voice, perspective, and presence are expected to be respected, appreciated, and recognized as a source of strength.

PE 352: Adapted Physical Education
South Dakota State University
Spring 2022
2 credits

Instructor
Kate Bergstrom
Email: Kate.Bergstrom@sdstate.edu
Office: Wagner 133
Office Hours: By appointment.

Course meeting time	**Course location**
Lecture T,TH 10 – 10:50	DePuy Military Hall 113/ 105

CATALOG COURSE DESCRIPTION Students are exposed to those impairments addressed in idea as they relate to physical education. Assessments, IEP development, and other elements necessary successful inclusion are addressed. In addition, physical activities for special populations outside of the school setting are also addressed.

COURSE GOALS & OBJECTIVES
The objectives of this syllabus contain standards from the National Association for Sport and Physical Education (NASPE). NASPE is the professional association for teachers of physical education and plays an important role in our national review for continuing accreditation. Beside each objective for this course is a code that signifies its relationship with the school's conceptual framework and the NASPE standards.

Upon completion of this course, students will demonstrate:

1. Learn the history of adapted physical education and its current status (NASPE 6)
2. Be familiar with the terminology used in adapted physical education, adapted sports and related areas of intervention and special education. (NASPE 4)
3. Develop a working knowledge of the legal aspects of education for people with disabilities and gifted and talented individuals. (NASPE 5, 6, 7, 9)
4. Identify general individual needs based on the status of perceptual-motor behavior and developmental levels. (NASPE 6,7,9)
5. Possess general knowledge about ability levels of persons with disabilities and gifted and talented individuals.(NASPE 4,5,6,7,9)
6. Demonstrate critical thinking regarding issues of diversity and human rights (NASPE 8)
7. Develop basic skills in testing, assessment, programming and teaching adapted physical activity (APA). (NASPE 6,7,9)
8. Complete a practicum experience. (NASPE 4,8,10)

TEACHER CANDIDATE EXPECTATIONS/COURSE REQUIREMENTS
- **Attendance--**attend class each week
- **Participation**--All students are expected to be prepared to actively participate in all class discussions and teachings during each class meeting time.
- **Reflections**
    - Assignments, speakers, observations, videos
- **Disability Presentation**
- **Lesson Plans and Teaching**
    - Individual (5)
    - Group (1)
- **Assessments**--quizzes and exams

**All written work will be graded on content, grammar, composition, neatness, and spelling. All work is to be computer generated and double spaced unless the instructor specifies otherwise.
**Any assigned readings or videos for specific class meetings are to be completed prior to the class for which they were assigned.

Performance Standards
1. Students are expected to participate in discussions, activities and evaluations to enhance their own learning and the learning of others in the class.
2. Students are expected to take the written and practical exams at the times they are given.
3. Students are required to participate in various self-assessment activities and laboratory activities as assigned.

CLASS ETIQUETTE & PROFESSIONALISM
1. CELL PHONE POLICY - Please TURN OFF all cell phones when class is in session unless directed by instructor.
2. CLASS DISRUPTION POLICY - Any disruptive behavior will result in a 5 point deduction per incident from your participation points. Disruptive behavior includes but is not limited to: interrupting or distracting classmates or instructor, computer/tablet use for purposes other than current classwork, listening to music, etc.
3. EMAIL POLICY - Your D2L email address is the primary mode of communication for the course. It is your responsibility to check this account regularly. The instructor is not responsible for email messages that are not received. - Professional email etiquette is expected. Address all emails with appropriate salutations (i.e. Hi, Emily or Emily) and do not use text message format. I will work diligently to respond to all emails sent Monday— Friday within 24 hours. Emails sent Saturday and Sunday will be replied to on Monday.

GENERAL COURSE POLICIES
1. ATTENDANCE - Class attendance is mandatory. Students are expected to be present for every class, to have all class preparations completed, and to actively participate in class discussions and activities. You will be allowed NO unexcused absences. Any unexcused absence will result in a 1 point deduction

towards your participation points per incident. If you miss class it is your responsibility to get notes from a classmate.

2. MAKE-UP WORK - Quizzes, exams, and lab activities must be completed at the scheduled date and time in order to receive credit. Make-ups are only considered when the absence is excused or an extenuating circumstance has occurred. An excused absence is a documented medical illness, a death in the family, or a university approved trip. For university approved trips, a Trip Absence Slip from Academic Affairs must be provided PRIOR to the absence. Arrangements must be made PRIOR to the date of the quiz, exam, or lab activity if seeking permission for alternate scheduling. Non-compliance with this policy will result in a grade of zero for quizzes, exams, or lab activities

Evaluation Methods
Evaluation Procedures:
Quizzes
Exams
IEP Assignment
Disability Presentations
Reflections from Presenters
Reflections from Observations
Lessons Taught to Classmates/ Students with disabilities
Minor Assignments

Grade Percentage Points
A 92-100%   B 82-91%   C 75-81%   D 65-74%   F 64% AND BELOW

Required Materials
Essentials of Teaching Adapted Physical Education: Diversity, Culture, and Inclusion 1st Edition

by Samuel Hodge (Author), Lauren Lieberman (Author), Nathan Murata (Author)

ISBN-13: 978-1934432372
ISBN-10: 1934432377

Professional Expectations: All students are expected to participate in each class, every day. This participation includes being respectful to other students in class as well as being respectful to the instructor and any guest lecturers.

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; *Address: Room 271, Box 2815, University Student Union, Brookings, South Dakota 57007)*

Freedom in Learning Statement: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Department Head, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

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General Statement on COVID-19 Pandemic.

Participants in this course are subject to, and expected to comply with, the policies, procedures, rules, and regulations of the SDBOR and SDSU as modified throughout the duration of the course. Due to the current COVID-19 Pandemic, the SDBOR and SDSU have adopted provisions to minimize COVID-19 exposure to the SDSU community that are compliant with changing CDC and SD DOH guidelines. These guidelines apply to all classes and activities held by SDSU. Anyone who does not comply with these important provisions may be subject to the SDSU Student Conduct Code 3:1 and other applicable policy provisions found in SDBOR and SDSU policies. Current information concerning SDSU updates to the provisions applicable during the COVID-19 Pandemic may be viewed online at the https://www.sdstate.edu/jacksrback and https://www.sdstate.edu/covid-19 webpages. Please check these sites frequently for updates.

Temporary COVID-19 Class Attendance Policy for Fall 2020.
Please note: This temporary policy is provided by the Office of the Provost pursuant to the SDSU policy giving authority for exceptions to the comprehensive SDSU Class Attendance Policy (SDSU Policy 2:5). These policies rely in part on the honor system, but nonetheless are subject to the Student Conduct Code (SDSU Policy 3:1): Students are trusted to provide accurate information regarding the reason(s) for their absences.

Students who are experiencing symptoms of COVID-19, engaging in self-quarantine, or are in isolation based on a positive COVID-19 test, should not attend in-person classes. For those absences, students shall not be required to provide formal documentation, nor shall they be penalized, but they must confer with their instructors to determine whether remote participation, an Incomplete grade, or withdrawal is most appropriate.

Students who are absent due to experiencing COVID-19 symptoms, engaging in self-quarantine, or in isolation due to a positive test, shall
- notify instructors of their absence in a timely manner, in advance if possible;
- participate in synchronous and asynchronous online learning activities, as able;
- keep up with coursework, as able; and
- work with instructors to reschedule online or on-campus exams, labs, assignments, and other academic activities, as needed.

For more details regarding attendance policies, see the *SDSU Class Attendance Policy (SDSU Policy 2:5)* and the Student Conduct Code (SDSU Policy 3:1). For details regarding what to do in case of a suspected or known COVID-19 infection, visit the What if I Get Sick? page located on the JacksRBack Students page: Please note that a student must notify the Office of the Vice President of Student Affairs upon experiencing symptoms or having a presumptive or confirmed COVID-19 test.

Covid-19 Response: The university's efforts are in collaboration with the South Dakota Department of Health as it continues to monitor the virus in South Dakota. The SD DOH is working with the Centers for Disease Control and Prevention and health care partners across the state to address this unprecedented situation. As a result, The South Dakota Board of Regents has adopted a tiered approach to face covering requirements for its six public universities when the fall academic term begins Aug. 19. To begin fall semester operations on the campuses, the regents agreed to require face coverings in all public indoor spaces on campus (Level 3). This class will follow the SDBOR Covid-19 Face Covering Protocol and require all students to wear face coverings during in-class meetings. In the classes that allow physical distancing, physical distancing will also be practiced, during class meetings, with spacing of students being greater than or equal to six feet in distance. In the classes in which student are not able to maintain the 6 feet physical distance due to the instruction required, students will be required eye covering in addition to the face masks. The department will provide one face shield or eye protective glasses per student for use in those classes. If students need to touch another student, disposable gloves will be provided for use during these experiences.

If you are concerned that you may have Covid-19 or have been in close contact to an individual with Covid-19, please follow CDC guidelines on "How to Protect Yourself And Others" and "What To Do If You Are Sick". Additional information can be obtained through the JacksRBack Updates website https://www.sdstate.edu/jacksrback/students or South Dakota COVID-19 Information Hotline by calling 1-800-997-2880.

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South Dakota State University
SEED 450: Reading and Content Literacy (2 Credits)
College of Education and Human Sciences
Department of Teaching, Learning and Leadership

Fall 2022

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Instructor: Laura Ackerwold	**Email:** Laura.Ackerwold@sdstate.edu
Office: West Hall 206	**Office Hours:** Wednesday 10:00-12:00 or by appointment
Course Meeting Time/Location: Fridays at 8:00-8:50 Berg Agriculture Hall Room 0100A	

Course Description:
This course explores methods for teaching middle and high school students to read, write, speak, and listen, emphasizing ways for teachers to engage students in learning and the application of understanding. Students in this course plan and critique lessons which both teach content and nurture literacy. Classroom adaptations for culturally and linguistically diverse populations are also addressed.

Required Text: None

Teacher Education Information
The Interstate New Teacher Assessment and Support Consortium (INTASC) standards serve as the SDSU Teacher Education Program's goals as well as those of most teacher education programs. The complete standards with key indicators can be accessed at: http://www.wresa.org/Pbl/The%20INTASC%20Standards%20overheads.htm. ** Specific standards addressed in this course. **1. **Content Pedagogy:** The teacher understands the central concepts tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. **2. Student Development:** The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social and personal development. **3. **Diverse Learners:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. **4. **Multiple Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem

solving, and performance skills.

5. Motivation and Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Communication and Technology: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Planning: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. **Reflective Practice: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

10. School and Community Involvement: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

This course also addresses the Council for the Accreditation of Educator Preparation (CAEP aligned with the National Council for the Accreditation of Teacher Education (NCATE) standards. The unit and program standards can be accessed and downloaded at: http://caepnet.files.wordpress.com/2012/12/caep_ncate_alignment.pdf CAEP unit standards include:

   ** Specific standards addressed in this course.

1. **Candidate Knowledge, Skills, and Professional Dispositions: Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

2. Assessment System and Unit Evaluation: The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

3. Field Experiences and Clinical Practice: The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

4. **Diversity: The unit designs, implements, and evaluates curriculum and provides

experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P –12 schools.

5. Faculty Qualifications, Performance, and Development: Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

6. Unit Governance and Resources: The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Student Learning Outcomes:
1. Explore – Students will examine and critique instructional design and learning strategies.
2. Analyze – Students will scrutinize the research and evidence to determine the trustworthiness and validity of the tools to further refine them.
3. Apply – Students will develop, create, and rationalize using evidence found through exploration.
4. Reflect – Students will consider the results of their efforts as they apply to their own teaching, student learning, and their research and development of future teaching.

PARTICIPATION & REQUIRED ATTENDANCE

Classroom attendance is essential, required and graded. Attendance and participation means *being on time, listening, participating, and turning assignments in on time.* Behaviors not conducive to being an active participant in class *will be considered an absence*. Please be respectful. All University excused absences will be honored with an official trip permit card, and it is expected that you will contact your instructor via email or in person *prior to your absence(s)*.

All students are permitted one (1) absence for illness or personal reasons without losing credit. After the permitted absence, 10 points will be deducted from your attendance score for EACH missed class. If illness causes excessive absence, you must contact the instructor immediately to discuss makeup requirements.

This is a hybrid course. When we meet face-to-face, attendance will be taken. For assigned online work, attendance points will be awarded for viewing lectures, participating in the weekly journal and/or discussions, and participating in any assigned virtual tasks. If you fail to engage online that week, you will be considered absent and lose your attendance points that week.

ACADEMIC INTEGRITY

Student Academic Integrity and Appeals: The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University. If you are unsure about how to appropriately utilize and site research in your work, please contact the library for assistance.

Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Department Head, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

ADA Statement. South Dakota State strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible. The Office of Disability Services is located in the upper level of the University Student Union (SSU271). Phone: (605)688-4504.

MAKE-UP POLICY

Assignments are expected to be turned in on time. LATE WORK WILL NOT BE ACCEPTED. If, for any reason, you are struggling to complete an assignment by the given deadline, please contact me immediately for an extension. Extensions are up to the instructors discretion and may be granted with prior arrangements. Communication is the key to the instructor/student relationship. It is your job to initiate and advocate for your own personal success. I can be much more flexible before a deadline than after a deadline.

ASSIGNMENT FORMAT

All assignments are required to be typed using 12 point, Times New Roman font. Margins should be set at 1 inch on all four sides. Professional appearance and correct grammar and punctuation is an expectation. Assignments must be submitted as a word document or PDF.

ASSIGNMENT REQUIREMENTS

For all required assignments you will be provided an assignment sheet indicating the assignment purpose, objectives, specifications, and the assessment expectations. The assignment guidelines will be posted in D2L under "Content" on the course's home page.

ASSIGNMENTS + GRADING PROCEDURES

An assignment sheet will be posted on D2L that covers assignment details and expectations.

The final percentage grade will be calculated from the total points earned from the following:
**In class announcements will be the final say on due dates and assignment guidelines.

Assignment	Points Possible	Points Earned	Grading Scale
Anticipation Guide	20 Points		A = 90-100%
SIOP Lesson Plan	20 Points		B = 80-89%
Cubing Activity	20 Points		C = 70-79%
RAFTS Activity	20 Points		D = 60-69%
Choice Literacy Activity	20 Points		F = 00-59%
Attendance/Participation	100 points		
Final Exam	50 points		
Total:	**250 points**		

SEED 450 FALL 2022 Calendar—*Tentative!*

Date	Topic	Assignment Due Dates
Week 1 Meet on Campus *August 26th*	Introduction to Seed 450 Course expectations + syllabus Create Teacher Teams	
Week 2 Meet on Campus *Sept. 2nd*	**Standard # 1** – What does literacy look like in your content area?	*Journal response/Discussion due on D2L by Sunday at 11:59 PM*

| Week 3

Meet on Campus Sept. 9th | **Standard # 2** – How does literacy develop in students?

Stages of Literacy Development

Anticipation Guides | *Journal response/Discussion due on D2L by Sunday at 11:59 PM* |
|---|---|---|
| Week 4

Meet on Campus Sept. 16th | **Standard # 3** – How do you align instructional objectives to literacy goals for students and what does that look like?

SIOP Instructional Strategies

Content and Language Objectives | *Journal response/Discussion due on D2L by Sunday at 11:59 PM*

Anticipating Guides due in D2L Dropbox September 18th at 11:59 PM. |
| Week 5

Meet on Campus Sept. 23rd | SIOP Instructional Strategies

Academic Language and Vocabulary | *Journal response/Discussion due on D2L by Sunday at 11:59 PM* |
| Week 6

Meet on Campus Sept. 30th | **Standard # 4** – How can reading, writing, speaking, and listening practices be incorporated into daily instruction and assessment?

Reading Comprehension Skills and Strategies | *SIOP Lesson Plan due Sunday, October 2nd at 11:59 PM in the D2L dropbox.* |
| Week 7 Oct. 3-9

Online/D2L | Reading comprehension skills and strategies

Cubing | *Journal response/Discussion due on D2L by Sunday at 11:59 PM* |
| Week 8 Oct. 10-16

Online/D2L | **Standard # 5** – What do reading, writing, speaking, and listening instructional practices have to do with the creation, development, and maintenance of classroom learning environments and what does that look like? | *Journal response/Discussion due on D2L by Sunday at 11:59 PM*

Cubing Assignment due in D2L Dropbox on Sunday, October 16th at 11:59 PM. |

	Literacy Rich Classrooms	
Week 9 *Oct. 17-23* Online/D2L	All About Writing RAFTS	*Journal response/Discussion due on D2L by Sunday at 11:59 PM*
Week 10 *Oct. 24-30* Online/D2L	**Standard # 6** – How do we support both individual and group literacy development? Cooperative Learning + Collaboration	*Journal response/Discussion due on D2L by Sunday at 11:59 PM* *RAFTS assignment due Sunday, October 30th at 11:59 PM in D2L Dropbox.*
Week 11 *Oct. 31-Nov. 6* Online/D2L	**Standard # 6** – How do we support both individual and group literacy development? Cooperative Learning + Collaboration	*Journal response/Discussion due on D2L by Sunday at 11:59 PM*
Week 12 *Nov. 11*	***No Class – Veterans Day***	
Week 13 *Nov. 14-20* Online/D2L	**Standard # 7** – What are the literacy needs of students, teachers, and communities, and how can we help meet those needs?	*Journal response/Discussion due on D2L by Sunday at 11:59 PM* *Choice Literacy Activity due in D2L dropbox on Sunday at 11:59 PM.*
Week 14 *Nov. 25*	***No Class – Happy Thanksgiving!***	
Week 15 *Nov. 28-Dec. 4* Online/D2L		*Journal response/Discussion due on D2L by Sunday at 11:59 PM*
Finals Week *Dec. 9*	*Final Paper/Presentation must be submitted to the D2L dropbox by December 9th at 11:59 PM.*	

Online/D2L	

IN SUMMARY:
1. Come to class.
2. Put in effort.
3. Turn assignments in on time.
4. Communicate efficiently.

Be honest, kind, open and accepting

SPED 100: Intro to Persons with Exceptionalities, 3 credits
South Dakota State University
Fall 2023, Face-to-Face

Instructor Information
Instructor: Mrs. Nicole Linstad
Office: Wenona 214
Office Phone: 605-688-6155
Email: Nicole.linstad@sdstate.edu
Office Hours: Wednesdays 11-1pm or by appointment

Course Information
Course Description: A survey of the various exceptionalities and implications of education; the history and philosophy of special education; and state and federal legislation affecting special education.
Prerequisites: None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals

SPED 100 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:25), CAEP Accreditation Standards (Standard 1), CEC 2020 Initial K-12 Standards, and INTASC Standards through SDSU's Special Education program goals as described below:

1. Deomonstrate knowledge of neurodiversity and the barriers that impede learning (InTASC 4)
2. Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)
3. Foster relationships with school colleagues, families, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10)

Student Learning Outcomes (align with CEC Standards)
- Demonstrate knowledge of various exceptionalities and appropriate instructional methods to meet learner needs. (Standards 1, 5)

- Identify the academic, social, emotional advantages/disadvantages of including students with mild and moderate exceptionalities in multiple educational settings. (Standard 2)
- Demonstrate knowledge of major laws and responsibilities of schools related to special education. (Standard 6)
- Observe and interact with special education students and school programs. (Standards 1, 2)

Instructional Methods
Instructional methods will include lecture, field experience, and collaborative learning.

Required Texts
Exceptional Lives Practice, Progress, & Dignity in Today's Schools. Ann Turnbull; H. Rutherford Turnbull; Michael L. Wehmeyer; Karrie A Shogren, Pearson Edition: 9th 2020

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to course topics.

Course Expectations and Requirements

Evaluation: Assignments

Movie Review (20%)
Field Experience Work (20%)
Discussions/Reflections on Readings (20%)
Chapter Quizzes (20%)
Final Exam/Activity (20%)

Grading Scale:
A = 93-100
A- = 90-92
B+ = 88-89
B = 84-87
B- = 80-83
C = 74-79

Policies
ADA Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom in Learning Statement:
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Director, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

SPED 330: Language, Communication, Development and Assistive Technology, 2 credits
South Dakota State University
Fall 2025, Face-to-Face

Instructor Information
Instructor: XXXXX
Office: XXXX
Office Ph: XXX-XXXX
Email: XXXX.XXX@sdstate.edu
Office Hrs: By appointment, XXXX- zoom link?

Course Information
Course Description:
This course will provide a foundation in evaluating and planning for the unique language and communication needs of students. Through classroom discussions, activities and required 15 hours of field experience, participants will gain experience using augmentative and alternative communication systems as determined by individual student need. Additionally, participants will be prepared to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students.

Prerequisites: None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals

SPED 330 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:25), CAEP Accreditation Standards (Standard 1), CEC 2020 Initial K-12 Standards, and INTASC Standards through SDSU's Special Education program goals as described below:

1. Provide instruction that varies individually within and across cognitive, linguistic, social, emotional, and physical areas of development using a variety of instructional strategies, including using technology. (InTASC 1; InTASC 2; InTASC 8)
2. Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7)
3. Demonstrate knowledge of neurodiversity and the barriers that impede learning. (InTASC 4)

4. Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)

5. Implement formal and informal assessment strategies to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC 6)

6. Adapt instruction to meet the diverse needs of learners, including those with disabilities and exceptionalities. (InTASC 7; InTASC 8)

Student Learning Outcomes (align with CEC Standards)

- Understanding the history of assistive technology and associated legislation. (Standard 5)
- Assess types of augmentative and alternative communication systems and how they can help students with social skills, self-determination, functional and academic communication. (Standards 5)
- Identify, select, implement, and evaluate communication programs that include low tech and high tech assistive technology to meet the unique language and communication needs of individuals. (Standard 4,5)
- Analyze and design age-appropriate communication and language intervention strategies to meet individual student needs. (Standard 2)

Instructional Methods

Instructional methods will include lecture, inquiry, field experience, active learning, and collaborative learning.

Required Texts

Hall, N.; Juengling-Sudkamp, J.; Gutmann, M.L.; Cohn, E.R. (2022). *Fundamentals of AAC: A case-based approach to enhancing communication* (1st ed.). San Diego, CA: Plural Publishing, Inc

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to course topics.

Course Expectations and Requirements

Evaluation: Assignments

- Discussions/Reflections on Readings (20%)
- Technology Review (20%)
- Individual Student Assistive Technology Review (20%)

- Field Experience Work (20%)
- Final Evaluation (20%)

Grading Scale:
A = 93-100
A- = 90-92
B+ = 88-89
B = 84-87
B- = 80-83
C = 74-79

Policies
ADA Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom in Learning Statement:
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Director, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

SPED 380: Neurodiversity, 3 credits
South Dakota State University
Fall 2025, Face-to-Face

Instructor Information
Instructor: XXXXX
Office: XXXX
Office Ph: XXX-XXXX
Email: XXXX.XXX@sdstate.edu
Office Hrs: By appointment, XXXX- zoom link?

Course Information
Course Description: Students learn content and strategies related to neurodiversity and the most commonly occurring specific learning disabilities such as dyslexia, dysgraphia, dyspraxia, dyscalculia, ADHD, autism, specific language impairment, working memory, anxiety, and trauma.
Prerequisites: None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals

SPED 380 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:25), CAEP Accreditation Standards (Standard 1), CEC 2020 Initial K-12 Standards, and INTASC Standards through SDSU's Special Education program goals as described below:
1. Provide instruction that varies individually within and across cognitive, linguistic, social, emotional, and physical areas of development using a variety of instructional strategies, including using technology. (InTASC 1; InTASC 2; InTASC 8)
2. Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7)
3. Create learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)
4. Demonstrate knowledge of neurodiversity and the barriers that impede learning. (InTASC 4)
5. Encourage children's development of critical thinking, creativity, and collaborative problem solving. (InTASC 5)
6. Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and

supportive interaction in the classroom. (InTASC 3; InTASC 8)
7. Implement formal and informal assessment strategies to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC 6)
8. Adapt instruction to meet the diverse needs of learners, including those with disabilities and exceptionalities. (InTASC 7; InTASC 8)
9. Show evidence of ethical and professional behaviors and reflect upon and continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally. (InTASC 9)
10. Foster relationships with school colleagues, families, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10)

Student Learning Outcomes (align with CEC Standards)

- Demonstrate knowledge of neurodiversity and the most commonly occurring specific learning disabilities. (Standard 2)
- Demonstrate knowledge of inclusion and inclusive practices. (Standard 3, 5)
- Differentiate between a deficit model and strength-based model, recognizing the gifts associated with students who are neurodiverse. (Standard 2)
- Understand student responses to learning and social interaction based on knowledge about neurodiversity, social-emotional capacities, and trauma. (Standard 2)
- Identify and apply evidence-based instructional strategies for teaching students who are neurodiverse in an inclusive classroom. (Standard 5)
- Design lesson plans with individualized instruction, accomodations, and modifications to support students who are neurodiverse. (Standard 3, 5)

Instructional Methods

Instructional methods will include lecture, inquiry, case studies, active learning, and collaborative learning.

Required Texts

Ellis, P., Kirby, A., & Osborne, A. (2023). *Neurodiversity and education.* United Kingdom: Corwin.

Karten, T. (2017). *Building on the Strengths of students with special needs: How to move beyond disability labels in the classroom.* Alexandria, VA: ASCD

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to course topics.

[Neurodiversity Education Research Center Toolkits/Guides 2022 (neurodiversitycenter.org)](neurodiversitycenter.org)

Course Expectations and Requirements

Evaluation: Assignments

- Discussions/Reflections on Readings (20%)
- Comparison of a Deficit Model vs Strength-Based Model of Neurodiveristy (20%)
- Technology Tools Review for Students Who are Neurodiverse (20%)
- Lesson Plans with Strength-Based Strategies, Accomodations, and Modifications (20%)
- Final Evaluation (20%)

Grading Scale:
A = 93-100
A- = 90-92
B+ = 88-89
B = 84-87
B- = 80-83
C = 74-79

Policies
ADA Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

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The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication,

facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

SPED 410: Behavior Management of Exceptional Children, 3 credits
South Dakota State University
Fall 2026, Face-to-Face

Instructor Information
Instructor: XXXXX
Office: XXXX
Office Ph: XXX-XXXX
Email: XXXX.XXX@sdstate.edu
Office Hrs: By appointment, XXXX- zoom link?

Course Information
Course Description: This course covers the development and implementation of positive behavior management including interventions, strategies, and supports as appropriate for individual students with disabilities.
Prerequisites: None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals

SPED 410 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:25), CAEP Accreditation Standards, CEC 2020 Initial K-12 Standards, and INTASC Standards through SDSU's Special Education program goals as described below:
- Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7)
- Create learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)
- Demonstrate knowledge of neurodiversity and the barriers that impede learning. (InTASC 4)
- Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)
- Implement formal and informal assessment strategies to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC 6)
- Adapt instruction to meet the diverse needs of learners, including those with disabilities and exceptionalities. (InTASC 7; InTASC 8)
- Show evidence of ethical and professional behaviors and reflect upon and

continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally. (InTASC 9)

Student Learning Outcomes (align with CEC Standards 1-3)

☐ Use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
☐ Compile resources to apply a range of preventive and responsive practices (documented as effective) to support individuals' social, emotional, and educational well-being.
☐ Respond to scenarios to practice systematically using data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

Instructional Methods

Instructional methods will include lecture, inquiry, case studies, active learning, and collaborative learning.

Required Texts

Djabrayan, Hannigan, J. & Hauser, L. (2015). *The PBIS tier one handbook: A practical approach to implementing the champion model.* Thousand Oaks, CA: Corwin/Sage

Djabrayan, Hannigan, J. & Hauser, L. (2017). *The PBIS tier two handbook: A practical approach to implementing targeted interventions.* Thousand Oaks, CA: Corwin/Sage

Djabrayan, Hannigan, J. & Hauser, L. (2017). *The PBIS tier three handbook: A practical approach to implementing individualized interventions.* Thousand Oaks, CA: Corwin/Sage

Lane, K. L. L.; Menzies, H. M.; Bruhn, A. L.; & Cmobori, M. (2009). *Managing challenging behaviors in school: Research-based strategies that work.* New York: Guildford Press.

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to course topics.

Course Expectations and Requirements

Evaluation: Assignments

- In-class participation (20%)
- Resource Portfolio (20%)
- Response to Scenarios (20%)
- Discussions/Reflections on Readings (20%)
- Behavior Management Philosophy Paper (20%)

Grading Scale:
A = 93-100
A- = 90-92
B+ = 88-89
B = 84-87
B- = 80-83
C = 74-79

Policies
ADA Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom in Learning Statement:
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Director, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

SPED 413: Serving Students with Severe Disabilities, 3 credits
South Dakota State University
Spring 2026, Face-to-Face

Instructor Information
Instructor: XXXXX
Office: XXXX
Office Ph: XXX-XXXX
Email: XXXX.XXX@sdstate.edu
Office Hrs: By appointment, XXXX- zoom link?

Course Information
Course Description: This course is the study of instructional strategies, materials, and equipment specific to the instruction of students with cognitive disabilities, developmental disabilities, and severe disabilities.
Prerequisites: None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals

SPED 413 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:25), CAEP Accreditation Standards, CEC 2020 Initial K-12 Standards, and INTASC Standards through SDSU's Special Education program goals as described below:

- Demonstrate knowledge of neurodiversity and the barriers that impede learning. (InTASC 4)
- Implement formal and informal assessment strategies to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC 6)
- Adapt instruction to meet the diverse needs of learners, including those with disabilities and exceptionalities. (InTASC 7; InTASC 8)
- Show evidence of ethical and professional behaviors and reflect upon and continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally. (InTASC 9)
- Foster relationships with school colleagues, families, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10)

Student Learning Outcomes (align with CEC Standards)

- Practice skills to collaborate with peers and families to effectively and ethically create and meet learning goals and service plans (Standards 6 & 7).
- Conduct assessments and nterpret results to collaboratively design and implement education programs based on individual strengths and needs (Standards 2 & 4).
- Design curriculum and create resources to support individuals with severe exceptionalities (Standards 3, 4 & 5).
- Create educational spaces to support individuals with severe exceptionalities (Standard 2).

Instructional Methods

Instructional methods will include lecture, inquiry, case studies, active learning, and collaborative learning.

Required Texts

Pennington, R.; Jones Ault, M.; Courtade, G.; Jameson, J. M.; & Ruppar, A. (2023). *High leverage practices and students with extensive support needs.* New York: Council for Exceptional Children, Routledge.

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to course topics.

Course Expectations and Requirements

Evaluation: Assignments

- Collaborative IEP Plan (20%)
- Lesson Plans (20%)
- Resource Library/Kit (20%)
- Discussions/Reflections on Readings (20%)
- Classroom Design (20%)

Grading Scale:
A = 93-100
A- = 90-92
B+ = 88-89
B = 84-87
B- = 80-83
C = 74-79

Policies
ADA Statement:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom in Learning Statement:
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Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

SPED 420: Curriculum and Instruction Strategies K-12, 3 credits
South Dakota State University
Spring 2026, Face-to-Face

<u>**Instructor Information**</u>
Instructor: XXXXX
Office: XXXX
Office Ph: XXX-XXXX
Email: XXXX.XXX@sdstate.edu
Office Hrs: By appointment, XXXX- zoom link?

<u>**Course Information**</u>
Course Description: Curriculum and individual education program development for special class teachers including strategies and materials at the K-12 level.
Prerequisites: None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

<u>**Course Goals**</u>

SPED 420 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:25), CAEP Accreditation Standards, CEC 2020 Initial K-12 Standards, and INTASC Standards through SDSU's Special Education program goals as described below:
- Provide instruction that supports intellectual, social, and personal development using a variety of instructional strategies, including using technology. (InTASC 1; InTASC 2; InTASC 8)
- Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7)
- Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)
- Demonstrate knowledge of neurodiversity and the barriers that impede learning. (InTASC 4)
- Encourage children's development of critical thinking, creativity, and collaborative problem solving. (InTASC 5)
- Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)
- Implement formal and informal assessment strategies to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC 6)

- Adapt instruction to meet the diverse needs of learners, including those with disabilities and exceptionalities. (InTASC 7; InTASC 8)
- Foster relationships with school colleagues, families, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10)

Student Learning Outcomes (align with CEC Standards 2, 3, & 5)

Apply learning of all 12 high-leverage practices in special education instruction:
1. Identify and prioritize short-term learning goals.
2. Systematically design insruction toward a specific learning goal.
3. Adapt curriculum and materials for specific learning goals.
4. Teach cognitive and metacognitive strategies to support learning and independence.
5. Provide scaffolded supports.
6. Use explicit instruction.
7. Use flexible grouping.
8. Use strategies to promote active student engagement.
9. Use assistive and instructional technologies.
10. Provide intensive instruction.
11. Teach students to maintain and generalize new learning across time and settings.
12. Provide positive and constructive feedback to guide students' learning and behavior.

Instructional Methods

Instructional methods will include lecture, inquiry, case studies, active learning, and collaborative teaming.

Required Texts

Council for Exceptional Children and CEEDAR Center. (2015). *High-leverage practices in special education.* CEC.

Friend, M. (2018). *Co-teach! Building and sustaining effective classroom partnerships in inclusive schools.* Marilyn Friend Inc.

Ralabate, P. K. (2015). *Your UDL lesson planner: The step-by-step guide for teaching all learners.* Brooks Publishing.

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to course topics.

Course Expectations and Requirements

Evaluation: Assignments

- In-class Participation (20%)
- Individualized Instructional Plans: Elementary, Middle, & High School (20%)
- Co-teaching Simulations (20%)
- Adaptive Instruction Models (20%)
- Responses to Scenarios (20%)

Grading Scale:
A = 93-100
A- = 90-92
B+ = 88-89
B = 84-87
B- = 80-83
C = 74-79

Policies
ADA Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom in Learning Statement:
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Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

SPED 431: Identification and Assessment in Special Education, 3 credits
South Dakota State University
Spring 2026, Face-to-Face

Instructor Information
Instructor: XXXXX
Office: XXXX
Office Ph: XXX-XXXX
Email: XXXX.XXX@sdstate.edu
Office Hrs: By appointment, XXXX- zoom link?

Course Information
Course Description: The course covers the development, selection, administration and interpretation of assessment instruments and strategies used to determine whether students have a disability and require special education or related services and to evaluate their level of performance to develop and monitor progress on individual education programs.
Prerequisites: None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals

SPED 431 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:25), CAEP Accreditation Standards, CEC 2020 Initial K-12 Standards, and INTASC Standards through SDSU's Special Education program goals as described below:
- Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7)
- Demonstrate knowledge of neurodiversity and the barriers that impede learning. (InTASC 4)
- Implement formal and informal assessment strategies to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC 6)
- Adapt instruction to meet the diverse needs of learners, including those with disabilities and exceptionalities. (InTASC 7; InTASC 8)
- Show evidence of ethical and professional behaviors and reflect upon and continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally. (InTASC 9)
- Foster relationships with school colleagues, families, and agencies in the larger

community and will support a child's learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10)

Student Learning Outcomes (align with CEC Standard 4)

- Collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.
- Develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures tha are valid and reliable to contribute to eligibility determination for special education services.
- Assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

Instructional Methods

Instructional methods will include lecture, inquiry, case studies, active learning, and collaborative learning.

Required Texts

Golden, C. (2016). *The data collection toolkit: Everything you need to organize, manage and monitor classroom data.* Baltimore, MD: Brookes.

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to course topics.

Course Expectations and Requirements

Evaluation: Assignments

- Engagement in Scenarios (20%)
- Assessment Philosophy Statement/Action Plan (20%)
- Assessment Resource Library (20%)
- Discussions/Reflections on Readings (20%)
- Final Evaluation (20%)

Grading Scale:
A = 93-100
A- = 90-92
B+ = 88-89
B = 84-87
B- = 80-83

C = 74-79

Policies
ADA Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom in Learning Statement:
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Student Academic Integrity and Appeals:
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SPED 460: Family Systems and Professional Collaboration, 3 credits
South Dakota State University
Fall 2026, Face-to-Face

Instructor Information
Instructor: XXXXX
Office: XXXX
Office Ph: XXX-XXXX
Email: XXXX.XXX@sdstate.edu
Office Hrs: By appointment, XXXX- zoom link?

Course Information
Course Description:
This course covers the collaboration and communication skills necessary to work within family systems and the use of resources and services supporting birth through lifespan services, multidisciplinary team functioning, and the placement committee processes.
Prerequisites: None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals

SPED 460 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:25), CAEP Accreditation Standards (Standard 1), CEC 2020 Initial K-12 Standards, and INTASC Standards through SDSU's Special Education program goals as described below:

1. Show evidence of ethical and professional behaviors and reflect upon and continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally. (InTASC 9)
2. Foster relationships with school colleagues, families, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10)

Student Learning Outcomes (align with CEC Standards)

- Understand the many roles that parents play in supporting their children's learning at home and education in schools. (Standards 6,7)
- Understand how culture and past experience effects parent engagement in education. (Standards 1,6,7)

- Understand the challenges families with children with disabilities face over the life cycle of the child and family. (Standards 6,7)
- Demonstrate the ability to discuss and practice collaborative strategies for working with families and other professionals. (Standard 7)
- Demonstrate family focused techniques for enabling and empowering families in the IEP and/or IFSP process. (Standard 7)
- Learn about the components of a strong family and professional partnership, including a collaborative culture, using positive interpersonal and communication skills, strategies for communicating positively and actions that promote trusting relationships. (Standard 7)
- Learn about parent's rights and responsibilities ensured by law and ways to create and strengthen trust between home and school. (Standard 7)
- Understand how primary language, culture, and family backgrounds interact to impact the education, attitudes, values, interests, and career options of individuals. (Standards 1,7)
- Learn ways to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. (Standard 7)
- Evaluate ethics and ethical practices as they relate to communicating and working with the families of special needs students in a supportive, professional, and nonjudgmental manner. (Standard 6,7)
- Identify and describe the range of community resources available to families, including their operations and how they affect families and their children. (Standard 7)

Instructional Methods

Instructional methods will include lecture, inquiry, case studies, role playing/simulation, and collaborative learning.

Required Texts

Turnbull, A.; Singer, G.H.S.; Turnbull, H.R.; Francis, G.L.; Burke, M.; Ky, K. (2022). *Families and professionals trusting partnerships in general and special education* (8th ed.) Hoboken, NJ: Pearson

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to course topics.

An Interdisciplinary Course To Prepare School Professionals To Collaborate with Families of Exceptional Children (2018)

Course Expectations and Requirements

Evaluation: Assignments

- Discussions/Reflections on Readings (20%)
- Family Situation Case Studies (20%)
- Family-Professional Partnership Plan (20%)
- Midterm Evaluation (20%)
- Final Evaluation (20%)

Grading Scale:
A = 93-100
A- = 90-92
B+ = 88-89
B = 84-87
B- = 80-83
C = 74-79

Policies
ADA Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom in Learning Statement:
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Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

SPED 485: Special Education Law, 2 credits
South Dakota State University
Spring 2026, Face-to-Face

Instructor Information
Instructor: XXXXX
Office: XXXX
Office Ph: XXX-XXXX
Email: XXXX.XXX@sdstate.edu
Office Hrs: By appointment, XXXX- zoom link?

Course Information
Course Description:
An overview of the historical background of special education law, current issues, trends, and a critical analysis of local, state, and national laws regulating special education.
Prerequisites: None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals

SPED 485 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:25), CAEP Accreditation Standards (Standard 1), CEC 2020 Initial K-12 Standards, and INTASC Standards through SDSU's Special Education program goals as described below:

1. Demonstrate knowledge of neurodiversity and the barriers that impede learning. (InTASC 4)
2. Adapt instruction to meet the diverse needs of learners, including those with disabilities and exceptionalities. (InTASC 7; InTASC 8)
3. Show evidence of ethical and professional behaviors and reflect upon and continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally. (InTASC 9)
4. Foster relationships with school colleagues, families, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10)

Student Learning Outcomes (align with CEC Standards)

- An understanding of the fundamentals and history of the development of special education and civil rights for learners with exceptionalities. (Standard 1)
- A basic knowledge of the fundamental principles of the Individuals with Disabilities Education Act (IDEA). (Standards 1,6,7)
- A basic knowledge of the fundamental principles of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). (Standards 1,6,7)
- Understand the role of the federal, state, and local government and courts in the law and administration of special education and how they impact the assessment, programmatic, and instructional decisions for learners with exceptionalities. (Standards 1,4,5,6,7)
- Become familiar with the landmark decisions of the United States Supreme Court and the federal appellate courts and the impact of these decisions on the law and administration of special education. (Standards 1,6,7)
- Develop the ability to read a court decision and brief to demonstrate an understanding of its implications for special education. (Standards 1,4,5,6,7)
- Acquire an understanding of legal terminology and procedures as it relates to special education law. (Standards 1,6,7)

Instructional Methods

Instructional methods will include lecture, inquiry, case studies, active learning, and collaborative learning.

Required Texts

Yell, M.L. (2019). The law and special education (5th ed.) Boston, MA: Pearson

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to course topics.

Free Appropriate Public Education and Endrew F. v. Douglas County School System (2017): Implications for Personnel Preparation

Course Expectations and Requirements

Evaluation: Assignments

- Discussions/Reflections on Readings (20%)
- Case Reviews (10%)
- Quizzes (20%)
- Midterm Evaluation (20%)
- Final Evaluation (30%)

Grading Scale:
A = 93-100
A- = 90-92
B+ = 88-89
B = 84-87
B- = 80-83
C = 74-79

Policies
ADA Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Freedom in Learning Statement:
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Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

SPED 495: Practicum, 2 credits
South Dakota State University
Spring 2026, Face-to-Face

Instructor Information
Instructor: XXXXX
Office: XXXX
Office Ph: XXX-XXXX
Email: XXXX.XXX@sdstate.edu
Office Hrs: By appointment, XXXX- zoom link?

Course Information
Course Description: Applied, monitored, and supervised field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.

Course Meeting Time and Location: Community-based, individualized for each student, coordinated with the support of the Office of Field Placements. This experience will take place one full day per week or the equivalent, for a minimum of 90 hours.

Prerequisites: None
Course Attendance Policy:
Technology Requirements: You will need to be able to access the internet and capture audio/video to share in course discussions. Otherwise, please refer to SDSU technology requirements: https://d2l.sdbor.edu/shared/sdsu/require.html
Technical Support: SDSU Support Desk is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below. Phone: 1-605-688-6776 Email: sdsu.supportdesk@sdstate.edu

Course Goals

SPED 495 aligns with South Dakota State Professional Standards for Teacher Preparation (SD Legislative Rule 24:53:07:25), CAEP Accreditation Standards, CEC 2020 Initial K-12 Standards, and INTASC Standards through SDSU's Special Education program goals as described below:
- Provide instruction that supports intellectual, social, and personal development using a variety of instructional strategies, including using technology. (InTASC 1; InTASC 2; InTASC 8)
- Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7)
- Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)
- Demonstrate knowledge of neurodiversity and the barriers that impede learning. (InTASC 4)

- Encourage children's development of critical thinking, creativity, and collaborative problem solving. (InTASC 5)
- Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)
- Implement formal and informal assessment strategies to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC 6)
- Adapt instruction to meet the diverse needs of learners, including those with disabilities and exceptionalities. (InTASC 7; InTASC 8)
- Show evidence of ethical and professional behaviors and reflect upon and continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally. (InTASC 9)
- Foster relationships with school colleagues, families, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10)

Student Learning Outcomes (align with CEC Standards 1-7)

1. Integrate experience at the practicum site with previous and concurrent learning about development, methods and instruction in K-12 special education.

2. Collaborate with special education professionls and students' families for culturally responsive and ethical decision-making.

3. Receive and respond to constructive feedback about one's professional attributes, skills and knowledge relevant to teaching from a mentor educator who is actively engaged in facilitating instruction in an inclusive and/or self-contained special education setting.

Instructional Methods

A hands-on approach will be utilized for students to gain experience educating students in an authentic special education setting. Students will observe developmental characteristics; plan and implement curriculum; interact with students, their families, and their educators; reflect on their practice, and adhere to professional standards with ethical behavior.

Required Texts

None

Supplementary Readings – Other readings will be assigned or recommended based on student interest and relevance to individual field experiences.

Course Expectations and Requirements

Evaluation: Assignments

- Connections Paper: 20%
- Final Evaluation by Supervising Educator (including PAA): 60%
- Completion of Hours, Documented with a Log of Hours: 20%

Grading Scale:
A = 93-100
A- = 90-92
B+ = 88-89
B = 84-87
B- = 80-83
C = 74-79

Policies
ADA Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or Fax, 605-688- 4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

Child Abuse and Neglect Policy:
If a student suspects child maltreatment while involved in a field experience associated with a course requirement, he or she should report such an observation to the supervisor of the setting where this field experience is taking place. The student is also requested to report such an incident to his or her university supervisor. If the student is under investigation for or has been convicted of a felony, a crime of violence, or an offense against children, he/she will not be allowed to begin the practicum or will be released from practicum duties immediately. If such allegations are unfounded, the student must provide written documentation and may resume duties and must make up any missed days of the practicum. A field placement site is under no obligation to retain a placement for a student in such cases.

Freedom in Learning Statement:
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Director, Dean, or both, of the college which offers the class to initiate a review of the evaluation.

Student Academic Integrity and Appeals:

The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.