

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (4)
DATE: April 3-4, 2024

SUBJECT

New Site Request – USD – MA in Special Education (Online)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination
[BOR Policy 2.3.8](#) – Distance Education

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests approval to offer the MA in Special Education online. For many of the students in South Dakota and throughout the region, they are unable to attend at the Vermillion main campus due several factors, including financial limitations, housing needs, and family support, and most significantly the travel distance that poses barriers for students attempting to take courses in the evenings. By adding an online site for this program, we would be better able to recruit students into our Teacher Education program and meet the extremely high need for special education teachers in South Dakota, especially in communities throughout the state that are not able to attend a BOR institution in person.

IMPACT AND RECOMMENDATION

USD requests no new resources. There will be no new costs to offering the program online, as all courses in the program are currently offered online.

Board office staff recommends approval to offer the program online.

ATTACHMENTS

Attachment I – New Site Request: USD – MA in Special Education

DRAFT MOTION 20240403_5-C(4):

I move to approve USD’s new site proposal to offer the MA in Special Education online, as presented.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Site Request

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Special Education MA (UMA.SPE) - Advanced Specialist in Disabilities Specialization (UMA.SPE-ASD) - Multicategorical K-12 SPED Specialization (UMA.SPE-MKS)
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Online: U15 Online Asynchronous, U18 Online Synchronous
INTENDED DATE OF IMPLEMENTATION:	May 13, 2024
CIP CODE:	13.1001
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UCIN
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

x	<p><u>Please check this box to confirm that</u> (place an “X” in the left box):</p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2:11, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
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University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. What is the need for offering the program at the new physical site or through distance delivery?

There are several reasons why an online site for the Special Education MA (Specializations: Advanced Specialist in Disabilities, Multicategorical K12 SPED) program is needed. The state of South Dakota is experiencing a teacher shortage and there is a projected increase in the number of teachers in the state over the next five years. EMSI data also corroborates this, indicating that the demand for teachers in South Dakota is 13% higher than the national average. The National Center for Education Statistics reported that nearly 45% of schools nationwide have open teaching positions in special education. According to a recent Argus Leader article, peak job openings have increased in South Dakota by 200 over the last five

years to over 500 openings, while *Our Dakota Dreams* projects over 800 openings. During the 2022-23 school year, approximately 175 teaching jobs went unfilled in the state. In the last year, both the USD Division of Teacher Residency & Education and the Center for Student Professional Services office have been inundated with requests from school principals and superintendents seeking our graduates to meet current mid-year vacancies and anticipated openings for the next school year. One of the most common requests is if we have any graduates in our special education programs. Our Special Education MA program provides a pathway for individuals to become certified special education teachers, but currently is only offered on campus in Vermillion. However, for many of the students in South Dakota and throughout the region, they are unable to attend at the Vermillion main campus due several factors, including financial limitations, housing needs, and family support, and most significantly the travel distance that poses barriers for students attempting to take courses in the evenings. By adding an online site for this program, we would be better able to recruit students into our Teacher Education program and meet the extremely high need for special education teachers in South Dakota, especially in communities throughout the state that are not able to attend a BOR institution in person.

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.

Black Hills State University offers a Masters of Arts in Teaching in Special Education, but the program is not offered fully online.

Northern State University offers a Masters of Science in Education in Special Education online.

Given the extremely high demand for teachers in South Dakota and throughout the region, we do not anticipate any impact on these programs as all of our courses in this program are already offered online. Moving the Special Education MA program online will only increase the capacity of the BOR institutions to meet the high demand for new teachers in the state, especially for those in rural areas.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY25	FY26	FY27	FY28
Students new to the university	10	15	15	20
Students from other university programs	0	0	0	0
=Total students in the program at the site	10	25	30	35
Program credit hours (major courses)**	150	375	570	705
Graduates	-	-	10	15

*Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

The enrollment numbers for the table above were based on the number of students that have contacted the Division of Teacher Residency and Education or the USD Graduate School indicating a strong interest in the Special Education MA program but were unable to enroll due to the need to come to campus for courses at the end of the degree program during student teaching. Given the high demand for teachers in the state and region along with increased recruiting

efforts highlighting the new online site, we believe it is possible to grow this program.

Students are required to complete a minimum of 30 credit hours in the Special Education MA program. Students seeking initial teacher certification complete up to 42 credit hours to meet certification requirements in the State of South Dakota. As the number of specific credits required varies by students, for the purposes of this request it is assumed that students will complete the MA in 42 credit hours over a two-year period. Therefore, when calculating the program credit hours in the table above, the following methodology was used:

- Students complete 15 credits in year 1, 15 credits in year 2, and 12 in year 3.
- (Number of students in year 1 * 15 credits) + (Number of students in year 2 * 15 credits) + (Number of students in year 3 * 12 credits) = Program credit hours

4. What is the perceived impact of this request on existing programs in the Regental system?

As all of our SPED MA courses are offered in an online modality already, we do not anticipate any impact on existing programs in the Regental system.

5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.

Special Education MA - Advanced Specialist in Disabilities Specialization - Multicategorical SPED K-12 Specialization	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements	NA				
<i>Subtotal, Degree Requirements</i>	NA				
Required Support Courses	3-9	9	0	9	0
Major Requirements	17-36	36	0	36	0
Major Electives or Minor	0	0	0	0	0
<i>Subtotal, Requirements of the Proposed Major</i>	24-42	42	0	42	0
Free Electives	0-6	6	0	6	0
<i>Total, Degree with Proposed Major</i>	30-42	42	0	42	0

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

Advanced Specialist in Disabilities Specialization 32 Credit Hours

Major Area Coursework

SPED 702 Diagnostic Teaching 3 Credits

SPED 709 Special Education Collaboration or Consultation in the Schools 3 Credits

Select one of the following: SPED 794 Internship or SPED 795 Practicum 3 Credits

EDAD 720 Special Education Law 3 Credits

SPED 519 Medical Issues in Special Education 2 Credits

Specialized Coursework

SPED 711 Educating Students with Cognitive Disabilities 3 Credits

SPED 737 Educating Students with Autism Spectrum Disorders 3 Credits

SPED 741 Educating Students with Emotional/Behavioral Disorders 3 Credits

Supporting Area Coursework

EDER 761 Graduate Research & Design 3 Credits

Electives approved by advisor (Plan A students can take 4 hours of Thesis credits) 6 Credits

Multicategorical SPED K12 Specialization 30-42 Credit Hours

Major Area Coursework

SPED 517 Vocational-Transitional Programming 2 Credits

SPED 703 Education of Persons w/Exceptional Needs 3 Credits

SPED 715 Behavior Management 3 Credits

SPED 731 Educating Students with Learning Disabilities 3 Credits

SPED 780 Assessment of Persons with Disabilities 3 Credits

Select one disability curriculum and instruction course

SPED 711 Educating Students with Cognitive Disabilities 3 Credits

SPED 737 Educating Students with Autism Spectrum Disorders 3 Credits

SPED 741 Educating Students with Emotional/Behavioral Disorders 3 Credits

Courses for Initial Certification 0-19 Credits

SPED 688 Student Teaching 6 Credits

SPED 795 Practicum in Special Education 1 Credit

EDFN 575 Human Relations 3 Credits

EPSY 735 Child/Adolescent Learning & Development 3 Credits

INED 511 South Dakota Indian Studies 3 Credits

TET 715 Sociological and Philosophical Foundations of Education 3 Credits

Supporting Area Coursework 6-13 Credits

EDER 761 Graduate Research & Design 3 Credits

ELED 757 Assessment, Diagnosis, & Interventions for Effective Reading Instruction 3 Credits

SPED 795 Practicum in Special Education 1 Credit (Not needed if completing initial certification route)

Electives 6 Credits (Not needed if completing initial certification route)

6. How will the university provide student services comparable to those available for students on the main campus?

As all courses are already offered online, there is no need to provide additional services to students as those services are already offered.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

This program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). As the program is already offered online, there are no anticipated accreditation issues or new costs anticipated because of the new site.

8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

No exceptions to Board policy are requested.

9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Complete Appendix B – Budget using the system form.

No additional costs or resources will be required as all coursework is currently offered online.