

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (6)
DATE: March 29-30, 2023

SUBJECT

New Graduate Certificate Request – USD – SPED Alternative Teaching

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a SPED Alternative Teaching graduate certificate. The proposed certificate is specifically designed to meet the South Dakota Department of Education’s requirements for the Alternative Teacher Certification in Special Education. The certificate is geared toward teachers looking to become certified Special Education teachers.

USD requests an exception to the 12 credit hour limit for certificates, in order to meet the licensure requirements for the Alternative Teacher Certification, which requires 15 credit hours.

IMPACT AND RECOMMENDATION

USD plans to offer the certificate in SPED Alternative Teaching on campus and online. USD does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: USD – SPED Alternative Teaching

DRAFT MOTION 20230329_5-C(6):

I move to authorize USD to offer a SPED Alternative Teaching graduate certificate, as presented.



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

New Certificate

UNIVERSITY:	University of South Dakota
TITLE OF PROPOSED CERTIFICATE:	SPED Alternative Teaching Graduate Certificate
INTENDED DATE OF IMPLEMENTATION:	SU 2023
PROPOSED 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 2.7, which pertains to new certificate 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.

<i>Elizabeth M. Freeburg</i>	11/17/2022
Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	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. Is this a graduate-level certificate or undergraduate-level certificate? (place an “X” before the graduate type)

Undergraduate Certificate	X	Graduate Certificate
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2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate.

The purpose of this graduate certificate is to meet the State of South Dakota coursework requirements for Alternative Teacher Certification in Special Education.

3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	SDCL § 13-59	BOR Policy 1:10:4
DSU:	SDCL § 13-59	BOR Policy 1:10:5
NSU:	SDCL § 13-59	BOR Policy 1:10:6
SDSMT:	SDCL § 13-60	BOR Policy 1:10:3
SDSU:	SDCL § 13-58	BOR Policy 1:10:2
USD:	SDCL § 13-57	BOR Policy 1:10:1

[Board of Regents Strategic Plan 2014-2020](#)

USD currently has both an undergraduate and two graduate majors in Special Education.

4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

Currently in the State of South Dakota, there is a high need for Special Education teachers. As of September 1, 2022, the Associated School Boards of South Dakota website had 17 Special Education Teacher FTE positions posted as immediate openings for the 2022-23 school year that began in August¹. This number is up from what was reported by the organization on August 1, 2022². According to the South Dakota Department of Education, the Federal government has identified Special Education is one of many teaching disciplines experiencing a teacher shortage³. Further exacerbating the teacher shortage is that the need for special education teachers is projected to grow nationally by 8% through at least 2030⁴. Through this graduate certificate program, the University of South Dakota will be able to better serve the state by preparing more Special Education teachers and do so in an expedited fashion through the State of South Dakota's Alternative Teacher Certification program. In addition, students enrolled in the SPED Alternative Teaching Graduate Certificate program will benefit from having a faculty advisor that will be able to assist with course registration and other questions they may have. This graduate certificate program will also allow students to qualify for the reduced tuition rate available to teachers in the State of South Dakota⁵.

5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

This graduate certificate program is intended for current teacher interested in becoming a Special Education teacher in the State of South Dakota.

¹ <https://teacher.asbsd.org>

² <https://asbsd.org/index.php/plenty-of-concern/>

³ <https://doe.sd.gov/oatq/shortageareas.aspx>

⁴ <https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>

⁵ SDCL § 13-55-23 through § 13-55-28

6. Certificate Design

- A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?**

This certificate is designed to be a stand-alone option for students who currently hold a valid teaching credential in the state of South Dakota. Students can complete this certificate program and become certified to teach K-12 Special Education in South Dakota.

- B. Is the certificate a value-added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.**

This certificate is designed to add value to the student's knowledge to ensure they are not only highly qualified in teaching in the general education classroom, but so that they will also be highly qualified to teach individuals with special needs.

- C. Is the certificate a stackable credential with credits that apply to a higher-level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.**

Although this graduate certificate program can be a stand-alone option for students, it is stackable with the Master's of Arts in Special Education, Advanced Specialist in Disability Specialization. Students can apply 12 credits from the graduate certificate program to the SPED MA program.

- 7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form).**

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
SPED	795	Practicum in Special Education	Instructor Permission	6	No
SPED	711	Educating Students with Cognitive Disabilities	None	3	No
SPED	780	Assessment of Persons with Disabilities	None	3	No
EDAD	720	Special Education Law for School Administrators	None	3	No
Subtotal				15	

This certificate requires more than the allowed 12 credit hours due to licensure requirements for the Alternative Certification program in South Dakota, which requires 15 credit hours in the courses listed above.

8. Student Outcome and Demonstration of Individual Achievement.

Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

Students will be expected to demonstrate mastery of the following competencies:

- Understand the legal and ethical procedures related to the assessment, eligibility, and identification of individuals with exceptional learning needs, including Federal and State laws governing programs for individuals with disabilities.
- Critically examine school-based policies and procedures to determine if they protect the welfare and safety of students and staff in the school.
- Communicate and collaborate effectively with other school and agency personnel, and families of individuals with exceptional learning needs.
- Administer, interpret, and analyze assessments to inform instructional recommendations to meet the needs of individuals with exceptional learning needs.
- Design and modify instruction that reflects an ability to implement appropriate curriculum content in special education.
- Use a variety of instructional strategies to assist individuals with cognitive disabilities to acquire and generalize skills in academic, functional, and social skills areas.
- Develop and provide leadership in the implementation of IESs/IFSPs/ITPs that demonstrate skills in assessment, classroom management, technology use, and accommodations for diversity.

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row. *Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

Individual Student Outcome	Program Courses that Address the Outcomes			
	SPED 711*	SPED 780*	SPED 795*	EDAD 720*
Understand the legal and ethical procedures related to the assessment, eligibility, and identification of individuals with exceptional learning needs, including Federal and State laws governing programs for individuals with disabilities.		X		X
Critically examine school-based policies and procedures to determine if they protect the welfare and safety of students and staff in the school.				X
Communicate and collaborate effectively with other school and agency personnel, and families of individuals with exceptional learning needs.	X	X	X	
Administer, interpret, and analyze assessments to inform instructional recommendations to		X	X	X

Individual Student Outcome	Program Courses that Address the Outcomes			
	SPED 711*	SPED 780*	SPED 795*	EDAD 720*
meet the needs of individuals with exceptional learning needs.				
Design and modify instruction that reflects an ability to implement appropriate curriculum content in special education.	X	X	X	
Use a variety of instructional strategies to assist individuals with cognitive disabilities to acquire and generalize skills in academic, functional, and social skills areas.	X		X	
Develop and provide leadership in the implementation of IESs/IFSPs/ITPs that demonstrate skills in assessment, classroom management, technology use, and accommodations for diversity.		X	X	

9. Delivery Location.

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date
On campus	No	

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 Internet Asynchronous – Term Based Instruction	Summer 2023
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? This question responds to HLC definitions for distance delivery.

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		