

Section III. Program Justification & Objectives

Attach a narrative that:

- Explains the justifications for this new or amended program
Attachment 1
- Includes the objectives of this new or amended program.
Attachment 2

Section IV. Program Requirements

Attach programs of study that identify *all* of the requirements for the completion of this new or amended program.

Attachment 3 is the program plan approved by the SWC Curriculum Committee.

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
Attachment 4
- 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
The course objectives are based on ACEI standard.
- *All* applicable course descriptions and syllabi.
Attachment 5

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
- Current faculty who will teach in this program are Whitney Renville, Instructor and Program Coordinator; Steven Heyd, Academic Dean; and Olivia Eastman, Instructor and Dakota Studies Department Head. Stuart Rieke, English Instructor, will teach Native American Literature. Resumes are in Attachment 6.
- Additional or vacant faculty positions and assignments, and indicate when the supporting documentation for them will be submitted.
Additional adjunct faculty will be hired to teach Child Development classes for the Fall semester of 2011, when the full schedule of Elementary Education classes begins.

Section VII. Library Facilities

Describe:

- The library media and technology resources currently available for this new or amended program;
The SWC Library has a collection of more than 7000 volumes in its general collection and subscribes to more than 160 periodicals. The special Native American collection contains many volumes unique to the Dakota people, including language resources. The library has computers available for student use. The internet is available for research. Other materials housed in the library include: videos, cassette tapes and compact discs, pamphlets, articles, indexes, card catalog, telephone directories, books on tape, and audio and visual media equipment. The SWC campus is also home to the Sisseton Wahpeton Oyate historical archives, which are available for student research.

There are SmartBoards in all SWC classrooms, and the Education Department has its own rolling lab of laptop computers, as well as 3 digital cameras and a video camera.

- Plans for the acquisition of new library and technology resources to support and sustain the program, if applicable.
The supply line item in the current budget is available to expand on the education-related literature in the SWC library. No additional resources are needed at this time.

Statement of Need for the Program Attachment 1

An elementary education Bachelor's Program is needed at Sisseton Wahpeton College and in the Lake Traverse community because currently all of our area teachers receive their education elsewhere. By having a program on the Lake Traverse Reservation, the Oyate can direct the curriculum being taught to future teachers of Oyate children in order to better suit their needs.

Currently, distance is a hardship, if not a barrier, for students working on their teaching credentials. Taking a single class in Watertown can require a student to drive up to 4000 miles in a semester. Travel to off-reservation schools requires students to juggle jobs and childcare, as well as their budgets.

Having a teacher education program on the Lake Traverse Reservation would allow students to concentrate fully on their teacher training rather than the problem of how to get to their training site. Students would graduate from the program into a market in need. Of the seven school districts serving children on the Lake Traverse Reservation, with over 90 licensed teachers, four are currently listing multiple job openings for elementary and middle school teachers.

**Description of the Program, including objectives of the program
Attachment 2**

The Bachelor's of Science in Elementary Education program compliments the mission and goals of the College by requiring students in the program to complete 18 hours of Dakota Studies coursework during the course of the program. The goal in this is to make Elementary Education graduates into ambassadors of the Dakota language and culture.

The program will also contribute to the development of economic development of the Lake Traverse Reservation by producing graduates with four-year degrees, as addressed in the strategic plan. By offering summer courses in Human Relations and Teaching Native American students, the program will provide continuing education opportunities for area teachers. Students will also enhance their technical knowledge through a Technology For Teachers Methods course and regular practice with Smartboard technology, digital photography, and computers.

Attachment 3
Program Plan- Bachelors Degree In Elementary Education Option

General Studies- Elementary Education Option:

Degree: Bachelors of Science

Credit Hours Required: 123

The BS in Elementary Education is a four year program. The junior and senior years of this program will be spent in a cohort with other El. Ed. Students (please see Elementary Education Handbook for explanation of cohorts). Students wishing to enter the elementary education cohort must first complete a 2 year preprofessional program, as well as the other entrance requirements for the El. Ed. Program. The following 2-year preprofessional track (leading to an AA in General Studies- Elementary Education Option) is highly recommended for students who wish to continue with the 4 year degree.

General Studies- Elementary Education Option:

General Education Requirements:

Pathways to Success (GEN 101)	3
Capstone (GEN 270- 4 th semester)	1
English/ Communications	9
Required: 110, 112, 212	
Math	3
Required: 130	
Social Sciences	9
Required: PSY 132 and HPS/DKT 250 or 275 and HPS 210 or 230 or 232	
Sciences	7
Required: NS 170 plus one 200-level lab science (NS 212 or 220 are recommended)	
Dakota Studies	18
Required Language: DKT 110, 112, 205 Required Culture: DKT 120 and 130 and 140 or 160	
Art Studio	3
Computer Science	3
Required: CST 141	

Total: 56

Preprofessional Requirements: (must be taken 4th Semester)

Introduction to Education (ED 200) 3
 Praxis I 1
 Health/PE (HPER 160) 2

Total: 6

Grand total 62

The following is the coursework required to complete a Bachelor's Degree in Elementary Education. This coursework meets the requirements for teacher licensure in the state of South Dakota, as well as K-12 Dakota Language endorsement. Please be advised that students wishing to enter an elementary education cohort must complete an application process and must have completed the following before beginning their professional coursework. Please consult the Elementary Education Handbook for a more detailed explanation:

- Successful completion of an Associate's Degree or equivalent general education credits with a minimum cumulative GPA of 2.75.
- A minimum of 12 hours of coursework in Dakota. A Dakota language proficiency exam is required for endorsement in K-12 D/L/Nakota Language, so language classes are highly recommended.
- Successful completion of Introduction to Teaching (ED 200).
- Successful completion of an applicable course in Human Development.
- Complete application to the Elementary Education Program, which includes signature of acceptance by the Registrar and three letters of recommendation.
- A writing sample.
- Acceptable results of a State of South Dakota background check.
- Current CPR/ First Aid Certification.
- Scores of the Pre-professional Skills Test (PRAXIS I) meeting or exceeding the state's required scores.

Summer Session (May be taken any time after completion of ED 200):

Course Number	Required Course	Credit Hours
ED 275	Human Relations for Educators	3
ED/ DKT 279	Teaching Native American Students	3

Total Credit Hours: 6

Year 3, Semester 1: Building Foundations of Teaching and Learning

	Required Course	Credit Hours
	Survey of Children's Literature	3
	Educational Psychology	3
	Teaching the Exceptional Child	3

	Native American Literature	3
	Middle School/ High School Concepts	3

Total Credit Hours: 15

Year 3, Semester 2: Methods of Instruction

	Required Course	Credit Hours
	Methods- Language Arts	3
	Methods- Reading	3
	Methods- Social Studies	3
	Methods- Science	3

Total Credit Hours: 12

Year 4, Semester 1: Methods of Instruction, continued

	Required Course	Credit Hours
	Methods-Math	3
	Methods- Teaching Dakota Language	3
	Math Concepts for Elementary Teachers	1
	Methods- Art and Music	3
	Methods- Health and PE	3
	Praxis II	1

Total Credit Hours: 14

Year 4, Semester 2: Field Experience

	Required Course	Credit Hours
	Student Teaching	12
	Seminar/ Capstone Project	2

Total Credit Hours: 14

Total Hours for BS in Elementary Education: 123

*South Dakota requirements for teacher licensure are listed here:

<http://doe.sd.gov/oatq/teachercert/index.asp>. They include state-approved courses in Human Relations and South Dakota Indian Studies (SWC courses have been approved), successful completion of PRAXIS I and II, and teaching methods courses, including one specific to the needs of middle school students.

Attachment 4- Alignment of Courses to ACEI Standards

ACEI Standard	1.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	3.1	3.2	3.3	3.4	3.5	4	5.1	5.2
ED 200	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	x
Praxis 1		x	x	x	x	x	x	x								
ED 275	x									x					x	X
ED 279	x									x						X
Children's Literature		X							x	x		x		X		
Educational Psychology	x													X		
Exceptional Child	x								x	x				x		
Native Literature		X														
Middle School/ HS Concepts	x	x	x	x	x	x	x	x	x	x	x	x	x	X		
Methods-LA	x	x												X		
Methods-Reading	x	x												X		
Methods-SS	x			X										X		
Methods-Science	x		X											X		
Methods-Math	x			x										X		
Methods-Dakota	x									X				X		
Math Concepts				x										X		
Methods-Art/ Music	x					x								X		
Methods-Health/ PE	x						x	x						X		
Praxis II									x	x	x	x	X	X		
Student Teaching	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Capstone															x	

Attachment 5

Elementary Education Course Syllabi

Master Syllabus

Department: Education

Course Name: Foundations of Education

Course Number: EDU 200

Credit Hours: 2

Catalog Description: This course examines the history, organization, and philosophy of American education with an emphasis on teaching as a profession. Professional roles, responsibilities, and attributes of teachers are also examined. A 12 hour field observation experience is required for this course.

ACEI Standard(s) Met: 1.0, 5.1

Prerequisite(s): Sophomore standing, intention to apply to Elementary Education program, satisfactory results of Division of Criminal Investigation background check.

Texts (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors):

- Delpit, L (2006). Other People's Children. New York: The New Press.
- Jablon, J et al (2007). The Power of Observation. Washington, DC: NAEYC.
- Kohl, H (1994). I Won't Learn From You. New York: WW Norton and Company.
- Urban, W and Wagoner, J (2004). American Education: A History. Boston: McGraw Hill.

Course Objectives:

- Students will demonstrate knowledge of students, learning theory, subject matter, curricular goals, and community.
- Students will understand and apply practices and behaviors that are characteristic of developing career teachers.
- Students will become aware of and reflect on their practice in light of research on teaching and resources available for professional learning.
- Students will explore ways to foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.
- Students will know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.

Topical Outline/ Detailed Description: All students will be required to complete at least 12 hours of observation practicum in an elementary classroom at Enemy Swim Day School or Tiospa Zina Tribal School. This is not an option. Students must participate in this experience in order to pass the course. Previous work experience may not be counted towards practicum hours. Before practicum begins all students must provide the results of a South Dakota Background Check. The Background Check will also become part of your application to the Elementary Education Program. Students will be instructed on how to obtain a background check at registration.

South Dakota Codified Law 13-10-12. Criminal background investigation of prospective employees and student teachers: Each person over eighteen years of age hired by a school district shall submit to a criminal background investigation, by means of fingerprint checks by the Division of Criminal Investigation and the Federal Bureau of Investigation. The school district shall submit completed fingerprint cards to the Division of Criminal Investigation before the prospective new employee enters into service. If no disqualifying record is identified at the state level, the fingerprints shall be forwarded by the Division of Criminal Investigation to the Federal Bureau of Investigation for a national criminal history record check...The criminal investigation required by this section with respect to a student teacher completing requirements for teacher certification shall be conducted by the school district. A criminal background investigation, of a student teacher, conducted by a school district may be provided to any other school in which the student engages in student teaching. The school district conducting the criminal background investigation of a student teacher may rely upon the results of that investigation for employment of that person as an employee of the district.

Assessment:

South Dakota Department of Education
Office of Accreditation and Teacher Quality
700 Governors Drive, Pierre, SD 57501-2291
Phone: 605-773-3553 Fax: 605-773-6139

Attendance: 25%

Observation Journal: 25%

Exams: 25% (There will be two exams over the History of American Education text).

Oral Book Report: 25% (Students will give an oral book report to the class on one of the books suggested on the Texts list)

Observation Journal Guidelines:

_____ Assigned format (typed, 12-point, double spaced, correct use of MLA citation, free of spelling and punctuation errors).

_____ Description of school demographics including race, language, economic level.

_____ Description of the physical structure of the school and surrounding community (may include visual evidence).

_____ Description of the physical lay-out of the classroom, including floor plan (may also include photographs).

_____ Interview with cooperating teacher on the Language Arts and Math curriculums used.

_____ Description of the technology available to students and teachers (may include visual evidence).

_____ Daily observations- covering each of the areas of literacy, mathematics, science, and physical education.

Master Syllabus

Department: Education

Course Name: Praxis I Study

Course Number: EDU

Credit Hours: 1

Catalog Description: This course will help to prepare students for the Pre-Professional Basic Skills Test (PPST), which focuses on basic skills in reading, writing, and math. Passing scores on the PPST are required prior to entrance into a junior-year Elementary Education cohort. Students must take this class prior to taking the PPST. Students who have already passed the PPST do not have to take this course, but must make up the 1 credit hour with an elective.

Prerequisite(s): Elementary Education major, sophomore standing

ACEI Standards Met: 2.1- 2.6

Texts: (texts may vary depending on the instructor. Texts listed should be considered recommendations for instructors)

- Educational Testing Service (2008). The Praxis Series Official Guide. New York: McGraw Hill.
- Rozakis, L (2007). Praxis I and II. New York: McGraw Hill.

Course Objectives:

- To review and build upon basic skills in math, writing, and reading.
- To become familiar with the format of the PPST.
- To develop useful strategies for test taking.
- To apply for and take the PPST.

Topical Outline/ Detailed Description:

- What is the PPST? Why do I have to take it? Where do I take it, how much does it cost, and other practicalities.
- The Reading Test
- The Writing Test
- The Mathematics Test

The paper PPST test is being given on April 24, 2010 at Northern State University in Aberdeen, SD. SWC students taking this class will travel together to the testing site for this test. The SWC Elementary Education program will pay for your testing fee for this test. Students who do not pass the PPST on April 24 will be responsible for arranging and paying for retaking it before the beginning of the Fall 2010 semester. The test will be offered again Aberdeen on June 12 and July 24, 2010. Other South Dakota testing dates are also available. Please consult the ETS website for more information: http://www.ets.org/Media/Tests/PRACTICE/lists/praxis_tc_domestic_SD.html

Assessment: Students grades will not be dependent on passing the PRAXIS test, however, students will not be able to enter the Elementary Education Bachelors Program without first passing the PRAXIS.

Attendance: 25%

Reading Practice Test: 25%

Writing Practice Test: 25%

Math Practice Test: 25%

Master Syllabus

Department: Education

Course Name: Educational Psychology

Course Number: EDU

Credit Hours: 3

Catalog Description: This course will cover how children grow and develop and what motivates them in the formal classroom setting. Theories of social, intellectual, emotional, physical, and cultural identity development will be examined. Particular attention will be paid to the theories of Vygotsky, Piaget, Erikson, and Gardner.

ACEI Standard(s) Met: 1.0, 4.0

Prerequisite(s): Admittance to Elementary Education cohort.

Texts: (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors)

- Erikson, E (1993). Childhood and Society. New York: Norton and Company.
- Gardner, H (2000). Intelligence Reframed: Multiple Intelligences for the 21st Century. New York: Basic Books.
- Ormrod, J (2007). Educational Psychology: Developing Learners. New York: Prentice Hall.
- Palmer, J.,ed (2001). Fifty Modern Thinkers On Education: From Confucius to Dewey. New York: Rutledge Publishers.
- Palmer, J.,ed (2001). Fifty Modern Thinkers On Education: From Piaget to the Present. New York: Rutledge Publishers.
- Wink, J (2001). A Vision of Vygotsky. New York: Allyn and Bacon.

Course Objectives:

- The student will know and understand the major concepts, principles, theories, and research related to development of children and young adolescents.
- The student will know and understand individual and group motivation and behavior among elementary and middle school students.

Topical Outline/ Detailed Description:

- Introduction to Educational Psychology and ethics in teaching
- Theories of growth and development (Locke and Rousseau)
- Vygotsky and social construction of knowledge
- Piaget and developmentally appropriate practice
- Gardner and multiple intelligences
- Skinner and behaviorism, Chomsky
- Erikson and theory of social development
- Student Motivation and assessment
- Culturally appropriate assessment

Assessment:

Attendance: 25%

Midterm Exam: 25%

Final Exam: 25%

Research Paper/ Project: 25% (Students may choose between a formal research paper or a research presentation made to the class).

Master Syllabus

Department: Education

Course Name: Survey of Children's Literature

Course Number:

Credit Hours: 3

Catalog Description: This course will provide the student with an introduction to available books and media for children. Students will learn criteria for choosing quality classroom materials, particularly from a Dakota cultural perspective. Literature for adolescents will also be covered.

ACEI Standard(s) Met: 2.1, 3.1,3.2, 3.4, 4.0

Prerequisite(s): Acceptance into Elementary Education cohort.

Texts (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors):

- Seale, D and Slapin, B (2005). A Broken Flute: The Native Experience in Books For Children. Berkeley, CA: Oyate Books.
- SWC Curriculum library and children's section.

Course Objectives:

- Students will demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- Students will know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.
- Students will demonstrate the ability to plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.
- Students will understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- Students will understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.
- Students will use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.
- Students will use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

Assessment:

Attendance and participation: 20%

Evaluation of three thematic books for Early Childhood: 20%

Evaluation of three thematic books of lower elementary: 20%

Evaluation of three thematic books for upper elementary: 20%

Visual Book Project: 20% (Students will create a display for the library advertising a book for elementary aged students. The display must be inviting, informational, and age-appropriate). A rubric will be provided.

Sisseton Wahpeton College
Teaching Native American Students
DKT/ ED 279

Instructor: Whitney Renville

Semester Hours: 3 credit hours

Required Texts: (These texts are meant to be recommendations for the instructors. Actual texts may vary.)

The Essential Charles Eastman (Fitzgerald, ed.), To Remain An Indian (Lomawaima), other readings as assigned.

Prerequisites: Education major or currently teacher (eligible for licensure)

Course Description: This class surveys Dakota history, introduces practice in the Dakota language, and presents information on different values and styles of learning among Native American students. This course meets the state licensure requirements for South Dakota Indian Studies.

ACEI Standards Met: 1.0, 3.2, 5.2

Intended Outcomes (per South Dakota Dept. Of Education):

- Students will examine the culture of Lakota/Dakota people, their world view, values, kinship system, oral tradition, health, economy and environment.
- Students will expand their knowledge of the history of Native/White encounters in South Dakota, U.S. federal Indian policy, land and trade conflicts, treaty and legislative history, and contemporary political issues such as sovereignty and jurisdiction on and off of reservations.
- Students will expand their knowledge of traditional tribal education, as well as contemporary Native education, including programs such as Title V and Title VII.
- Students will analyze Native learning and teaching styles, develop culturally appropriate curriculum, and analyze authentic assessment methods.

Methods of Instruction: This course will use a variety of instruction methods, but will rely greatly on group discussion and lecture. There will be several guest speakers. Students will prepare readings ahead of the guest speakers, and then will come to discussion days with written responses to the lecture to aid them in their discussions. Early in the semester, the discussions will be led by the instructor, but later discussions may be led by the students.

Course Requirements:

- Students will type ALL writing assignments. Please use a 12-point, Times Roman font. Double space. Unless alternative directions are given, handwritten assignments will not be accepted.
- Students will participate in all classes. Students will come to class on time.

- Students will show respect for the thoughts, words, and works of the other students.
- Students will show respect for equipment and materials.
- Students will hand in all assignments on time. In the event of an emergency, students must notify the instructor that they will be unable to turn in an assignment before or on the due date. The student will then have until the next Tuesday's class meeting to turn in the work. After that time, the student will receive no credit for the assignment.
- Students will put their cell phones on vibrate and refrain from texting during class.

Grading: Assignments will be graded according to the SWC policies as written on page 21 of the Handbook.

Assignments:

There will be three main assignments plus a daily grade for class participation. I understand that not everyone participates in class discussions at the same rate and in the same way. If you are not a talker, you have the option of turning in your notes at the end of each class to get the class discussion grade. I will give your notes back to you the following week.

Historical Trauma paper	25%
Child observation	25%
History of Native Education at your school	25%
Class participation	25%

Sisseton Wahpeton College
Human Relations For Educators- ED 275
Summer 2009

Course Syllabus

Instructor: Whitney Renville (wrenville@swc.tc)

Semester Hours: 3 credit hours

Class Time: Tuesday and Thursday, 9:30- 12:30 (June 2- July 30)

Office Hours: Tuesday and Thursday, 8- 9:30 or by appointment

Required Texts: (Actual texts may vary depending on the instructor. These texts are provided as suggestions for the instructors.)

Critical Pedagogy: Notes from the Real World (Wink), IRIS Modules as assigned (you will need a computer and internet access to complete these).

Prerequisites: Education majors or currently teaching

ACEI Standards Met: 1.0, 3.2, 5.1, 5.2

Course Description: This course will provide teacher candidates with an understanding of various social elements that contribute to the makeup of the classroom and the educational process, including race, class, gender, ability, and sexual orientation. The course will focus on one of these areas in particular depending on the needs and interests of the students. Students will examine their own prejudices, biases, and beliefs, and- through guided self-exploration- will develop human relations skills for navigating a multicultural classroom. Social justice theories of education will be explored in this course, as well as how art can be used as a tool for building cultural understanding and expanding knowledge of the self and others. Students will explore how they will model the Dakota values of woyuonihan (honor) and wowaunsida (compassion) in their classrooms. This course will fulfill the South Dakota state certification requirements for elementary, middle school, and secondary teachers.

Intended Course Goals and Outcomes:

- Students will gain awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society.
- Students will exhibit the ability to recognize and deal with dehumanizing biases, including but not limited to sexism, racism, prejudice and discrimination, and an awareness of the impact of such biases have on interpersonal relationships.
- Students will exhibit an ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students.
- Students will recognize the way in which dehumanizing biases may be reflected in instructional materials.
- Students will exhibit respect for human dignity and individual rights.

- Students will relate effectively to other individuals and to groups in pluralistic societies.

Methods of Instruction: A variety of instructional methods will be used in this course, although group discussions and collaborative artwork will be predominant. There will be some short lecture. Students will be required to participate in a number of visual art projects, which will take place in class and supplies provided. This course will also use several web-based modules from the IRIS Program at Vanderbilt University (<http://iris.peabody.vanderbilt.edu/index.html>). Students will need computer and internet access to complete these modules. Although class time will be taken to introduce students to the IRIS system, time will not be given in class to complete these assignments.

Course Requirements and policies:

- Students will type ALL writing assignments. Please use a 12-point, Times Roman font. Double space. Unless alternative directions are given, handwritten assignments will not be accepted.
- Students will participate in all classes. Students will come to class on time.
- Students will show respect for the thoughts, words, and works of the other students.
- Students will show respect for equipment and materials.
- Students will hand in all assignments on time. In the event of an emergency, students must notify the instructor that they will be unable to turn in an assignment before or on the due date. The student will then have until the next Tuesday’s class meeting to turn in the work. After that time, the student will receive no credit for the assignment.
- Students will put their cell phones on vibrate and refrain from texting during class.

Evaluation:

Projects used for evaluation in this course are examples of projects that you can do with your own students to explore identity and stereotype issues in the classroom. “The Best Part of Me” project was developed by Wendy Ewaldt, founder of the Literacy Through Photography Program at Duke University. The Backdrop Project comes from the educational resources at the Victoria and Allen Museum in London. Students will also be required to complete study questions that go along with three IRIS modules.

Assignment	Points
IRIS Info Brief: Cultural Identity and Teaching	20
IRIS Module: Cultural and Linguistic Differences	20
IRIS Module: Teaching and Learning In New Mexico	20
Personal Identity backdrop and poetry	50
Legends Project	50
The Best Part of Me	50
Total:	210

Grading: Assignments will be graded according to SWC policies as written on page 21 of the Handbook. Grading criteria for each project will be included with the instructions. Class participation is part of each project grade.

Course Schedule:

"When I was 16, I thought that art wasn't for me. I thought it was for people who were more privileged or rich or had more leisure time than I did. Now I know that art is for everyone, all the time, everywhere. There is art in everything if you allow yourself to see it." -**Alan Cumming**,
actor/ novelist

Master Syllabus

Department: Education

Course Name: Teaching Children with Special Needs

Course Number:

Credit Hours: 3

Catalog Description: This course provides an overview of legal and ethical issues involved in special education, characteristics of students with exceptionalities, and effective instructional strategies for exceptional students. Developmental delays and disorders as well as gifted education will be discussed.

ACEI Standard(s) Met: 1.0, 3.1, 3.2, 4.0

Prerequisite(s): Acceptance into Elementary Education program.

Texts (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors):

- Heward, W (2009). Exceptional Children: An Introduction to Special Education. Upper Saddle River, NJ: Pearson Publishing.

Course Objectives:

- Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.

Topical Outline/ Detailed Description:

- What is special education? IDEA and other special education laws
- Individualized education plans, the referral and assessment process
- Collaborating with families
- Intellectual disabilities
- Learning disabilities
- Emotional and behavioral disorders
- Autism spectrum disorders
- Communication disorders
- Deafness and hearing loss
- Blindness and low vision
- Severe and multiple disabilities, blind-deafness, traumatic brain injury
- Gifted education
- Early childhood special education and transitioning from one program to another

Assessment:

Attendance: 25%

Midterm Exam: 25%

IRIS Modules: 25% (You will need internet access and a printer to complete these assignments).

Final Exam: 25%

Course Title: **Dakotah Language Methods**

Locations: Enemy Swim Day School
13525 446th Ave
Waubay SD 57273

Time: Twelve week instruction with two 50 minute classes or a weekly one- hour and 40 minutes class

Instructor: Olivia Eastman –Adult Ed Teacher
Sisseton-Wahpeton College – Associate of Arts – Dakotah Studies
Northern State University – Elementary Education Program

3 Semester Credit - Sisseton-Wahpeton College

Pre-required Classes: Dakotah Language I and Dakotah Language II
ACEI Standards Met: 3.1- 3.5, 4.0

Textbook required: 550 Dakota Verbs and Paul WarCloud Dakotah Sioux Indian Dictionary

Twelve weeks instruction with two 50 minute classes or a weekly one hour and 40 minute class.

Course Description: The Dakotah Language Methods class is a guide for teachers of the Dakotah language. The instruction will assist the teachers by providing a means of association for the words taught. Instead of rote memorization of words in sentences, the student will learn by associating mental and graphic images for retention. This is based on the Silent Way of teaching language and language acquisition skills training. The spirit of the language for emphasis will be acquired through these lessons.

Successful completion of the course is required before teaching is to begin.

Course Outline:

Time:

- Welcome and introduction to Sound Chart, vowel sounds, consonant sounds, letters with digraphs, diacritical emphasis and other particularities of Dakotah alphabet
- Discussion of unit lesson plan and daily lesson plans.
- Design unit/daily lesson plans following this order:
 - Subject words
 - Descriptive words
 - Action words
- Discussion of benefits of orderly instruction. Students shall design diagrams for all words related to each of the above categories and include the associations for the words.

- Assessing oral language skills will be discussed and a system will be developed by the learner

Grading is a letter grade based on completion of the Unit and Daily lessons designed by student, class participation, learning activities and tasks related to lessons designed.

Attendance is required and an absence of 3 classes will cause the course to end.

Master Syllabus

Department: Education

Course Name: Middle School/ High School Concepts

Course Number: EDU

Credit Hours: 3

Catalog Description: An overview of the developmental characteristics of fifth through twelfth graders as well as the programs and instructional methods available to them.

ACEI Standard(s) Met: 1.0, 2.1- 2.7, 3.1-3.5, 4.0

Prerequisite(s): Admittance to Elementary Education program.

Texts: (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors)

- Atwell, N (1998). In The Middle. Boynton/ Cook.
- Hinton, S (1967). The Outsiders. New York: Penguin Books.

Course Objectives:

- Students will know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- Students can plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

Assessment:

Attendance and participation: 25 %

Lesson Plan: 25% (to be taught to the class by the student)

Unit Plan: 50%

The rubrics for Lesson and Unit Plans follow. We will go through this process piece-by-piece. Your grade will be based on the final product, but we will create that product throughout the course of the semester.

Sisseton Wahpeton College Elementary Education Lesson Plan Rubric

This rubric is intended for the evaluation of the student's written lesson plan, not the delivery of the lesson. The student must receive marks of proficient or exemplary in all areas in order to receive a passing score on the lesson plan assignment.

	Unacceptable	Developing	Proficient	Exemplary
Target Grade/ Subject	Incomplete or no description of target group.	Description of the target population is vague and/or inappropriate to the lesson.	Description of the target population is clear and appropriate to the lesson.	Descriptions of the target population is clear and need for the lesson is demonstrated.
State Curriculum Standards (or BIA standards, as appropriate for the school)	No state/ BIA standards are listed.	State standards are listed, but incomplete or inappropriate to the lesson.	State Standards are listed but not tied to each objective.	State standards are listed for each objective.
Materials	No list of materials included.	List of materials is incomplete or their attainment is unreasonable.	All materials are included but how they are to be used is a bit unclear.	All relevant materials are listed and their use is clear.
Anticipatory Set	No anticipatory set	The lesson is poorly	The lesson is	The lesson is

	included.	introduced.	introduced in a manner that may be unclear to some students.	introduced in a logical and engaging manner so that students know what to expect and what is expected of them.
Procedures	Procedures are vague, incomplete or missing.	Procedures are not age appropriate or are difficult to follow.	Procedures may lack too much detail for a third party to follow.	Procedures are clear and detailed.
Extended/ Practice Skills	No activities, homework or suggestions for further study.	Include some activities, homework assignments, or suggestions for further study, but instructions are unclear	Includes additional activities, homework assignments, and/or suggestions for further study.	Includes detailed additional activities, homework assignments, and/or suggestions for further study.
Assessment/ Benchmarks	No assessment procedures included.	The behavior assessed is inconsistent with the behavior described in the objective and description of the lesson.	The behavior assessed resembles what is in the lesson plan. No pretesting of student knowledge.	Student's prior knowledge is documented, and procedures for assessing student learning are clear and appropriate.
Modifications	Modifications are not addressed.	Includes vague modifications for students with special needs, various learning styles, and language/ cultural differences.	Includes some modifications for students with special needs, various learning styles, and cultural/ language differences.	Includes detailed modifications for students with special needs, various learning styles, and cultural/ language differences.
Quality of Writing	Lesson is poorly written and includes multiple spelling and punctuation errors.	Lesson is poorly written with 3 or more grammar, spelling, or punctuation errors.	Lesson is well-written containing 1-3 grammar, spelling or punctuation errors.	Lesson is well-written with no grammar, spelling, or punctuation errors.

Sisseton Wahpeton College Elementary Education Unit Plan Rubric

This rubric is intended for the evaluation of the student's written unit plan, not the delivery of the lesson. The student must receive marks of proficient or exemplary in all areas in order to receive a passing score on the unit plan assignment.

The rubric for a unit plan is the same as for a lesson plan, but with some additions. Standards, assessments, and modifications for the Unit Plan must encompass the entire unit. All unit plans must include at least one fully developed lesson plan (meeting the criteria above). This lesson plan may be used to meet the Capstone requirement.

Additions for the Unit Plan Rubric:

	Unacceptable	Developing	Proficient	Exemplary
Two- Week Schedule for Unit	Schedule is missing.	Schedule is vague or not reasonable for the time allotted.	Schedule is reasonable for the time allotted for the unit.	Schedule is clear with daily agendas for classroom activities. One complete lesson plan meeting the requirements listed in Attachment 4 is included.
Integration With Other Subject Areas	No integration with other subject areas shown.	Some integration with other subject areas. No collaboration with other teachers is evident.	The unit plan shows communication with other teachers and identifies how the Unit will integrate other areas of study.	The Unit integrates multiple subject areas and shows extensive collaboration/ communication with teachers in other subject areas.

Master Syllabus

Department: Education

Course Name: Health and Physical Education Methods

Course Number: EDU

Credit Hours: 3

Catalog Description: This course focuses on health and physical education curriculum and materials, with special emphasis placed on health issues affecting Indian Country. Also included are ideas for inclusion as well as research on health and wellness.

ACEI Standard(s) Met: 1.0, 2.6, 2.7, 4.0

Prerequisite(s): Admittance to Elementary Education program.

Texts: (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors)

- Louv, R (2008). Last Child in the Woods. Algonquin Books: Chapel Hill, NC.

Course Objectives:

- Students will understand how human movement and physical activity are central to the quality of life for elementary students.
- Students will plan and demonstrate the ability to orchestrate physical education lessons and games.
- Students will understand the habits that contribute to good health and will demonstrate the ability to plan appropriate health curriculum for elementary students.

Assessment:

Attendance and participation: 25%

Lesson Plan- Health: 25%

Lesson Plan- Physical Education: 25%

Research paper on Health/ Wellness: 25%

One of the two lesson plans must be taught to the class by the student.

Sisseton Wahpeton College Elementary Education Lesson Plan Rubric

This rubric is intended for the evaluation of the student's written lesson plan, not the delivery of the lesson.

The student must receive marks of proficient or exemplary in all areas in order to receive a passing score on the lesson plan assignment.

	Unacceptable	Developing	Proficient	Exemplary
Target Grade/ Subject	Incomplete or no description of target group.	Description of the target population is vague and/or inappropriate to the lesson.	Description of the target population is clear and appropriate to the lesson.	Descriptions of the target population is clear and need for the lesson is demonstrated.
State Curriculum Standards (or BIA standards, as appropriate for the school)	No state/ BIA standards are listed.	State standards are listed, but incomplete or inappropriate to the lesson.	State Standards are listed but not tied to each objective.	State standards are listed for each objective.
Materials	No list of materials included.	List of materials is incomplete or their attainment is unreasonable.	All materials are included but how they are to be used is a bit unclear.	All relevant materials are listed and their use is clear.
Anticipatory Set	No anticipatory set included.	The lesson is poorly introduced.	The lesson is introduced in a manner that may be	The lesson is introduced in a logical and engaging

			unclear to some students.	manner so that students know what to expect and what is expected of them.
Procedures	Procedures are vague, incomplete or missing.	Procedures are not age appropriate or are difficult to follow.	Procedures may lack too much detail for a third party to follow.	Procedures are clear and detailed.
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Modifications	Modifications are not addressed.	Includes vague modifications for students with special needs, various learning styles, and language/ cultural differences.	Includes some modifications for students with special needs, various learning styles, and cultural/ language differences.	Includes detailed modifications for students with special needs, various learning styles, and cultural/ language differences.
Quality of Writing	Lesson is poorly written and includes multiple spelling and punctuation errors.	Lesson is poorly written with 3 or more grammar, spelling, or punctuation errors.	Lesson is well-written containing 1-3 grammar, spelling or punctuation errors.	Lesson is well-written with no grammar, spelling, or punctuation errors.

Master Syllabus

Department: Education

Course Name: Math Methods

Course Number: EDU

Credit Hours: 3

Catalog Description: Students will become familiar with the materials, texts, computer programs, and manipulatives available for math instruction. Inclusion of students with special needs and parent involvement will also be discussed. Students will have the opportunity to observe in the Enemy Swim Day School Math Clinic and gain experience using the curriculums used there.

ACEI Standard(s) Met: 1.0, 2.3, 4.0

Prerequisite(s): Admittance to Elementary Education program.

Texts: (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors)

Kaye, P. (1987). Games For Math. Pantheon Books: New York, NY.

Sullivan P. and Lilburn, P. (1997) Good Questions for Math Teaching. Math Solutions: Sausilto, CA.

Wahl, M (1999). Math For Humans. Langley, WAL Livnlearn Press.

Course Objectives:

- Students will demonstrate understand of the major concepts of math used in elementary and middle school classrooms.
- Students will design inclusive curriculum for teaching these concepts to elementary and middle school students.

Assessment:

Attendance and participation: 25%

Lesson Plan: 25% (to be taught to the class by the student)

Unit Plan: 50%

Sisseton Wahpeton College Elementary Education Lesson Plan Rubric

This rubric is intended for the evaluation of the student's written lesson plan, not the delivery of the lesson. The student must receive marks of proficient or exemplary in all areas in order to receive a passing score on the lesson plan assignment.

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Target Grade/ Subject	Incomplete or no description of target group.	Description of the target population is vague and/or inappropriate to the lesson.	Description of the target population is clear and appropriate to the lesson.	Descriptions of the target population is clear and need for the lesson is demonstrated.
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Anticipatory Set	No anticipatory set included.	The lesson is poorly introduced.	The lesson is introduced in a	The lesson is introduced in a

			manner that may be unclear to some students.	logical and engaging manner so that students know what to expect and what is expected of them.
Procedures	Procedures are vague, incomplete or missing.	Procedures are not age appropriate or are difficult to follow.	Procedures may lack too much detail for a third party to follow.	Procedures are clear and detailed.
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Modifications	Modifications are not addressed.	Includes vague modifications for students with special needs, various learning styles, and language/ cultural differences.	Includes some modifications for students with special needs, various learning styles, and cultural/ language differences.	Includes detailed modifications for students with special needs, various learning styles, and cultural/ language differences.
Quality of Writing	Lesson is poorly written and includes multiple spelling and punctuation errors.	Lesson is poorly written with 3 or more grammar, spelling, or punctuation errors.	Lesson is well-written containing 1-3 grammar, spelling or punctuation errors.	Lesson is well-written with no grammar, spelling, or punctuation errors.

Sisseton Wahpeton College Elementary Education Unit Plan Rubric

This rubric is intended for the evaluation of the student's written unit plan, not the delivery of the lesson. The student must receive marks of proficient or exemplary in all areas in order to receive a passing score on the unit plan assignment.

The rubric for a unit plan is the same as for a lesson plan, but with some additions. Standards, assessments, and modifications for the Unit Plan must encompass the entire unit. All unit plans must include at least one fully developed lesson plan (meeting the criteria above). This lesson plan may be used to meet the Capstone requirement.

Additions for the Unit Plan Rubric:

	Unacceptable	Developing	Proficient	Exemplary
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Two- Week Schedule for Unit	Schedule is missing.	Schedule is vague or not reasonable for the time allotted.	Schedule is reasonable for the time allotted for the unit.	Schedule is clear with daily agendas for classroom activities. One complete lesson plan meeting the requirements listed in Attachment 4 is included.
Integration With Other Subject Areas	No integration with other subject areas shown.	Some integration with other subject areas. No collaboration with other teachers is evident.	The unit plan shows communication with other teachers and identifies how the Unit will integrate other areas of study.	The Unit integrates multiple subject areas and shows extensive collaboration/ communication with teachers in other subject areas.

Master Syllabus

Department: Education

Course Name: Reading Methods

Course Number: EDU

Credit Hours: 3

Catalog Description: This course will cover instructional strategies for reading and an overview of quality literature available for elementary students. Students will learn about the developmental issues related to reading and about the assessment, diagnosis, and intervention of reading problems. South Dakota Teaching Competencies in reading will be covered.

ACEI Standard(s) Met: 1.0, 2.1, 4.0

Prerequisite(s): Admittance to Elementary Education program.

Texts: (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors)

- Calkins, L (2000). The Art of Teaching Reading. New York: Allyn- Bacon.
- Rasinksi, T et al (2009). Teaching Children Who Find Reading Difficult. New York: Prentice Hall.

Course Objectives:

- Students will demonstrate knowledge of literature, including Dakota literature and authors.
- Students will demonstrate the ability to assess elementary students for reading difficulties and to develop appropriate interventions for those students.
- Students will demonstrate knowledge of various print resources available to them and their applications for classroom use.

Assessment:

Attendance and participation: 25%

Lesson Plan: 25% (to be taught to the class by the student)

Reading Evaluation of a student: 25%

Book report: 25%

Sisseton Wahpeton College Elementary Education Lesson Plan Rubric

This rubric is intended for the evaluation of the student's written lesson plan, not the delivery of the lesson. The student must receive marks of proficient or exemplary in all areas in order to receive a passing score on the lesson plan assignment.

	Unacceptable	Developing	Proficient	Exemplary
Target Grade/ Subject	Incomplete or no description of target group.	Description of the target population is vague and/or inappropriate to the lesson.	Description of the target population is clear and appropriate to the lesson.	Descriptions of the target population is clear and need for the lesson is demonstrated.
State Curriculum Standards (or BIA standards, as appropriate for the school)	No state/ BIA standards are listed.	State standards are listed, but incomplete or inappropriate to the lesson.	State Standards are listed but not tied to each objective.	State standards are listed for each objective.
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Anticipatory Set	No anticipatory set included.	The lesson is poorly introduced.	The lesson is introduced in a manner that may be	The lesson is introduced in a logical and engaging

			unclear to some students.	manner so that students know what to expect and what is expected of them.
Procedures	Procedures are vague, incomplete or missing.	Procedures are not age appropriate or are difficult to follow.	Procedures may lack too much detail for a third party to follow.	Procedures are clear and detailed.
Extended/ Practice Skills	No activities, homework or suggestions for further study.	Include some activities, homework assignments, or suggestions for further study, but instructions are unclear	Includes additional activities, homework assignments, and/or suggestions for further study.	Includes detailed additional activities, homework assignments, and/or suggestions for further study.
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Quality of Writing	Lesson is poorly written and includes multiple spelling and punctuation errors.	Lesson is poorly written with 3 or more grammar, spelling, or punctuation errors.	Lesson is well-written containing 1-3 grammar, spelling or punctuation errors.	Lesson is well-written with no grammar, spelling, or punctuation errors.

Master Syllabus

Department: Education

Course Name: Methods: Language Arts

Course Number: EDU

Credit Hours: 3

Catalog Description: This course will include instruction on how to plan, implement, and evaluate language arts lessons. Students will examine the relationship between reading, writing, speaking, and listening. Attention will be given to grammar and spelling instruction. Students will be acquainted with methods of instruction currently being used in local tribal and day schools (Scott Foresman Reading Street and K-6 Intervention Program).

ACEI Standard(s) Met: 1.0, 2.1, 4.0

Prerequisite(s): Admittance to Elementary Education program.

Texts: (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors)

- Bell, N (2007). Visualizing and Verbalizing for Language Comprehension and Thinking. San Luis Obispo, CA.
- Cox, C (2007). Teaching Language Arts: A Student-Centered Classroom. New York. Allyn- Bacon.

Course Objectives:

- Students will demonstrate a high level of competence in the areas of English reading, writing, speaking, and listening.
- Students will demonstrate the ability to design developmentally appropriate language arts curriculum for elementary school students.
- Students will demonstrate the ability to incorporate literacy development to all areas of curriculum.

Assessment:

Attendance and participation: 25%

Lesson Plan: 25% (to be presented to the class by the student)

Unit Plan: 50%

Sisseton Wahpeton College Elementary Education Lesson Plan Rubric

This rubric is intended for the evaluation of the student's written lesson plan, not the delivery of the lesson. The student must receive marks of proficient or exemplary in all areas in order to receive a passing score on the lesson plan assignment.

	Unacceptable	Developing	Proficient	Exemplary
Target Grade/ Subject	Incomplete or no description of target group.	Description of the target population is vague and/or inappropriate to the lesson.	Description of the target population is clear and appropriate to the lesson.	Descriptions of the target population is clear and need for the lesson is demonstrated.
State Curriculum Standards (or BIA standards, as appropriate for the school)	No state/ BIA standards are listed.	State standards are listed, but incomplete or inappropriate to the lesson.	State Standards are listed but not tied to each objective.	State standards are listed for each objective.
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Anticipatory Set	No anticipatory set	The lesson is poorly	The lesson is	The lesson is

	included.	introduced.	introduced in a manner that may be unclear to some students.	introduced in a logical and engaging manner so that students know what to expect and what is expected of them.
Procedures	Procedures are vague, incomplete or missing.	Procedures are not age appropriate or are difficult to follow.	Procedures may lack too much detail for a third party to follow.	Procedures are clear and detailed.
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Modifications	Modifications are not addressed.	Includes vague modifications for students with special needs, various learning styles, and language/ cultural differences.	Includes some modifications for students with special needs, various learning styles, and cultural/ language differences.	Includes detailed modifications for students with special needs, various learning styles, and cultural/ language differences.
Quality of Writing	Lesson is poorly written and includes multiple spelling and punctuation errors.	Lesson is poorly written with 3 or more grammar, spelling, or punctuation errors.	Lesson is well-written containing 1-3 grammar, spelling or punctuation errors.	Lesson is well-written with no grammar, spelling, or punctuation errors.

Sisseton Wahpeton College Elementary Education Unit Plan Rubric

This rubric is intended for the evaluation of the student's written unit plan, not the delivery of the lesson. The student must receive marks of proficient or exemplary in all areas in order to receive a passing score on the unit plan assignment.

The rubric for a unit plan is the same as for a lesson plan, but with some additions. Standards, assessments, and modifications for the Unit Plan must encompass the entire unit. All unit plans must include at least one fully developed lesson plan (meeting the criteria above). This lesson plan may be used to meet the Capstone requirement.

Additions for the Unit Plan Rubric:

	Unacceptable	Developing	Proficient	Exemplary
Two- Week Schedule for Unit	Schedule is missing.	Schedule is vague or not reasonable for the time allotted.	Schedule is reasonable for the time allotted for the unit.	Schedule is clear with daily agendas for classroom activities. One complete lesson plan meeting the requirements listed in Attachment 4 is included.
Integration With Other Subject Areas	No integration with other subject areas shown.	Some integration with other subject areas. No collaboration with other teachers is evident.	The unit plan shows communication with other teachers and identifies how the Unit will integrate other areas of study.	The Unit integrates multiple subject areas and shows extensive collaboration/ communication with teachers in other subject areas.

Master Syllabus

Department: Education

Course Name: Social Studies Methods

Course Number: EDU

Credit Hours: 3

Catalog Description: This course covers the content, methods, and materials for teaching elementary social studies. Students will be expected to develop curriculum based on South Dakota State Standards.

ACEI Standard(s) Met: 1.0, 2.3, 4.0

Prerequisite(s): Admittance to Elementary Education program.

Texts: (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors)

- Lindquist, T (1997). Ways that Work: Putting Social Studies Standards Into Practice. Heinemann Publishing.
- Wade, R. (2007). Social Studies For Social Justice. New York: Teachers College Press.

Course Objectives:

- Students demonstrate knowledge of history, geography, and the social sciences.
- Students demonstrate knowledge of the history of Native Peoples in South Dakota.
- Students develop curriculum that enables elementary students to exercise their decision-making skills and to live in a diverse and interdependent world.

Assessment:

Attendance and participation: 25%

Lesson Plan: 25% (to be taught by student for the class)

Unit Plan: 25%

Sisseton Wahpeton College Elementary Education Lesson Plan Rubric

This rubric is intended for the evaluation of the student's written lesson plan, not the delivery of the lesson.

The student must receive marks of proficient or exemplary in all areas in order to receive a passing score on the lesson plan assignment.

	Unacceptable	Developing	Proficient	Exemplary
Target Grade/ Subject	Incomplete or no description of target group.	Description of the target population is vague and/or inappropriate to the lesson.	Description of the target population is clear and appropriate to the lesson.	Descriptions of the target population is clear and need for the lesson is demonstrated.
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Procedures	Procedures are vague, incomplete or missing.	Procedures are not age appropriate or are difficult to follow.	Procedures may lack too much detail for a third party to follow.	Procedures are clear and detailed.
Extended/ Practice Skills	No activities, homework or suggestions for further study.	Include some activities, homework assignments, or suggestions for further study, but instructions are unclear	Includes additional activities, homework assignments, and/or suggestions for further study.	Includes detailed additional activities, homework assignments, and/or suggestions for further study.
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Sisseton Wahpeton College Elementary Education Unit Plan Rubric

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Additions for the Unit Plan Rubric:

	Unacceptable	Developing	Proficient	Exemplary
Two- Week Schedule for Unit	Schedule is missing.	Schedule is vague or not reasonable for the time allotted.	Schedule is reasonable for the time allotted for the	Schedule is clear with daily agendas for classroom activities.

			unit.	One complete lesson plan meeting the requirements listed in Attachment 4 is included.
Integration With Other Subject Areas	No integration with other subject areas shown.	Some integration with other subject areas. No collaboration with other teachers is evident.	The unit plan shows communication with other teachers and identifies how the Unit will integrate other areas of study.	The Unit integrates multiple subject areas and shows extensive collaboration/communication with teachers in other subject areas.

Master Syllabus

Department: Education

Course Name: Math Methods

Course Number: EDU

Credit Hours: 3

Catalog Description: Students will become familiar with the materials, texts, computer programs, and manipulatives available for math instruction. Inclusion of students with special needs and parent involvement will also be discussed. Students will have the opportunity to observe in the Enemy Swim Day School Math Clinic and gain experience using the curriculums used there.

ACEI Standard(s) Met: 1.0, 2.3, 4.0

Prerequisite(s): Admittance to Elementary Education program.

Texts: (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors)

Kaye, P. (1987). Games For Math. Pantheon Books: New York, NY.

Sullivan P. and Lilburn, P. (1997) Good Questions for Math Teaching. Math Solutions: Sausalito, CA.

Wahl, M (1999). Math For Humans. Langley, WAL Livnlearn Press.

Course Objectives:

- Students will demonstrate understand of the major concepts of math used in elementary and middle school classrooms.
- Students will design inclusive curriculum for teaching these concepts to elementary and middle school students.

Assessment:

Attendance and participation: 25%

Lesson Plan: 25% (to be taught by the student for the class)

Unit Plan: 50%

Sisseton Wahpeton College Elementary Education Lesson Plan Rubric

This rubric is intended for the evaluation of the student's written lesson plan, not the delivery of the lesson.

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				expected of them.
Procedures	Procedures are vague, incomplete or missing.	Procedures are not age appropriate or are difficult to follow.	Procedures may lack too much detail for a third party to follow.	Procedures are clear and detailed.
Extended/ Practice Skills	No activities, homework or suggestions for further study.	Include some activities, homework assignments, or suggestions for further study, but instructions are unclear	Includes additional activities, homework assignments, and/or suggestions for further study.	Includes detailed additional activities, homework assignments, and/or suggestions for further study.
Assessment/ Benchmarks	No assessment procedures included.	The behavior assessed is inconsistent with the behavior described in the objective and description of the lesson.	The behavior assessed resembles what is in the lesson plan. No pretesting of student knowledge.	Student's prior knowledge is documented, and procedures for assessing student learning are clear and appropriate.
Modifications	Modifications are not addressed.	Includes vague modifications for students with special needs, various learning styles, and language/ cultural differences.	Includes some modifications for students with special needs, various learning styles, and cultural/ language differences.	Includes detailed modifications for students with special needs, various learning styles, and cultural/ language differences.
Quality of Writing	Lesson is poorly written and includes multiple spelling and punctuation errors.	Lesson is poorly written with 3 or more grammar, spelling, or punctuation errors.	Lesson is well-written containing 1-3 grammar, spelling or punctuation errors.	Lesson is well-written with no grammar, spelling, or punctuation errors.

Sisseton Wahpeton College Elementary Education Unit Plan Rubric

This rubric is intended for the evaluation of the student's written unit plan, not the delivery of the lesson. The student must receive marks of proficient or exemplary in all areas in order to receive a passing score on the unit plan assignment.

The rubric for a unit plan is the same as for a lesson plan, but with some additions. Standards, assessments, and modifications for the Unit Plan must encompass the entire unit. All unit plans must include at least one fully developed lesson plan (meeting the criteria above). This lesson plan may be used to meet the Capstone requirement.

Additions for the Unit Plan Rubric:

	Unacceptable	Developing	Proficient	Exemplary
Two- Week Schedule for Unit	Schedule is missing.	Schedule is vague or not reasonable for the time allotted.	Schedule is reasonable for the time allotted for the unit.	Schedule is clear with daily agendas for classroom activities. One complete lesson

				plan meeting the requirements listed in Attachment 4 is included.
Integration With Other Subject Areas	No integration with other subject areas shown.	Some integration with other subject areas. No collaboration with other teachers is evident.	The unit plan shows communication with other teachers and identifies how the Unit will integrate other areas of study.	The Unit integrates multiple subject areas and shows extensive collaboration/communication with teachers in other subject areas.

Master Syllabus

Department: Education

Course Name: Art and Music Methods

Course Number: EDU

Credit Hours: 3

Catalog Description: This course will familiarize students with the methods and materials to teach music and art appreciation. Special emphasis will be placed on traditional and contemporary Dakota artwork and artists, as well as incorporating art across the curriculum.

ACEI Standard(s) Met: 1.0, 2.5, 4.0

Prerequisite(s): Admittance to Elementary Education program.

Texts: (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors)

- Gelineau, R (2004). Integrating the Arts Across the Elementary School Curriculum. Wadsworth/Thompson Learning: Belmont, CA.
- Harklewood, L (2006). The Math Behind the Music. Cambridge University Press: Cambridge, NY.
- Prince, E (2008). Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School. Zephyr Press.

Course Objectives:

- Students will understand the content, functions and achievements of the performing and visual arts.
- Students will understand the primary elements and utility of traditional Dakota art forms.
- Students will design curriculum for the elementary art classroom, as well as curriculum that uses art and music across the curriculum areas.

Assessment:

Attendance and participation: 25%

Lesson Plan: 25% (to be taught to the class by the student)

Unit Plan: 50%

Sisseton Wahpeton College Elementary Education Lesson Plan Rubric

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	Unacceptable	Developing	Proficient	Exemplary
Target Grade/ Subject	Incomplete or no description of target group.	Description of the target population is vague and/or inappropriate to the lesson.	Description of the target population is clear and appropriate to the lesson.	Descriptions of the target population is clear and need for the lesson is demonstrated.
State Curriculum Standards (or BIA standards, as appropriate for the school)	No state/ BIA standards are listed.	State standards are listed, but incomplete or inappropriate to the lesson.	State Standards are listed but not tied to each objective.	State standards are listed for each objective.
Materials	No list of materials included.	List of materials is incomplete or their attainment is unreasonable.	All materials are included but how they are to be used is a bit unclear.	All relevant materials are listed and their use is clear.
Anticipatory Set	No anticipatory set included.	The lesson is poorly introduced.	The lesson is introduced in a	The lesson is introduced in a

			manner that may be unclear to some students.	logical and engaging manner so that students know what to expect and what is expected of them.
Procedures	Procedures are vague, incomplete or missing.	Procedures are not age appropriate or are difficult to follow.	Procedures may lack too much detail for a third party to follow.	Procedures are clear and detailed.
Extended/ Practice Skills	No activities, homework or suggestions for further study.	Include some activities, homework assignments, or suggestions for further study, but instructions are unclear	Includes additional activities, homework assignments, and/or suggestions for further study.	Includes detailed additional activities, homework assignments, and/or suggestions for further study.
Assessment/ Benchmarks	No assessment procedures included.	The behavior assessed is inconsistent with the behavior described in the objective and description of the lesson.	The behavior assessed resembles what is in the lesson plan. No pretesting of student knowledge.	Student's prior knowledge is documented, and procedures for assessing student learning are clear and appropriate.
Modifications	Modifications are not addressed.	Includes vague modifications for students with special needs, various learning styles, and language/ cultural differences.	Includes some modifications for students with special needs, various learning styles, and cultural/ language differences.	Includes detailed modifications for students with special needs, various learning styles, and cultural/ language differences.
Quality of Writing	Lesson is poorly written and includes multiple spelling and punctuation errors.	Lesson is poorly written with 3 or more grammar, spelling, or punctuation errors.	Lesson is well-written containing 1-3 grammar, spelling or punctuation errors.	Lesson is well-written with no grammar, spelling, or punctuation errors.

Sisseton Wahpeton College Elementary Education Unit Plan Rubric

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Additions for the Unit Plan Rubric:

	Unacceptable	Developing	Proficient	Exemplary
Two- Week	Schedule is missing.	Schedule is vague	Schedule is	Schedule is clear with

Schedule for Unit		or not reasonable for the time allotted.	reasonable for the time allotted for the unit.	daily agendas for classroom activities. One complete lesson plan meeting the requirements listed in Attachment 4 is included.
Integration With Other Subject Areas	No integration with other subject areas shown.	Some integration with other subject areas. No collaboration with other teachers is evident.	The unit plan shows communication with other teachers and identifies how the Unit will integrate other areas of study.	The Unit integrates multiple subject areas and shows extensive collaboration/communication with teachers in other subject areas.

Master Syllabus

Department: Education

Course Name: Science Methods

Course Number: EDU

Credit Hours: 3

Catalog Description: This course addresses science materials, resources, technology, and Indigenous knowledge related to the teaching of elementary science. Special emphasis will be placed on Dakota culture, community involvement, and ecology.

ACEI Standard(s) Met: 1.0, 2.2, 4.0

Prerequisite(s): Admittance to Elementary Education program.

Texts: (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors)

- Broda, H (2007). Schoolyard-Enhanced Learning: Using the Outdoors as an Instructional Tool. Stenhouse Publishers.
- Gertz, S et al (1996). Teaching Physical Science through Children's Literature. Terrific Science Press: Middletown, OH.
- Stone, M and Barlow, Z, eds. (2005). Ecological Literacy: Educating Our Children for a Sustainable World. Sierra Club Books: San Francisco, CA.

Course Objectives:

- Students will understand the fundamental concepts of physical, earth, and life sciences.
- Students will design and implement age-appropriate, inquiry-based lessons for elementary aged students.
- Students will understand the practical and community applications of science learning.

Assessment:

Attendance and Participation: 25%

Lesson Plan: 25% (to be taught to the class by the student)

Unit Plan: 50%

Sisseton Wahpeton College Elementary Education Lesson Plan Rubric

This rubric is intended for the evaluation of the student's written lesson plan, not the delivery of the lesson.

The student must receive marks of proficient or exemplary in all areas in order to receive a passing score on the lesson plan assignment.

	Unacceptable	Developing	Proficient	Exemplary
Target Grade/ Subject	Incomplete or no description of target group.	Description of the target population is vague and/or inappropriate to the lesson.	Description of the target population is clear and appropriate to the lesson.	Descriptions of the target population is clear and need for the lesson is demonstrated.
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			unclear to some students.	manner so that students know what to expect and what is expected of them.
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Sisseton Wahpeton College Elementary Education Unit Plan Rubric

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The rubric for a unit plan is the same as for a lesson plan, but with some additions. Standards, assessments, and modifications for the Unit Plan must encompass the entire unit. All unit plans must include at least one fully developed lesson plan (meeting the criteria above). This lesson plan may be used to meet the Capstone requirement.

Additions for the Unit Plan Rubric:

	Unacceptable	Developing	Proficient	Exemplary
Two- Week	Schedule is missing.	Schedule is vague	Schedule is	Schedule is clear with

Schedule for Unit		or not reasonable for the time allotted.	reasonable for the time allotted for the unit.	daily agendas for classroom activities. One complete lesson plan meeting the requirements listed in Attachment 4 is included.
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Spring 2009 Syllabus – English 210 – American Indian Lit

3 credits

T TH 9:30-10:50 Room

Instructor: Stuart Rieke

Office Hours: M-TH 3:30-4:30, T & Th 11:00-12:00

Phone: 605-676-2381 (extension #1202)

Cell #: 701-306-8030

e-mail: srieke@swc.tc (please use this email, not elearning's)

Course Description: Course purpose is to introduce literary techniques, common literary themes, and the literary forms of poetry and fiction as they pertain to a body of work loosely called American Indian Literature. Critical reading skills will be introduced as well to show the genre's capacity to question staid assumptions in 'mainstream' American literature. Discussion skills will be emphasized and critical writing skills will be introduced and exercised. Some drafting will be taught, as well as peer review.

Week 1

Read: Handout -

Read: Chapter 1 – 2 of *The Lone Ranger and Tonto Fist Fight in Heaven*

Week 2

Read: *Lone Ranger...*

Week 3

Read: *Lone Ranger...*

Week 4

Paper 1 due

Read: *Ceremony*

Week 5

Read: *Ceremony*

Week 6

Read: *Ceremony*

Week 7

Read: *Ceremony*

Week 8

Paper 2 due

Read: Introduction to *American Indian Literature*

Read: 'Oratory' pages 136-154

Week 9

Read: from *House Made of Dawn*, pages 315-319

Read: Handout -

Read: from *Love Medicine*, pages 348-360

Week 10

Read: from *Winter in the Blood*, pages 320-338

Read: Handout on poetry

Week 11

Read: Louise Erdrich, pages 304-311

Read: Paula Gunn Allen, pages 231-235

Week 12

Read: Linda Hogan, pages 276-282

Week 13

Read: Joy Harjo, pages 287-291

Week 14

Final in-class Essay Questions

Master Syllabus

Department: Education

Course Name: Math Concepts for Elementary Education

Course Number: EDU

Credit Hours: 1

COURSE DESCRIPTION: This course is designed as a math refresher for elementary education students. Basic math skills including whole numbers, fractions, decimals, ratios and proportions, percents, measurement, geometry, and data analysis and statistics will be covered.

TEACHING/LEARNING STRATEGIES: A teacher directed session will be used to introduce the topics. Students will then be given activities and assignment to complete.

METHOD OF EVALUATION: The student's grade will be calculated as follows:

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = F

MUTUAL RESPECT: Students are expected to attend all class sessions for the full class period unless other arrangements have been made. It is your responsibility. If a student is going to be gone or if they need to come late or leave early, please notify the instructor by writing it on the attendance sheet or sending a message. Attendance will be taken into consideration on the final score for any “borderline” cases.

As your instructor, I will attempt to begin and end class on time. I will be available during office hours and other times when I am not in class to help you. I understand that many students find the material in this course difficult. It is my sincere desire to do everything I can to help you be successful. Please, do not be afraid to ask for help when you need it.

REQUIRED TEXT AND MATERIALS:

- Baratto, S and Bergman, B (2008). Basic Mathematical Skills with Geometry. McGraw Hill: New York.

INSTRUCTIONAL GOAL: To provide students with the terminology, processes, and concepts of mathematics sufficient to solve real world problems and to provide a sound basis for continuing study in mathematics.

CULTURAL RELEVANCE OF COURSE: Mathematics is part of the universal language of mathematics with roots in antiquity, students will be exposed to one of the few branches of knowledge, which in its purest form, is independent of the culture in which it is produced or used.

The mission statement at the college is “Wo-Dakota.” The term means being equipped to take personal responsibility and commitment to attain a lifelong goal of learning in order to measure up to the ideal image of a true Dakota man or woman. Some aspects of this include:

Respect for all students, faculty and staff by using courtesy in speech, avoiding loud behavior and laughter, and positive treatment of others.

Attendance is a vow kept by faithfully coming to class without excuse.

Participation in class and application of these skills is very important. Assignments and exams should be completed as scheduled.

LEARNING OUTCOMES: Upon completion of this course, the student will be able to:

- 1) Whole Numbers
- 2) Fractions
- 3) Decimals
- 4) Ratios and Proportions
- 5) Percents
- 6) Measurement
- 7) Geometry
- 8) Data Analysis and Statistics

Master Syllabus

Department: Education

Course Name: Praxis II Study

Course Number: EDU

Credit Hours: 1

Catalog Description: This course will help to prepare students for the PRAXIS II exam which focuses on how theory translates into practice for teaching. Students must take this class prior to taking the PPST. Students who have already passed the PPST do not have to take this course, but must make up the 1 credit hour with an elective.

Prerequisite(s): Elementary Education major, senior standing

ACEI Standards Met: 1.0, 5.1

Texts: (texts may vary depending on the instructor. Texts listed should be considered recommendations for instructors)

- Educational Testing Service (2008). The Praxis Series Official Guide. New York: McGraw Hill.
- Rozakis, L (2007). Praxis I and II. New York: McGraw Hill.

Course Objectives:

- To review and build upon knowledge of teaching philosophy and methods.
- To become familiar with the format of the PPST.
- To develop useful strategies for test taking.
- To apply for and take the PPST.

Topical Outline/ Detailed Description:

- What is the PPST? Why do I have to take it? Where do I take it, how much does it cost, and other practicalities.
- Methods of Elementary Education
- Education Philosophy

The paper PPST test is being given at Northern State University in Aberdeen, SD. SWC students taking this class will travel together to the testing site for this test. The SWC Elementary Education program will pay for your testing fee for this test. Students who do not pass the PPST on the first attempt will be responsible for arranging and paying for retaking it before the beginning of the Fall 2010 semester. Other South Dakota testing dates are also available. Please consult the ETS website for more information:

http://www.ets.org/Media/Tests/PRAXIS/lists/praxis_tc_domestic_SD.html

Assessment: The student's grade will not be dependent upon passing the PRAXIS exam, however, the student will not be eligible for teacher certification without first passing the PRAXIS.

Attendance: 25%

Practice Test One: 25%

Practice Test Two: 25%

Practice Test Three: 25%

Master Syllabus

Course Title: Elementary Education Capstone

Department: EDU

Credit Hours: 1

Course Number: EDU

Prerequisite: Senior standing in Elementary Education Program. This course is to be taking concurrently with Student Teaching.

Catalog Description: This course will serve as the seminar accompanying the student teaching experience. It will be used to culminate experiences in the teacher education program. The Capstone course will require students to integrate their plan of study into a final product that demonstrates their ability to make connections and apply their knowledge and skills.

Course Objectives:

- Students will reflect on their student teaching experience and knowledge gained in the areas of ethics, resources, curriculum development and classroom management.
- Students will evaluate the effects of their actions on their students.
-

Texts: As provided. Students will need a notebook or journal and a binder or large envelope for the collection of artifacts.

ACEI Standards Met: 5.1

Assessment:

Rubric for Sisseton Wahpeton College Capstone Project, Bachelors Degree Level

The following artifacts must be submitted to the Education Programs Coordinator one week prior to graduation. Please assemble these artifacts in a binder or large envelope so that they do not get separated. Make sure that your name is on each loose sheet of paper. Successful completion of the Bachelors Program does not ensure teacher certification. Following through on the necessary steps for certification are the responsibility of the individual.

Associates Capstone with updated transcript (10 pts)

- _____ Updated transcript. Cumulative grade point average of 2.75 (5 pts)
- _____ All other Associates Capstone artifacts (5 pts)- To include at least 3 unit plans from Methods classes.

Three Letters of Recommendation for Potential Job Interviews (15 pts)

- _____ Letter from Cooperating Teacher (5 pts)
- _____ Letter from Elementary Education Staff (5 pts)
- _____ Letter from other SWC staff, practicum site staff, or former employer (5 pts)

The following rubrics can be found in the Elementary Education Policy Handbook:

Student Teaching Evaluation from Cooperating Teacher (10 pts)- see Attachment 3 for rubric

Lesson Plan with evidence of evaluation of children's progress (10 pts)- see Attachment 4 for rubric

Unit Plan (10 pts)- see Attachment 5 for rubric

_____ **Total Points (out of 55 points). A passing score of 44 points (80%) is required for Associates Degree graduation. Please consult the Teacher Education Manual for additional requirements for completion of the Elementary Education Bachelors Program.**

Master Syllabus

Department: Education

Course Name: Student Teaching Experience

Course Number: EDU

Credit Hours: 12

Catalog Description: Students will spend 5 days a week for a full semester in an elementary school classroom under the supervision of a licensed teacher. Students seeking Pre-K Endorsement will spend half the semester in an early childhood setting and half in an elementary education setting. Students seeking middle school endorsement will spend half the semester in a middle school setting and half in elementary. Teaching strategies and skills will be developed with the support of the cooperating teacher and the college supervisor. Previous teaching/ other job experience will not count towards credit hours for this course. For more detailed description of the student teaching experience, refer to the SWC Elementary Education Policy Handbook.

Prerequisite(s): Elementary Education major, senior standing, completion and passing grades in all other Elementary Education coursework.

ACEI Standards Met: 1.0, 2.0, 3.0, 4.0, 5.0

Texts: (texts may vary depending on the instructor. Texts listed should be considered recommendations for instructors)

Course Objectives:

- Students will develop age-appropriate curriculum for elementary/ middle school/ early childhood students and apply in it in an authentic setting.
- Students will reflect on their experiences in the classroom and make changes to their curriculum and tactics accordingly.

Assessment:

Students participating in the Student Teaching experience will be evaluated on successful completion of evaluations of their teaching by college supervisor and cooperating teacher, as well as a written lesson and unit plan to be carried out in the classroom. See rubrics below.

Sisseton Wahpeton College Student Teaching Evaluation Rubric

The student must include two copies of this assessment in his/her portfolio, one by the cooperating teacher and one by SWC Elementary Education Staff. The student should be observed executing a lesson plan written by the student. A written lesson plan must also be submitted to the cooperating teacher and the Elementary Education staff before the student gives the lesson.

Learning Agreement and Student Teaching Hours

_____ Three-party learning agreement is complete and turned into SWC Elementary Education Staff before student teaching begins. (10 pts)

_____ Documentation (signed by Cooperating Teacher) of 75+ hours of time in the practicum classroom. (10 pts)

_____ Completed and signed assessment rubric from cooperating teacher. Please use the Teacher Observation Assessment Rubric at Touroforms:

<http://premdisplay.com/touro/tourowebed/fieldforms.htm> (10pts)

_____ Completed and signed assessment rubric from SWC Elementary Education staff. (10 pts)

_____ Total- 40 pts. All areas must be completed and individually rank at 80% in order for the student to successfully complete the student teaching experience.

Sisseton Wahpeton College Elementary Education Lesson Plan Rubric

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Target Grade/ Subject	Incomplete or no description of target group.	Description of the target population is vague and/or inappropriate to the lesson.	Description of the target population is clear and appropriate to the lesson.	Descriptions of the target population is clear and need for the lesson is demonstrated.
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Extended/ Practice Skills	No activities, homework or suggestions for further study.	Include some activities, homework assignments, or suggestions for further study, but instructions are	Includes additional activities, homework assignments, and/or suggestions for	Includes detailed additional activities, homework assignments, and/or suggestions for

		unclear	further study.	further study.
Assessment/ Benchmarks	No assessment procedures included.	The behavior assessed is inconsistent with the behavior described in the objective and description of the lesson.	The behavior assessed resembles what is in the lesson plan. No pretesting of student knowledge.	Student's prior knowledge is documented, and procedures for assessing student learning are clear and appropriate.
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Sisseton Wahpeton College Elementary Education Unit Plan Rubric

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Additions for the Unit Plan Rubric:

	Unacceptable	Developing	Proficient	Exemplary
Two- Week Schedule for Unit	Schedule is missing.	Schedule is vague or not reasonable for	Schedule is reasonable for the time allotted for	Schedule is clear with daily agendas for

		the time allotted.	the unit.	classroom activities. One complete lesson plan meeting the requirements listed in Attachment 4 is included.
Integration With Other Subject Areas	No integration with other subject areas shown.	Some integration with other subject areas. No collaboration with other teachers is evident.	The unit plan shows communication with other teachers and identifies how the Unit will integrate other areas of study.	The Unit integrates multiple subject areas and shows extensive collaboration/ communication with teachers in other subject areas.

**Attachment 6
Faculty**

**Curriculum Vitae
Whitney E. Renville
August 2010**

Address

Sisseton Wahpeton College
12572 BIA Road 700
PO Box 689
Agency Village, South Dakota 57262
605-698-3966, ex. 1122
wrenville@swc.tc

Education

M.S. in Special Education, Minnesota State University- Moorhead, May 200
B.A. in English with Secondary Education, University of Iowa, December 1995

Primary Research Interests

Early Childhood Special Education
Native American Education and Culturally Relevant Curriculum
Homeschooling Philosophy and Curriculum

Current Position

Education Programs Coordinator, Sisseton Wahpeton College, March 2009- present

Previous Positions

Prevention Site Manager, University of Mexico Fetal Alcohol Syndrome Epidemiology Project, Sisseton, South Dakota, January 2006- March 2009
English Instructor, Tiospa Zina Tribal School, Agency Village, South Dakota, August 2003- December 2005
Disabilities Services Coordinator, WCMCA Head Start, Elbow Lake, Minnesota, September 2000- August 2003
Trainer, Child Care Resource and Referral, Moorhead, Minnesota, July 1999- July 2003
Adjunct Instructor, Sisseton Wahpeton College, Agency Village, South Dakota, January 1999- May 1999
Early Intervention Single Point of Contact, Birth to 3 Connections, Sisseton, South Dakota, December 1996- December 1998
Family Resource Coordinator, The Source: A Boys and Girls Club Sisseton, South Dakota, May 1996- August 1997

Specialized Training

Understanding the Needs of Persons with Co-occurring Disorders, University of South Florida, completed April 2008
Motivational Interviewing Training, Montana Department of Public Health, completed January 2006

Literacy Through Photography, Duke University Center for Documentary Studies, completed June 2005

Addressing the Needs of Young Children Who Engage in Challenging Behaviors, University of Minnesota, completed December 2002

Head Start Family Service Credential Program Accreditation, WCMCA Head Start, completed October 2001

Train the Trainer, Project Exceptional Minnesota, completed November 1999

Denver II Developmental Screening training, completed December 1996

Parent Educator training, Parents As Teachers, completed October 1996

Crisis Line Advocate, Rape Victim Advocacy Program of Iowa City, completed February 1994

Appointments and Committees

Sisseton Wahpeton Oyate Behavioral Health Interagency Team, September 2008- present
Greater Minnesota Behavior Project, University of Minnesota, December 2000- August

2003

Sisseton Wahpeton Head Start Health Advisory Committee, May 1997- December 1998

Speaking Engagements and Trainings

Panelist- Indian Health Service/ Health Canada FASD Program Performance and Evaluation Meeting, March 2006

Presenter- National Association of Family Child Care National Conference, July 2001

Presenter- Minnesota Family Support Network Leadership Conference, October 2001

Presenter- Minnesota Association for Education of Young Children, November 2001

Courses Taught at Sisseton Wahpeton College

Family Relationships and Parent Education

Foundations of Communications: Reading

Human Relations for Educators

Teaching Native American Students

Introduction to Teaching

Teaching the Exceptional Learner

Human Development

Introduction to Early Childhood

Early Childhood Curriculum and Instruction I and II

Olivia Eastman
Dakota Studies Instructor

Address:

44455 South Dakota Highway 10
Sisseton, South Dakota
605-698-7904
605-698-3966, ex. 1292
oeastman@swc.tc

Education:

In Progress- BS in Elementary Education (4th Year)
Northern State University
Aberdeen, South Dakota

AA in Dakota Studies- 1999
Sisseton Wahpeton College
Agency Village, South Dakota

Dental Assistant Program- 1977-79
Haskell Indian Junior College
Lawrence, Kansas

Employment:

Current- Sisseton Wahpeton College
Agency Village, South Dakota
Dakota Studies Instructor

Enemy Swim Day School
Waubay, South Dakota
Adult Education Instructor

Association on American Indian Affairs
Agency Village, South Dakota
Language Instructor, Translator, Instructor for Independent Study of Dakota Language

Education Received

**Masters of English Degree – University of North Dakota
2008**

**Bachelor of Arts and Sciences – English Major – University of North Dakota
2002**

**High School Diploma – Hillsboro High (Nashville, Tennessee)
1991**

Past Employment Record:

Full Time English Instructor – Sisseton-Wahpeton Tribal College

Dates of employment: January 2010 - present

English Instructor – Sisseton-Wahpeton Tribal College (Sisseton, SD)

Classes taught:

English 050-051: Basic Writing – Fall '08, Spring '09

English 112: Composition 1 – Fall '08, Spring '09

English 212: Composition 2 – Spring '09

English 114: Introduction to English Literature – Fall '08

English 210: American Indian Literature – Spring '09

Dates of Employment: September 2009 – May 2009, September 2009 – December 2009

Level of Employment: Adjunct Faculty

Duties: To plan and administer lessons; assign and grade exams, quizzes, papers, in-class essays; facilitate in-class discussion; organize peer review sessions; design syllabi; choose textbooks and supplemental materials; attend workshops and faculty meetings; keep attendance; keep office hours.

Special requisites gained: a personal degree of cultural competence and awareness

Supervisor: Kathryn Akipa, V.P. of College, Tim Wilke, V.P. of College

Bakery Delivery – Hornbacher's Foods

Drove delivery vehicle from Osgood Store to University Drive Store

Dates of Employment: Summer 2008, Summer 2009

Duties: Assist Preparation of Baked Goods in Kitchen, Arrive at work 5:30 AM, Drive 2 runs of 1 hour each

Supervisor: Mike Sunderland – Osgood Hornbachers - Fargo ND:

701-281-8111

Guitar Instructor – Poplar's Music (Grand Forks, ND)

Classes taught: 1 on 1 guitar instruction, beginning to advanced students

Dates of Employment: April 2007 – May 2008

Duties: To plan and administer lessons; coordinate scheduling for lessons; keep up to date on relevant materials; motivate and inspire students.

Special requisites gained: taught student with ADHD / learning disability.

Supervisor: Lani Fae Borsvold, Music Lesson Administrator

Teaching Assistant College Composition – University of North Dakota (UND)

Classes taught: Composition 110

Dates of Employment: August 2006 - December 2006

Duties: To administer lectures, attend TA meetings, teach given curriculum, assign and grade papers, give 1 on 1 student workshops, organize peer review sessions, keep office hours.

Special requisites gained: an introduction to text *Ways of Reading*

Supervisor: Lori Robison, Head of Composition Department

Assistant Reference Librarian – Grand Forks Public Library

Dates of employment: May 2005 – December 2005

Duties: to assist reference librarians with data entry, patron assistance, enforce library rules, microfiche operation, shelving books and journals.

Supervisor: Toni Vosec

Library Assistant – UND Harley French Medical Library

Dates of employment: Fall 1999 – Summer 2004

Duties: Answer general reference questions, answer phones, shelve journals and books, check out books and journals, make photocopies.

Supervisor: Connie Strand and Barb Knight

Lifeguard – Milbank, SD, Recreational Center

Dates of Employment:

Duties: Guard pool patrons, be cordial to pool patrons, attend CPR and guard orientations and workshops.

Supervisor: Recreation Center Director

Lifeguard – University of Minnesota Aquatic Center

Dates of employment: Fall 1994 - Spring 1996

Duties: Guard pool patrons, be cordial to pool patrons, attend CPR and guard orientations and workshops.

Supervisor: Aquatic Center Director

Lifeguard – West Meade Country Club, Nashville Tennessee

Dates of employment: Summers of 1990-1991

Steve Heyd

611 Second Avenue

Sisseton, SD 57262

701-739-8146 (c)

awanonative@yahoo.com

Career Summary

Acting interim president and vice president of academic affairs at small community college, ten years head principal, three years activities director, and four years English teacher. Three years coaching. Middle school cognate. Hold ND SP01 and MN K-12 principal licensure. Elected secretary/treasurer for two MN principal organizations. Seven years ESL teaching in Japanese public schools, which included an ongoing student homestay relationship with Grand Forks Schools, a sister city program, the creation of the Sertoma Japanese Garden, and a partnership between the University of North Dakota & Utsunomiya University.

Education

Ph.D. Educational Leadership, Dec. 2010. University of North Dakota, Grand Forks.

M. Ed. Educational Leadership, May 2001, University of North Dakota, Grand Forks.

B.S. English, May 1996, Cum Laude, University of North Dakota, Grand Forks.

(Includes Japanese language endorsement and science equivalency.)

B.A. English, Dec. 1987, Cum Laude, University of North Dakota, Grand Forks.

Experience

2010-11 Sisseton Wahpeton College - Sisseton, SD 57262.

Interim President & Vice President of Academic Affairs - 300 students

Oversee six areas at this two-year college, including registrar's office, student services, library, vocational department, faculty, and classified staff. Set academic calendar, class scheduling, staff contracts, student orientation, and staff assignments.

2004-10 East Grand Forks Public Schools - East Grand Forks, MN 56721.

EGF Senior High (2004-09) New Heights Elementary (2009-2010)

Principal - 570 students Principal - 450 students (2001-02)

Budgets: \$1.5 million Budgets: \$1.5 million

Supervised 50 teachers and staff, Supervise 60 teachers and staff, discipline students, design staff discipline students, direct early childhood development. construct master programming, maintain Title I, II, and IV schedule, plan graduation, oversee programs including nonpublic monitoring, graduation, Attend IEP/504 meetings, implemented Handwriting Without Tears, Oversee Native American Committee, implemented intensive RTI program, Write annual state curriculum report, conducted 28 workshops dealing with Maintain district crisis plan, began reading improvement (LLI/Benchmark ninth grade transition program, Assessment), NWEA, DIBLs, STAR, track NWEA scores and students Professional Learning Communities. needing to pass state exams. Expanded SMART Board technology.

2001-04 Devils Lake Public Schools - Devils Lake, ND, 58301.

Devils Lake High School Lake Area Vocational Technical Center

Principal - 650 students Director - 450 students (2001-02)

Budgets: \$1.5 million Budgets: \$1 million

Supervise nearly 70 teachers and staff, Completed state reports, Carl Perkins docu-
discipline students, design staff mentation, and completed state on-site
development. Construct master evaluation. Worked with advisory
schedule, plan graduation, oversee committees, local universities, and business
summer school, chair district science community. Conducted staff evaluations,
committee, and chair NCA process. staff meetings, and class orientations.

1998-01 Red River High School - Grand Forks, ND, 58201.

Activities Director / English Instructor / Wrestling Coach

Scheduled, planned, and directed nearly 100 student activities. Taught junior English and
creative writing. Directed academic recognition Renaissance Program. Hired and
supervised about 40 extracurricular staff. Advised the junior and senior classes and also
served as Student Council advisor. Assistant wrestling coach. Awano (Japan) Homestay
Director. Grand Forks Sister City Task Force Liaison. Chamber of Commerce Youth
Leadership Committee. Managed budgets worth about \$50,000.

1997-98 Minot High School - Magic City Campus, Minot, ND, 58701.

English literature teacher / homepage editor

Taught junior composition, junior American literature, and Fundamentals of American
literature. Advised schools on homepage design. Directed theatre and volunteered with
wrestling.

1996-97 Awano Town Board of Education, Tochigi Prefecture, Japan.

1990-95 English Language Teacher International Projects Coordinator

Directed public elementary school Initiated, developed, and coordinated English as a Foreign Language cultural projects with U.S. schools and Program. Taught 46 sections city agencies. Designated interpreter. from grades 1-6, and 12 sections Regularly translated official documents grades 7-9. Designed curriculum, into English and Japanese. Conducted materials, and lesson plans. speeches/seminars for civic groups.

1985-89 Agricultural & Political Journalist/Editor - North Dakota

Williston Daily Herald, Bowman County Pioneer, Grand Forks Herald