

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

INSTITUTION: University of South Dakota

DATE: July 18, 2022

NAME/TITLE OF DEAN/CHAIR OF TEACHER EDUCATION:

Dean: Dr. Amy Schweinle Chair of Teacher Residency & Education: Dr. Daniel Mourlam

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

Signature 

**Section I. Action Requested**

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)

K-12 Education \_\_\_\_\_ (major)

Administrative Program \_\_\_\_\_

School Service Specialist \_\_\_\_\_

Masters \_\_\_\_\_

Certification Only (list subject areas) \_\_\_\_\_ CTE \_\_\_\_\_

**Section III. Program Justification & Objectives**

Attach a narrative that:

- Explains the justifications for this new or amended program, and
- Includes the objectives of this new or amended program.

South Dakota Department of Education  
Office of Accreditation  
800 Governors Drive, Pierre, SD 57501-2291  
Phone: 605-773-4774 Fax: 605-773-6139

Due to the increased demands for career and technical education (CTE) teachers in South Dakota's K-12 districts, USD's School of Education is requesting to amend its current Certification Only program to include CTE career cluster content undergraduate majors into the already identified undergraduate content majors currently approved for certification through the program. CTE instructors can currently seek alternative certification or CTE instructor permits. The pathway requires minimal coursework in teacher education/pedagogy; 12 credits for alternative certification and 6 credits for the instructor permit.

The Cert Only program provides interested CTE instructors an opportunity to earn 21 additional credits of pedagogy instruction and practical application experiences (The program is 33 total credits but 12 of the credits are required in the alternative and educator permit certification pathways). These certification courses provide training in areas such as curriculum design, classroom management and technology use in teaching. We believe that these 12 credits will support those CTE teachers that want to have a pedagogical practice foundation before entering the classroom as a professional and will enhance their beginning instructional practices. The objectives of the Cert Only will not change. Per the catalog: "This program enables individuals with a baccalaureate degree in a content area equivalent to an approved University of South Dakota teaching major to become certified at the secondary-school level and earn a Master of Arts degree." We are asking to increase the BA/BS content degrees accepted into the program to include CTE clusters.

**Current Program Goals:**

1. Candidates will understand and apply knowledge and skills appropriate to their professional field of specialization.
2. Candidates will demonstrate understanding of principles of learning that are appropriate to their field of specialization.
3. Candidates will demonstrate professional dispositions that are appropriate to their field of specialization.

**Section IV. Program Requirements**

Attach programs of study that identify *all* of the requirements for the completion of this new or amended program. Program of study from the catalog is in [Appendix A](#).

The addition we are requesting is that CTE methods course be included as one of the methods courses from which Cert Only students may choose. Candidates seeking Cert Only with CTE content would complete all other requirements and courses as other Cert Only content areas. See table below.

*Course Requirements for Cert Only 34 Credits (Red font indicates the addition of CTE methods as an option for a content teaching methods course).*

|   |
|---|
| <p><b>Graduate Secondary Education core + certification course work: 21 credit hours:</b><br/> EDER 761 - Graduate Research &amp; Design (C) 3 cr<br/> SEED 540 - Classroom Management 1 to 3 cr (1)<br/> SEED 550 - 7-12 Reading and Content Literacy (C) 3 cr<br/> SEED 688 - Student Teaching (C) 1-8 cr (8)<br/> SEED 719 - History, Innovations, and Technology in Middle School and High School 2 cr<br/> SEED 741 - 7-12 Curriculum &amp; Instruction (C) 3 cr<br/> SEED 795 - Practicum in Secondary Education (M.A.) 1 to 6 cr (1)</p> |
| <p><b>Required supporting course work: 15 credit hours</b><br/> EDFN 575 - Human Relations (C) 3 cr<br/> EPSY 735 - Child/Adolescent Learning and Development 3 cr<br/> INED 511 - South Dakota Indian Studies (C) 3 cr<br/> SPED 703 - Education of Persons With Exceptional Needs 3 cr<br/> <b>*SEED Methods(413/513, 415, 418/518, 424) Undergraduate Methods Needs 3 cr</b><br/> <b>CTE Methods Course 3 cr will be an option for SEED Methods choices.</b></p>   |

CTE content majors will be required to meet the same expectations for entrance into teacher education.

**Admission Requirements:** The School of Education recruits, admits, and retains candidates who demonstrate potential for professional success in schools. In doing so, the School of Education uses a comprehensive system to assess the qualifications of those candidates seeking admission. The School of Education's Center for Student and Professional Services (CSPS) is responsible for all admission procedures for students enrolling in any teacher education program or program within the School of Education. We require that all initial licensure candidates complete the following in order to be admitted:

1. Application with biographical information and a faculty recommendation
2. Satisfactory completion of an oral communication course (with a C or better)
3. Passing scores on the CORE Praxis Test (a basic skills proficiency test)-156 in Reading, 155 Writing, and 150 Math
4. Cumulative grade point average of at least 2.7 and major GPA of 2.7
5. \*Graduate programs only: complete practicum experience and pass with C or better

Final decisions regarding a student's application for admission to a teacher education program and to residency are reviewed and acted upon by the Basic Programs Admission and Retention Committee of the School of Education. This committee also has authority to make exceptions to any stated admission standard. The committee is composed of representatives from the School of Education and the Colleges of Arts and Sciences and Fine Arts.

#### **Retention Requirements**

1. In order to be retained in our program, students need to complete the required program course work. In meeting their course requirements, students receive regular advising from advisors and are encouraged to complete each required course with an A or a B. In addition, our School of Education maintains a set of requirements to be fulfilled for retention.
2. Continuation in Teacher Education and Admission to Residency/Student Teaching : At the time of application to residency, students must furnish evidence that they have:
  1. Achieved an overall cumulative grade point average of 2.7
  2. Achieved a qualifying score in the Praxis Content test in major and turn in an official copy of the score report including their subtest scores
  3. Show evidence of successful completion (C or better) of all graduate courses and any additional courses or activities stipulated by advisor

#### **Exit Requirements**

1. Graduates take and pass the Praxis Principles of Learning and Teaching Exam aligned to grade levels.
2. One semester of student teaching :
  1. Students must complete one semester of student teaching.
  2. Students must receive satisfactory evaluations from residency supervisor for program completion.
  3. Students must complete satisfactorily all coursework, activities, and requirements.
  4. Students must take the Praxis PLT (Principles of Learning and Teaching) test and meet the South Dakota qualifying score for program completion and to be recommended for teaching certification.

### **Section V. Compliance with Program Standards**

Attach:

- A matrix that defines how the required courses/experiences of this new or amended program will meet the specific program standards; and
- Verification of compliance to *all* applicable program standards; and
- An institutional response to the program standards, including a correlation of standards to course objectives; and
- *All* applicable course descriptions and syllabi.

| <p><b>24:53:02:03. Requirements for certification-only programs</b></p> <p><b>24:53:04:06. Teacher candidate knowledge and skills.</b></p>   | <p><b>Course Alignment to Standards</b></p>  |
|--|--|
| <p>(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</p> | <ul style="list-style-type: none"> <li>● CTE methods course (SEED 492/592)</li> <li>● SEED 741 7-12 Cur &amp; In</li> <li>● SEED 550 Reading</li> <li>● SEED 719 Hist In and Tech in Middle and HS</li> <li>● Content Exam</li> </ul>                                  |
| <p>(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</p>   | <ul style="list-style-type: none"> <li>● EPSY 735 Child/Ad Dev</li> <li>● INED 511</li> <li>● SPED 703</li> <li>● SEED 540 Class Man</li> <li>● PLT Exam</li> </ul>  |
| <p>(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</p>  | <ul style="list-style-type: none"> <li>● CTE methods course (SEED 492/592)</li> <li>● SEED 741 7-12 Cur &amp; In</li> <li>● SEED 795 Pract</li> <li>● SEED 540 Class Man</li> <li>● SEED 688 Stud teach</li> <li>● PLT Exam</li> </ul>                                 |
| <p>(4) Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of any discipline taught by the teacher and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content</p>   | <p>Candidates are required to have a bachelors degree in content area compatible with CTE career cluster(s). Also, candidates will take a content knowledge test aligned to content area.</p>  |
| <p>(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</p>  | <ul style="list-style-type: none"> <li>● CTE methods course (SEED 492/592)</li> <li>● SEED 741 7-12 Cur &amp; In</li> <li>● EDFN 575</li> <li>● PLT</li> </ul>   |
| <p>(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</p>   | <ul style="list-style-type: none"> <li>● CTE methods course (SEED 492/592)</li> <li>● SEED 741 7-12 Cur &amp; In</li> <li>● SEED 795 Pract</li> <li>● EDER 761 Research/Des</li> <li>● SPED 703 Ed Pers w/Exc</li> <li>● SEED 688 Stud teach</li> <li>● PLT</li> </ul> |
| <p>(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</p>  | <ul style="list-style-type: none"> <li>● CTE methods course (SEED 492/592)</li> <li>● SEED 741 7-12 Cur &amp; In</li> <li>● SEED 795 Pract</li> <li>● SEED 540 Class Man</li> <li>● SEED 688 Stud teach</li> </ul>   |

| <p><b>24:53:02:03. Requirements for certification-only programs</b></p> <p><b>24:53:04:06. Teacher candidate knowledge and skills.</b></p>  | <p><b>Course Alignment to Standards</b></p>  |
|---|--|
| <p>(8) Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and content area connections, and to build skills to apply knowledge in meaningful ways</p>  | <ul style="list-style-type: none"> <li>● PLT</li> <li>● CTE methods course (SEED 492/592)</li> <li>● SEED 741 7-12 Cur &amp; In</li> <li>● SEED 795 Pract</li> <li>● SEED 688 Stud teach</li> <li>● SEED 550 Reading</li> <li>● SEED 540 Class Man</li> <li>●</li> <li>● PLT Exam</li> </ul> |
| <p>(9) Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate the teacher's practice, particularly the effects of the teacher's choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner</p> | <ul style="list-style-type: none"> <li>● EDER 761 Res &amp; Des</li> <li>● SEED 795 Pract</li> <li>● SEED 688 Stud Teach</li> <li>● PLT</li> </ul>   |
| <p>(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.</p>  | <ul style="list-style-type: none"> <li>● EDFN 575 Hum Rel</li> <li>● EPSY 735 Ch/Ad Dev</li> <li>● INED 511</li> <li>● SPED 703</li> <li>● SEED 795 Pract</li> <li>● SEED 688 Stud Teach</li> <li>● PLT</li> </ul>   |

| <p><b>24:53:07:12. 5-12 career and-technical education program</b></p>  | <p>Course Alignment to Standards</p>  |
|---|---|
| <p>(1) Documented competency of occupational work experience, educational training or coursework in a career occupation for which the department approves 5-12 career and technical programs. If competence in the appropriate occupational field is not a prerequisite for admission into a career and technical education program, the institution shall arrange occupational training or supervised work experience</p>                    | <ul style="list-style-type: none"> <li>● BA or BS in CTE content area</li> </ul>                                |
| <p>(2) Demonstrated knowledge of and experience in the following:</p> <ul style="list-style-type: none"> <li>(a) History, current issues &amp; trends in career and technical education;</li> <li>(b) Authentic assessment;</li> <li>(c) Organization and coordination of work-based learning and career and technical educational programs; and</li> <li>(d) Career and technical education curriculum construction and delivery.</li> </ul> | <ul style="list-style-type: none"> <li>● CTE methods course (SEED 492/592)</li> </ul>                           |
| <p>The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the standards specified in this section and to demonstrate competency on</p>   | <ul style="list-style-type: none"> <li>● CTE methods course (SEED 492/592)</li> <li>● SEED 795 Pract</li> </ul> |

|   |   |
|---|---|
| the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06 | <ul style="list-style-type: none"> <li>SEED 688 Stud Teach</li> </ul> |
|---|---|

| 24:53:07:01. General requirements   | Course Alignment  |
|---|---|
| (1) A South Dakota Indian studies course approved by the department   | <ul style="list-style-type: none"> <li>INED 511</li> </ul>  |
| Incorporation of the Code of Professional Ethics, created by the South Dakota Professional Teachers Practices and Standards Commission contained in chapter 24:08:03, in at least one of the courses required by a basic teaching program | <ul style="list-style-type: none"> <li>EDER 761 Res &amp; Des</li> <li>SEED 795 Pract</li> <li>SEED 688 Stud Teach</li> </ul> |
| (3) An adolescent psychology course or incorporation of the strands of an adolescent psychology course for any basic teaching program with a K-12 designation.  | <ul style="list-style-type: none"> <li>EPSY 735 Ch/Ad Dev</li> <li></li> </ul>  |

**Section VI. Faculty**

Identify:

- The current faculty who will teach this new or amended program, their teaching assignments, and their relevant professional preparation and expertise; and
- Additional or vacant faculty positions and assignments, and indicate when the supporting documentation for them will be submitted.

| Name              | Highest Degree Earned | Field or Specialty Area of Highest Degree | Program Assignment(s)  | Teaching Assignment or Role Within Program(s) | State Licensures for Teaching and Other Professional Positions                                 | K-12 School Experiences   |
|-------------------|-----------------------|---|--|---|--|---|
| Cheeseman, Gary   | EDD                   | Education Doctorate                       | Teacher Residency & Education: Secondary Education             |   |  |   |
| DeMuth, Kristen M | MA                    | Education Administration                  | Teacher Residency and Education                                |   | Nebraska Educators Certificate/Permit, Nebraska Department of Education, (May 2012 - May 2022) | Secondary Ed., Elkhorn Public Schools, (August 2012 - May 2017) |
| Freeman, Harry    | Ph D                  | Human Development                         | Counseling and Psychology in Education: Educational Psychology |   |  |   |

| Name                  | Highest Degree Earned | Field or Specialty Area of Highest Degree | Program Assignment(s)                                 | Teaching Assignment or Role Within Program(s) | State Licensures for Teaching and Other Professional Positions                            | K-12 School Experiences  |
|-----------------------|-----------------------|---|---|---|---|--|
| Gapp, Susan Clara     | EDD                   | Teacher Residency & Education             | Teacher Residency and Education: Elementary Education |   |   |  |
| Hazlett, Lisa Ann     | Ph D                  | Teacher Residency & Education             | Teacher Residency & Education: Secondary Education    |   |   | Secondary English Educator, McKinley Middle School, (August 1981 - May 1985)   |
| Iverson, Monica Karen | EDD                   | Teacher Residency & Education             | Teacher Residency & Education: Special Education      |   | Teacher Certificate, South Dakota Department of Education, (June 15, 2010 - July 1, 2020) | Special Education Coordinator, South Dakota Human Services Center, (October 16, 2000 - August 2014)<br><br>Special Education Coordinator and Teacher, East Dakota Education Cooperative, (July 1998 - October 2000)<br><br>Teacher, Vermillion Public Schools, (January 1996 - June 1998)<br><br>Teacher, Crow Creek Tribal Schools, (August 1995 - November 1995) |

| Name                  | Highest Degree Earned   | Field or Specialty Area of Highest Degree | Program Assignment(s)  | Teaching Assignment or Role Within Program(s) | State Licensures for Teaching and Other Professional Positions  | K-12 School Experiences  |
|-----------------------|---|---|--|---|---|--|
| Mourlam, Daniel James | EDD   | Teacher Residency & Education             | Teacher Residency and Education                                |   | Standard Teaching License, State of Iowa, (July 1, 2018 - June 30, 2024)  | Technology Coordinator, Cherokee Community Schools, (2006 - 2010)  |
| Newland, Lisa         | Ph D  | Family and Human Development              | Counseling and Psychology in Education: Educational Psychology |   |   |  |
| Reins, Kevin John     | Ph D  | Teacher Residency & Education             | Teacher Residency & Education: Secondary Education             |   | SCK Institute Certification, University of Michigan, (July 16, 2017 - Present)<br><br>Population Education Trainer, Population Education, (July 19, 2015 - Present) | 3 & 4th Grade Teacher, University of Wyoming Laboratory School, (September 1998 - May 1999)<br><br>9-12 Mathematics Teacher, Seattle Lutheran High School, (August 1994 - June 1996) |
| Sloup, Kali           | MA Educational Administration<br>BS Family and Consumer Sciences in Education |   | CSPS and Adjunct   | CSPS and Adjunct                              | Career and Technical Education  | FACS teacher 2018-2019 and starting 2022 in SFSD as FACS teacher   |
| Skinner, Theresa      | EdS...Specialist degree in Education  | Teacher Residency & Education             | Teacher Residency and Education                                |   | SD Teaching Certificate, South Dakota Department of Education, (May 10, 2016 - July 1, 2024)  | HS Math Teacher, West Central High School, (August 22, 1996 - May 22, 2014)<br><br>MS Math Teacher, Junction City,   |



| Name             | Highest Degree Earned | Field or Specialty Area of Highest Degree | Program Assignment(s) | Teaching Assignment or Role Within Program(s) | State Licensures for Teaching and Other Professional Positions   | K-12 School Experiences  |
|------------------|-----------------------|---|-----------------------|---|--|--|
|                  |                       |   |                       |   |  | <p>MS; Junction City, Kansas, (August 15, 1992 - May 15, 1996)</p> <p>Math Instructor, Upward Bound Programs at USD, NU, &amp; KSU, (1990 - 1995)</p> <p>MS Math Teacher, Lincoln Public Schools; Lincoln, NE, (1991 - 1992)</p> |
| Walker, Gabriela | Ph D                  | Global Policy Studies in Education        |                       |   | <p>Certificate of Continuing Education - Shifting Gears, The Pavilion Foundation Hospital, Champaign, Illinois, (May 30, 2012 - Present)</p> <p>Human Rights and International Humanitarian Law, American Red Cross &amp; University of Illinois at Urbana-Champaign, (July 2011 - Present)</p> <p>Psychotherapy Diploma, Romanian Association of Psychologists,</p> | <p>Special education teacher, Jackson School, Georgia, USA, (August 1, 2005 - May 30, 2006)</p> <p>Special education teacher, Special School No. 9, Bucharest, Romania, (September 1, 1997 - July 30, 2002)</p>                  |

| Name              | Highest Degree Earned | Field or Specialty Area of Highest Degree               | Program Assignment(s)           | Teaching Assignment or Role Within Program(s)   | State Licensures for Teaching and Other Professional Positions   | K-12 School Experiences   |
|-------------------|-----------------------|---|---------------------------------|---|--|---|
|                   |                       |   |                                 |   | (July 1, 2001 - Present)<br><br>Georgia Educator Certificate, Georgia Professional Standards Commission, (July 1, 2014 - July 1, 2020) |   |
| Wiebers, Robin    | EDD                   | Secondary Education                                     | Teacher Residency and Education | Role within Program: Assistant Dean<br><br>ELED 488 "K-8 Student Teaching"<br><br>SEED 296 "Field Experience" | k-12 administration, (August 1, 2010 - Present)<br>Spanish French  | 9-12 French/Spanish teacher Beresford, SD (August 1990 - July 2010) |
| Williams, Jing An | Ph D                  | Teacher Residency & Education, Social Studies Education | Teacher Residency and Education |   |  |   |

### **Section VII. Library Facilities**

Describe:

- The library media and technology resources currently available for this new or amended program; and
- Plans for the acquisition of new library and technology resources to support and sustain the program, if applicable.

The mission statement of USD's library is: "The University Libraries strive to advance the teaching, learning and research priorities of the University of South Dakota by providing services in discovering, accessing and using authoritative resources and collections. Our services are delivered by library and information professionals located at I.D. Weeks Library on the Vermillion campus and the Wegner Health Science Information Center on the USD Sanford School of Medicine campus in Sioux Falls."

<https://www.usd.edu/Academics/Libraries>

The catalog provides an overview of the resources available to students at both the graduate and undergraduate level. Students under the new content area of the Cert Only program will have the same access

to resources that all students are provided. Some of the highlighted media and technology resources for students include 99% of the journals are able to be accessed online as well as many eBooks. Resources that the library does not have in collection can be requested through the ILLiad interlibrary loan system. In addition to the university libraries, students also have access to media, technology and data bases house in the McKusick Law Library and also the Wegner Health Sciences Library. More detailed information can be viewed at: [https://catalog.usd.edu/content.php?catoid=32&navoid=1945#i\\_d\\_week](https://catalog.usd.edu/content.php?catoid=32&navoid=1945#i_d_week)

## Appendix A

2021-2022 Graduate Catalog  
University of South Dakota

### Certification Only Endorsement

Secondary Education Plus Certification (M.A.)

Admissions Information  
Student Learning Outcomes

Program Overview

This program enables individuals with a baccalaureate degree in a content area equivalent to an approved University of South Dakota teaching major to become certified at the secondary-school level in South Dakota and earn a Master of Arts degree. Students with degrees in art, music and physical education will also have to satisfy the necessary requirements for K-12 certification. This program is unique in that students are required to complete specific undergraduate course work that is required for certification and one semester of student teaching in addition to graduate course requirements. Specific requirements are determined through a careful transcript review process. The USD School of Education has been accredited by CAEP (formerly NCATE) since 1956. Learn more at [usd.edu/ci](http://usd.edu/ci) or [usd.edu/online-seed](http://usd.edu/online-seed).

Praxis Information for Initial Teacher Certification and Admission to Teacher Education

A series of Praxis tests are required to earn initial teaching certification. Students pursuing initial teacher certification must pass the Praxis Core Academic Skills for Educators test for admission to the Teacher Education Program. Students must pass the Praxis subject-specific Content Knowledge test to be eligible to student teach. Students must pass the Principles of Learning Test (PLT) for successful program completion and teacher licensure. Students may be fully admitted to the Secondary Education Plus Certification program, however, admission to Teacher Education is provisional until the content knowledge test is successfully passed.

DELIVERY: On campus | Online

Master of Arts, Secondary Education with certification Plan B only (non-thesis only)

33 Credit Hours Required

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

Required supporting course work: 12 credit hours

- EDFN 575 - Human Relations (C) 3 cr
  - EPSY 735 - Child/Adolescent Learning and Development 3 cr
  - INED 511 - South Dakota Indian Studies (C) 3 cr
  - SPED 703 - Education of Persons With Exceptional Needs 3 cr
- \*SEED Methods(413/513, 415, 418/518, 424) Undergraduate Methods Needs 3 cr**  
**CTE Methods Course 3 cr will be an option for SEED Methods choices.**

#### Application Requirements

1. Completed application
2. \$35 application fee
3. Official transcripts\*
4. Letters of recommendation\*
5. Admission test scores\*
6. Statement of purpose
7. Resume/CV\*

\*Requirements for admission vary by program and may require different documentation and have different deadlines. For specific program requirements and submission deadline, visit: [catalog.usd.edu](http://catalog.usd.edu).

#### Courses or Programs Leading to Professional Licensure or Certification

The educational curriculum for your academic program may or may not meet educational prerequisites for professional licensure or certification in states other than South Dakota. If you are planning to apply for licensure/certification in a state other than South Dakota after completion of your program, please review that state and your program on USD's Licensure-Track Programs webpage. Licensure-Track Programs  
If your learning placement course (internship, externship, clinical, rotation, practicum, independent study, study away, etc.) or your online course will be taken outside South Dakota, please reference USD's State Authorization webpage.

State Authorization

Questions?

Division of Teacher Residency & Education

605-658-6639 | [ci@usd.edu](mailto:ci@usd.edu) | [usd.edu/ci](http://usd.edu/ci)

Graduate Admissions

605-658-6200 | [gradadmissions@usd.edu](mailto:gradadmissions@usd.edu) | [usd.edu/grad](http://usd.edu/grad)