

## **EDUCATION DEPARTMENT COURSE DESCRIPTIONS**

### **ECH 203 Foundations of Early Childhood Education with Sophomore Experience**

This course provides an introduction to the profession of early childhood education. A state requirement for this course is also referred to as “Sophomore Experience”. This part of the course requires 15 hours of observation in the early childhood field followed up by 15 hours of student journaling related to classroom observations and topics covered in this course. Topics include: the philosophies, goals, and purposes of early childhood programs: structures of early childhood programs: professionalism: teacher effectiveness: building positive relationships with children and families: and planning for and assessing learning experiences. Students are required to complete their applications for entry into the teacher education program as part of course requirements. Pre-requisites: SpCm 103, Engl 113, Psy 103, Math 103. 3 credits

### **ECH 213 Planning and Administrating Early Childhood Programs**

This course introduces the students to the steps involved in setting up a home or day care center with a learning environment for the infant, toddler, and preschool child. This course considers issues of management, administrative procedures, health, safety, use of physical space, and licensing regulations.

### **ECH 223 Materials & Techniques for Infant/Toddler/Pre-K Centers I**

This course will help the student to develop culturally relevant materials for the enhancement of physical, emotional, and intellectual growth for the infant, toddler, and preschool child. An introduction to a variety of activities and media which can be used to foster creativity in young children with specific emphasis on art, music, movement, drama, puppetry, and literature will be explored. Students will gain knowledge and expertise in teaching techniques individually and developmentally appropriate for young children. 3 credits

### **ECH 233 Curriculum for Self-Awareness and Individual Development**

This course is designed to provide the students with the knowledge and skills necessary to promote the means of building positive self-concepts and individual strengths in the infant, toddler, and preschool child. Techniques and materials that can be used within daycare centers, early childhood classrooms, and home centers which will support social and emotional development while also providing positive guidance will be introduced. *Pre-requisites: Ed 213, ECH 203* 3 credits

### **ECH 253 Parental Staff and Community Involvement in Early Childhood**

This course introduces the student to the importance of positive communication and the necessary techniques for promoting good relationships between parents, family members, staff, and the community. Special emphasis on strategies for providing an optimal environment for young children and resources for meeting problems through cooperative and positive interaction. *Pre-requisites: Ed 213, ECH 203* 3 credits

### **ECH 323 Materials & Techniques II for Infant, Toddler, & Pre-K Centers**

This course will help the students to develop more culturally relevant techniques and materials for the enhancement of physical, emotional, and intellectual growth of the infant, toddler, and preschool child. A study of the basic concept, methods, and materials of language arts, mathematics, science, and social studies appropriate to young children will be investigated. We will also consider the importance of learning centers and bulletin boards in the classroom. Exploring the concepts of play as the means for learning will also be included. Planning daily and weekly schedules are also considered. Completion of ECH 223 is recommended prior to taking this course. *Pre-requisites: Ed 213, ECH 203.* 3 credits

**ECH 383 Methods of Assessing Young Children**

In this course the student will learn the importance of observing, documenting and assessing young children. The student will become confident in using both formal and informal assessments with young children and become knowledgeable in utilizing assessment results and sharing these results with the child's family and other professionals to better meet the needs of the child. *Pre-requisites: Ed 213, ECH 233, ECH 243.* 3 credits

**ECH 403 Social-Emotional Growth and Socialization**

In this course the student will learn concepts of early social-emotional growth and socialization in the context of group care, with an emphasis on the development of a nurturing relationship between infant and caregiver. The importance of responsive care giving, individualizing care through an understanding of infant temperament, support for the critical role of family and culture, and stages of emotional development are also covered. *Pre-requisites: ED 213, ECH 223, ECH 233*  
3 credits

**ECH 413 Group Care**

In this course the student will learn about the philosophical foundations of caring for Infants and Toddlers in groups as well as the special issues of caring for infants in groups. This type of care is different from the care of one infant, e.g., in a typical family or nanny situation, and from the group care of older children. The student will also learn how to ensure that infants in professional group care thrive through having assigned to them one or a very few consistent, caring adults to provide security, individualized attention, responsiveness, familiarity, and protection in the context of a peaceful environment. *Pre-requisites: ED 213, ECH 223, ECH 233*  
3 credits

**ECH 423 Early Learning and Development**

In this course the students will focus on the critical issues of brain development, communication and identity formation in prenatal babies, infants and toddlers. The student will learn elements of care that support expecting parents, infants and families. Areas of focus will include: caring relationships, health and safety, connections to family and culture, family and community support, the importance of prenatal care and nutrition, and responsive, knowledgeable caregivers. *Pre-requisites: ED 213*  
3 credits

**ED 283 Foundations of Education w/ Sophomore Experience**

Foundations of Education provides an introduction to the profession of teaching in the K-12 schools. A state requirement for this course is also referred to as 'Sophomore Experience'. This part of the course requires 15 hours of observation in the field followed up by 15 hours of student journaling related to classroom observations and topics covered in this course. Topics include the history and philosophy of education, structures and governance of schools, professionalism, teacher effectiveness, and curriculum models. Students are required to complete their applications for entry into the teacher education program as part of course requirements. *Pre-requisites: SpCm 103, Engl 113, Psy 103, Math 103.*  
3 credits

**ED 303E Indian Studies**

A history of American Indian schools and community and student relations is emphasized in this course. Educational theory and background into traditional tribal education, church, federal, and public education will be explored. Teaching methods based on integrating state content standards with Indian values and culture are part of this course. The South Dakota Indian Studies Strands are addressed. *Pre-requisites: SpCm 103, Engl 113, Psy 103*  
3 credits

**ED 213 Child Growth and Development**

Child Growth and Development includes a broad focus on the biological, physical, social, emotional, and intellectual growth and development of children from prenatal to adolescence. Child rearing and educational practices of several different cultures, with an emphasis on Lakota practices will also be reviewed. *Pre-requisites: SpCm 103, Engl 113, Psy 103*

3 credits

**ED 303 Children's Literature**

This course offers a presentation of the best literature available for children in a variety of media; books, short films, video, audio books, and storytelling. Students study criteria for evaluating these media and ways of using them in the early childhood, elementary and junior high classrooms. Methods of promoting family literacy are explored. The text is supplemented with bibliographies of Native American literature and Native American stories for children. Several approaches to interacting with literature and media will be reviewed and discussed. *Pre-requisites: SpCm 103, Engl 113, Psy 103*

3 credits

**ED 313 Educational Psychology**

Educational Psychology is concerned with understanding how children develop and learn through formal (and informal) instruction in classroom settings. Students will examine physical, social and character development, emotional and cognitive principles and developmental learning theories found in educational settings. An understanding of intellectual differences, learning and problem-solving processes, self-esteem, motivation and assessing learning will be investigated in this course. *Pre-requisites: Ed 213*

3 credits

**ED 323 Middle School Concepts**

This course is an overview of educational programs and instructional strategies centered around developmental issues related to social, emotional, physical and cognitive development of the middle and high school learner. Students will examine middle school program elements including active learning, alternative scheduling, advisory teams, challenging curriculum and interdisciplinary collaboration. *Pre-requisites: Ed 283, Acceptance in to Teacher Preparation Program.*

3 credits

**ED 483/ED 583 Technology for Teachers**

This course is designed to provide participants with the knowledge, competencies and understandings to apply technology-enhanced instructional strategies in the classroom. The course provides detailed practice in using computer and Internet based technologies. In addition, students will design learning units that use the Internet, multimedia and hypermedia tools to support the development of interpersonal, collaboration and higher order thinking skills of PreK-12 learners. Extended studies will be required for those that enroll in this course for graduate credit hours. *Pre-requisites: MIS 113*

3 credits

**EDECH 403 Methods of Teaching Music and Art for ECH/Elementary Teachers**

Music and art are important components of a well-rounded education. Methods for music may include music appreciation, understanding keys, notes, rhythm and measures as well as genres of music. Students will play basic instruments like recorders, flutes and drums. Indian music will be emphasized. Art will include using various mediums from crayolas to tempura and naturally occurring substances. Use of a ruler and compass for art work to reinforce traditional designs will be included. Project art such as constructing dioramas and models using various mediums will also be explored. *Pre-requisites: ED 203, Ed 213, ExEd 313*

3 credits

### **EDECH 413 Methods of Teaching ECH/Elementary Reading**

This course will cover instructional strategies for reading, including whole language and phonics. The emphasis of language development, phonemic awareness, the cueing system, word recognition strategies and reading for comprehension will be addressed. Course emphasis will include the development and presentation of lessons by students. These lessons will address character education and involve the skills and strategies of reading based on the Common Core Standards or Early Learning Guidelines. Exploration of reading assessment, Lakota literature and culture, behavioral management, community and parental involvement, and differentiating instruction to meet the needs of diverse learners will be reinforced in this course. *Pre-requisites: Ed 203, Ed 213, ExEd 313*

3 credits

### **EDECH 423 Methods of Teaching ECH/Elementary Math**

This course will provide students with a preview and utilization of various types of math manipulatives, internet applications and other math instructional materials. They will learn different strategies for effective pre-school through 8<sup>th</sup> grade instruction. Models of classroom management, student learning styles and cooperative learning will also be explored. Inclusion strategies and parental/community involvement strategies will also be reviewed. Students will develop lesson plans utilizing this information and present lessons to the class that are designed around the Common Core Standards or Early Learning Guidelines for Mathematics. *Pre-requisites: Ed 203, Ed 213, ExEd 313*

3 credits

### **EDECH 433 Methods of Teaching ECH/Elementary Science**

This course will provide the learner with information in the basic knowledge and skills of teaching pre-school-through 8<sup>th</sup> grade science. In this course students will review science materials, resources, educational technology, and computer software. Students will create and present formal and informal lessons designed around the Early Literacy Guidelines or the South Dakota State Science Standards and the Common Core Standards for Literacy in Science. Special attention will focus on assessment of science concepts, Lakota star knowledge, differentiated instruction, and parental and community involvement. *Pre-requisites: Ed 203, Ed 213, ExEd 313, Sci 214*

3 credits

### **EDECH 443 Methods of Teaching Language Arts**

This course will include the interrelationship between reading, writing, speaking and listening (the four traditional Language Arts) and viewing and visually representing (two new language arts areas reflecting the importance of visual literacy). Students will develop lesson plans and strategies that present language arts as a whole and that address the Early Learning Guidelines or Common Core Standards for English Language Arts. Specific attention will be given to assessing the Language Arts, Lakota culture, character education, behavioral management, individualizing instruction, parental/community involvement, and service learning. *Pre-requisites: Ed 203, Ed 213, ExEd 313*

3 credits

### **EDECH 453 Methods of Teaching ECH/Elementary Social Studies**

This course will provide learners with experience in the effective planning and development of social studies programs for children pre-school through 8<sup>th</sup> grade. It will address goals, objectives, curriculum, educational technology and resource materials relevant to pre-school & elementary social studies. Lakota and other indigenous peoples' heritage will be examined. Students will explore various learning styles, classroom management technique and parental involvement. In this course the learner will develop informal and formal lesson plans designed around the South Dakota State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies. *Pre-requisites: Ed 203, Ed 213, ExEd 313, 3 credits*

### **EDECH 463 Methods of Teaching Health and Physical Education**

Students will learn and practice techniques and methods for integration of health, first aid, and physical education into the early childhood and elementary educational settings. Students will also expand their knowledge of health, hygiene, nutrition, communicable diseases, and environmental issues which affect the health of our students and parents. Basic first aid, the assessment of illness or injury, and first aid treatment or response to such will be included. Basic Cardio Pulmonary Resuscitation (CPR) certification is a component of this class. *Pre-requisites: Ed 203, Ed 213, ExEd 313*

3 credits

### **ED 463 Human Relations**

This course will center on Native American and multicultural issues. Students will investigate different social phenomena, processes, and outcomes, especially those dealing with social economic status, life styles, history, reciprocal perceptions and interactions between different groups. Emphasis will be on recognizing stereotypes, prejudice and discrimination. Students will discuss precepts of critical pedagogy and its impact on the above. Woven into this course is the concept of Wolakota and character education. This course is required for all South Dakota teachers. *Pre-requisites: None. It is recommended that all professional core coursework be completed prior to taking this course.*

3 credits

### **EDLK 473 Student Teaching Seminar**

This course addresses the various challenges and issues associated with student teaching and the first year of teaching. Emphasis is given to synthesizing the personal philosophy of education, completing the professional portfolio, examine professional ethics, applying for teacher licensure, becoming an effective teacher, and establishing a well-managed classroom. Students will receive instruction in writing resumes and cover letters, requesting references, completing applications, and interviewing. Student Teaching Seminar may be taken in the semester prior to or concurrently with the student teaching experience. *Pre-requisites: Completion of Professional Requirements.*

3 credits

### **EDLK 489 Student Teaching**

Student teaching is a full-time experience during which time teacher candidates must demonstrate competency in the job responsibilities required by their chosen program. Teacher candidates spend 16 weeks in supervised practice in approved preK-12 classroom settings under the direction and supervision of qualified school personnel. Student teaching experiences are typically completed at two levels: and placements are arranged to fulfill the balance of time in each subject area and age or grade level span as required for South Dakota teacher preparation and licensure. *Pre-requisites: Completion of Professional Requirements, Passing Score on Praxis II content knowledge and Pedagogy (PLT) Examination, GPA of 2.8 or better, Acceptance into Student Teaching.*

9 credits

### **ExEd 313/513 Introduction to Exceptional Education / Characteristics & Etiology**

Students will study, in depth, the high incidence disabilities, their definitions, diagnosis and characteristics. Legal obligations of IDEA, Sect. 504 and ADA will be introduced. Low incidence disabilities will also be introduced. Emphasis will be given on determining disabilities, understanding the cognitive, social and emotional difficulties and planning appropriate interventions. Researching journal articles for current information will provide additional source material. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to one of the disability categories of IDEA.

3 credits

**ExEd 323/523 Assessment and Practical Applications**

This course is a study in the selection, administration and interpretation of formal and informal test instruments. Areas addressed include cognitive, communicative, affective and adaptive behavior skills. Students will become familiar with assessment terms such as standard deviation, error of measurement, test reliability and validity. Intelligence tests, achievement tests, behavioral inventories and adaptive behavior inventories will be examined and administered and interpreted. Experience applying this data into written reports for MDT's and IEP/IFSP's will also be addressed. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experienced) related to evaluation as part of eligibility determination or ongoing assessment measures to monitor progress and plan instruction.

3 credits

**ExEd 333/533 IEP/IFSP Program and Curriculum Development**

Students will be introduced to models and theories that are the basis for special education programs. This course addresses skills in collaboration, team teaching, and techniques of inclusion. The student will develop appropriate lesson plans based on PK-12 academic standards to design instructional programs which facilitate individual achievement towards IEP/IFSP goals and objectives. Program development will include ways to monitor not only student progress but the effectiveness of the program. The student will organize and maintain all portions of the IEP/IFSP process including progress reports, timely written notices, and conducting meetings. Students will utilize electronic file management systems to maintain IEP/IFSP records. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experienced) related to individualized education programs or family service plans.

3 credits

**ExEd 303/603 Special Education Law**

This course will examine current laws pertaining to individuals who have disabilities. Students will gain an understanding of the legal components and requirements of the Individuals with Disabilities Education Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the Family Education Rights and Privacy Act. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to the impact of special education law on the provision of services to children with exceptional needs.

3 credits

**ExEd 433/633 Diagnostic Teaching**

This course is designed to address the needs of children who have high incidence disabilities. Students will use standard curriculum materials to devise appropriate adaptations to meet individual needs. Strategies developed and implemented will be geared toward the high incidence disabilities. Students will gain experience designing intervention programs that address motivational and curriculum concerns. Appropriate communication and collaboration skills for coordinating delivery and evaluation of direct/indirect instruction of reading, math and language arts will be an area of emphasis. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to instructional strategies for increasing student achievement.

3 credits

**ExEd 443/643 Strategies for Low Incidence Disabilities**

This course is designed to address the needs of children who have low incidence disabilities. Areas of emphasis includes autism, TBI, orthopedic impairments and multi-handicapped. In addition to classroom-based instruction, students will participate in field-based experiences to develop the knowledge and skills necessary to implement programs appropriate for students with these types of disabilities. Students will be introduced to the resources available in adaptive technologies. Collaboration and coordination with specialized services, regular education, families and other agencies will be addressed. Service learning will be included as a part of this class. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to instructional strategies for increasing student achievement.

3 credits

**ExEd 453/653 Classroom Management**

Classroom management is key to successful learning. Theories and anecdotal stories will be examined in determining successful classroom management techniques. Collecting, recording, graphing and analyzing data to make appropriate interventions will be a major component of the course. The use of technology to facilitate data collection will be considered. Opportunities to practice and apply these methods will be provided through classroom observations. Building classroom community, character education and Wolakolkiciyapi will be stressed. The goal is to provide the knowledge needed to build a safe and inclusive learning environment for students. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to the critical role of classroom management in student learning and achievement.

3 credits

**ExEd 473/673 Transitions and Community Resources**

This course prepares students to assist students with disabilities to transition into post-secondary learning, the adult world of work and independent living. Collaboration with outside agencies and utilizing community resources to assist students in progressing toward their life-goals is a major component of the course. Students will gain the necessary knowledge to guide adolescents who have disabilities in gaining self-advocacy skills and actively participating in their own transition planning. Service learning will also be a component of this class. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to successful transition from school to adult life and services.

3 credits

**ExEd 493/496/793/796 Special Education Practicum**

A practicum experience is required for students seeking a birth-preschool, K-8, 7-12 or K-12 endorsement in special education. A minimum of a three semester-hour special education practicum under the supervision of a certified special education teacher and university supervisor at each level of endorsement is required. Students will gradually assume responsibility for planning, instruction, evaluation, and classroom management during the experience at each level of certification sought. In addition, students will complete a professional portfolio demonstrating the knowledge and skills set forth by the Council for Exceptional Children's performance-based standards covering: foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration. 3 – 6 credits

### **Math 223 Mathematics for Elementary Teacher I**

This course utilizes an inquiry-based approach to gain understanding of mathematical concepts at the concrete, representational and abstract levels. Topics include problem solving, sets, algebraic thinking, the study of numeration systems, fundamental operations of arithmetic (properties and algorithms), and elementary number theory. The processes of problem solving (representation, reasoning, making connections, and communication of ideas) are emphasized throughout the course. Direct connections are made between course content and the Common Core for Mathematics. *Prerequisite: Math 103 completed with a grade of "C" or better.*

3 credits

### **Math 233 Mathematics for Elementary Teacher II**

This course utilizes an inquiry-based approach to gain understanding of mathematical concepts at the concrete, representational and abstract levels. Topics include the extended number system (integers and rational numbers), proportional reasoning, and probability and statistics. Problem solving, representation, reasoning, making connections, and communication of ideas are emphasized throughout the course. Direct connections are made between course content and the Common Core Standards for Mathematics. Completion of Math 223 is recommended prior to taking this course. *Prerequisite: Math 103 completed with a grade of "C" or better.*

3 credits

### **Math 243 Mathematics for Elementary Teacher III**

This course utilizes an inquiry-based approach to gain understanding of mathematical concepts at the concrete, representational and abstract levels. Topics include properties of geometric shapes, transformational geometry, coordinate geometry, and geometry as measurement. Problem solving, representation, reasoning, making connections, and communication of ideas are emphasized throughout the course. Direct connections are made between course content and the Common Core Standards for Mathematics. Completion of Math 233 is recommended prior to taking this course. *Prerequisite: Math 103 completed with a grade of "C" or better.*

3 credits

### **SCED403 Methods for Teaching Secondary Mathematics**

Topics from secondary mathematics presented from advanced standpoint and designed to meet the needs of teachers. Topics will include mathematical terminology, elements of number theory, problem solving, probability, applications of mathematics. This course will provide students with experience in use of various types of math manipulatives, computer programs and other math instructional materials. Students will learn the elements of effective secondary instruction, different models of classroom management, learning styles and cooperative learning. Lessons will be designed and based around the South Dakota Content Standards. Students with special needs, inclusion strategies and parental/community involvement strategies will be reviewed. The student will plan lessons utilizing this information and present lessons to the class. 3 credits

### **SCED413 Methods of Teaching Secondary Science**

Students will review contemporary science materials, resources, educational technology and computer software. Process science, planning, safety and computer implementation are emphasized. Students will create and present formal and informal lessons. Lessons will be designed and based around the South Dakota State Content Standards. Special attention will focus on assessment of science, use of Lakota culture in lesson plans, individualizing instruction and promoting character education - Wolakota. Other topics include cooperative learning, lesson plan design and interdisciplinary teaching.

3 credits



### **ScEd 443 Reading in the Content Area**

Students must be able to read a variety of informational texts and produce written documents. This course will introduce the tools necessary to integrate literacy strategies into content learning to help raise student achievement in content area classes such as social studies, science and mathematics. Emphasis areas include cultural and linguistic diversity, student motivation, formal and informal literacy assessment to guide instruction, effective instructional methods and learning strategies, and informational technologies to foster literacy. Course participants will develop lesson plans that model literacy integration across the curriculum that align to the Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects. Specific attention will be given to meeting the needs of Native American middle school and high school students. *Pre-requisites: Ed 313, ExEd 313, Ed 323*

3 credits

### **Sci 204 Integrated Science for Elementary Teacher I**

This course is designed to acquaint the pre-service elementary teacher with the scientific method and basic processes and concepts of science through the use of published articles in addition to the text. The latest scientific discoveries and current thinking in science education will be discussed. A writing component will consist of reacting to the assigned articles. A completed science fair project is required.

*Pre-requisites: Math 103, Bio 113*

4 credits

### **Sci 214 Integrated Science for the Elementary Teacher II**

This course is a continuation of Sci 204 and will further stress the scientific method and basic processes of science through the study of specific concepts of physical and biological sciences. A writing component will consist of reacting to recent scientific and science education articles followed by class discussion. The display of a science fair project is required. *Pre-requisites: Math 103, Bio 113*

4 credits

