



**SOUTH DAKOTA BOARD OF REGENTS**  
**ACADEMIC AFFAIRS FORMS**  
**Substantive Program Modification Form**

|                               |  |
|-------------------------------|--|
| <b>UNIVERSITY:</b>            | <b>University of South Dakota</b>  |
| <b>CURRENT PROGRAM TITLE:</b> | <b>Special Education, M.A.</b><br><b>-Advanced Specialist in Disabilities</b><br><b>-Early Childhood Special Education</b><br><b>-Multicategorical SPED K-12</b> |
| <b>CIP CODE:</b>              | <b>13.1001</b>   |
| <b>UNIVERSITY DEPARTMENT:</b> | <b>Curriculum and Instruction</b>  |
| <b>UNIVERSITY DIVISION:</b>   | <b>School of Education</b>   |

**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.*

Elizabeth M. Freeburg 11/21/19  
 Vice President of Academic Affairs or Date  
 President of the University

**1. This modification addresses a change in:**

- |   |   |
|---|---|
| <input type="checkbox"/> Total credits required within the discipline | <input type="checkbox"/> Total credits of supportive course work  |
| <input type="checkbox"/> Total credits of elective course work        | <input checked="" type="checkbox"/> <b>Total credits required for program</b>   |
| <input type="checkbox"/> Program name                                 | <input type="checkbox"/> Existing specialization  |
| <input type="checkbox"/> CIP Code                                     | <input checked="" type="checkbox"/> <b>Other (explain below) Addition of a fast-track program to the Advanced Specialist in Disabilities specialization</b> |

**2. Effective date of change (enter catalog year):** 2020-2021

**3. Program Degree Level:**

Associate  Bachelor's  Master's  Doctoral

**4. Category:**

Certificate  Specialization  Minor  Major

**5. If a name change is proposed, the change will occur:**

- On the effective date for all students
- On the effective date for students new to the program (enrolled students will graduate from existing program)

**Proposed new name:** \_\_\_\_\_

*Reminder: Name changes may require updating related articulation agreements, site approvals, etc.*

**6. Primary Aspects of the Modification (add lines or adjust cell size as needed):**

Existing Curriculum

Proposed Curriculum (highlight changes)

**Special Education- Advanced Specialist in Disabilities (ASD) specialization, M.A., Plan B**

| Pref.   | Num. | Title  | Cr. Hrs.     | Pref.   | Num. | Title   | Cr. Hrs.  |
|---|------|--|--------------|---|------|---|-----------|
| <b>Masters of Arts Degree (Plan B – Non-Thesis)</b>   |      |  |              | <b>Masters of Arts Degree (Plan B – Non-Thesis)</b>   |      |   |           |
|   |      |  | 32-33        |   |      |   | 30        |
| <b>Major Area Coursework</b>  |      |  |              | <b>Major Area Coursework</b>  |      |   |           |
| <b>ASD specialization core required work:</b>   |      |  |              | <b>ASD specialization core required work:</b>   |      |   |           |
| SPED  | 702  | Diagnostic Teaching  | 3            | SPED  | 702  | Diagnostic Teaching   | 3         |
| SPED  | 709  | Special Education Collaboration or Consultation in the Schools | 3            | SPED  | 709  | Special Education Collaboration or Consultation in the Schools  | 3         |
| SPED  | 794  | Internship   | 3            | SPED  | 794  | Internship  | 3         |
| <b>Select one of the following 2-3 credit courses</b>   |      |  |              | <b>Select one of the following 2-3 credit courses</b>   |      |   |           |
| SPED  | 517  | Vocational-Transitional Programming                            | 2-3          | SPED  | 517  | Vocational-Transitional Programming   | 3         |
| SPED  | 519  | Medical Issues in Special Education                            | 2            | SPED  | 519  | Medical Issues in Special Education   | 2         |
| SPED  | 736  | Assessment of Autism Spectrum Disorder                         | 3            | SPED  | 736  | Assessment of Autism Spectrum Disorder  | 3         |
| <b>Specialized Coursework (13 credit hours):</b>  |      |  |              | <b>Specialized Coursework (13 credit hours):</b>  |      |   |           |
| SPED  | 720  | Learning Strategies  | 3            | SPED  | 720  | Learning Strategies   | 3         |
| <b>Select two survey courses (4 credits required):</b>  |      |  |              | <b>Select two survey courses (4 credits required):</b>  |      |   |           |
| SPED  | 710  | Survey Cognitive Disabilities                                  | 3            | SPED  | 710  | Survey Cognitive Disabilities   | 3         |
| SPED  | 730  | Survey Learning Disabilities                                   |              | SPED  | 730  | Survey Learning Disabilities  |           |
| SPED  | 735  | Survey Autism Spectrum Disorders                               | 2            | SPED  | 735  | Survey Autism Spectrum Disorders  | 2         |
| SPED  | 740  | Survey Behavior Disorders                                      | 2            | SPED  | 740  | Survey Behavior Disorders   | 2         |
| <b>*Select two methods courses (6 credits hours required):</b>  |      |  |              | <b>*Select two methods courses (6 credits hours required):</b>  |      |   |           |
| SPED  | 708  | Low Incidence Disabilities                                     | 2            | SPED  | 708  | Low Incidence Disabilities  | 2         |
| SPED  | 711  | Educating Students with Cognitive Disabilities                 | 3            | SPED  | 711  | Educating Students with Cognitive Disabilities  | 3         |
| SPED  | 737  | Educating Students with Autism Spectrum Disorders              | 3            | SPED  | 737  | Educating Students with Autism Spectrum Disorders   | 3         |
| SPED  | 741  | Educating Students with Emotional/Behavioral Disorders         | 3            | SPED  | 741  | Educating Students with Emotional/Behavioral Disorders  | 3         |
| SPED  | 731  | Educating Students with Learning Disabilities                  | 3            | SPED  | 731  | Educating Students with Learning Disabilities   | 3         |
| <b>Elective Special Education course if needed to equal 24 credits in Special Education</b>   |      |  |              | <b>Elective Special Education course if needed to equal 24 credits in Special Education</b>   |      |   |           |
| <b>Note: *Students are expected to take at least one survey course and one methods course in the same area.</b>   |      |  |              | <b>Note: *Students are expected to take at least one survey course and one methods course in the same area.</b>   |      |   |           |
| <b>Supporting Area Coursework</b>   |      |  |              | <b>Supporting Area Coursework</b>   |      |   |           |
| EDAD  | 720  | Special Education Law for School Administrators                | 3            | EDAD  | 720  | Special Education Law for School Administrators   | 3         |
| EDER  | 761  | Graduate Research & Design                                     | 3            | EDER  | 761  | Graduate Research & Design  | 3         |
| Additional Supporting Course work   |      |  | 2            | Additional Supporting Course work   |      |   |           |
|   |      |  |              | SPED  | 688  | Student Teaching Or electives approved by advisor (Plan A students can take 4 hours of Thesis credits here) | 4         |
| <b>Subtotal</b>   |      |  | <b>32-33</b> | <b>Subtotal</b>   |      |   | <b>30</b> |
| <b>Accelerated Master's Program: BA or BS/MA</b>  |      |  |              | <b>Accelerated Master's Program: BA or BS/MA</b>  |      |   |           |
| Up to 12 credits applied toward the B.S. program may be used to satisfy graduate credit. The following restrictions apply:                                  |      |  |              | Up to 12 credits applied toward the B.S. program may be used to satisfy graduate credit. The following restrictions apply:                                  |      |   |           |
| a. Dual-listed courses taken at the 500-level can be applied to both the B.A. or B.S. and M.A. degrees. Dual-listed courses must be taken at the 500-level. |      |  |              | a. Dual-listed courses taken at the 500-level can be applied to both the B.A. or B.S. and M.A. degrees. Dual-listed courses must be taken at the 500-level. |      |   |           |

|  |   |
|--|---|
|  | <p>b. The student must apply to, and be admitted to, the accelerated program prior to taking courses to be credited toward the accelerated program.</p> <p>c. No courses taken prior to admission to the accelerated program may be counted toward an accelerated graduate degree.</p> <p>d. Courses that are "double counted" must be approved by the program coordinator for inclusion in the program of study prior to registration for the course or the credits will not be applied toward the accelerated graduate degree.</p> <p>e. Only courses taken at the student's home institution are eligible for accelerated program credit. No transferred courses from other institutions will be allowed to count toward the accelerated master's degree.</p> <p>f. Students admitted to the accelerated M.A. Program may be allowed to register for all courses included in his/her program of study and these credit hours may apply to both undergraduate and graduate degree requirements.</p> |
| <b>Total number of hours required for degree</b> | <b>32</b>   |
| <b>Total number of hours required for degree</b> | <b>30</b>   |

*Existing Curriculum*  
**Special Education- Early Childhood Special Education specialization, M.A.**

*Proposed Curriculum (highlight changes)*

| Pref.   | Num. | Title  | Cr. Hrs. | Pref.   | Num. | Title  | Cr. Hrs. |
|---|------|--|----------|---|------|--|----------|
| <b>Masters of Arts Degree</b>                         |      |  |          | <b>Masters of Arts Degree</b>                         |      |  |          |
| 33  |      |  |          | 33  |      |  |          |
| <b>Major Area Coursework</b>                          |      |  |          | <b>Major Area Coursework</b>                          |      |  |          |
| <b>ECSE specialization core required course work:</b> |      |  |          | <b>ECSE specialization core required course work:</b> |      |  |          |
| SPED  | 705  | Adv. Family/Professional Collaboration                                 | 2        | SPED  | 705  | Adv. Family/Professional Collaboration                                 | 2        |
| SPED  | 710  | Survey Cognitive Disabilities  | 2        | SPED  | 710  | Survey Cognitive Disabilities  | 2        |
| SPED  | 715  | Behavior Management  | 3        | SPED  | 715  | Behavior Management  | 3        |
| <b>Select one of the following 2 courses</b>          |      |  |          | <b>Select one of the following 2 courses</b>          |      |  |          |
| SPED  | 780  | Assessment of Persons with Disabilities                                | 3        | SPED  | 780  | Assessment of Persons with Disabilities                                | 3        |
| SPSY  | 893  | Workshop in Preschool Assessment                                       | 3        | SPSY  | 893  | Workshop in Preschool Assessment                                       | 3        |
| <b>Specialized Coursework (14 credit hours):</b>      |      |  |          | <b>Specialized Coursework (14 credit hours):</b>      |      |  |          |
| SPED  | 519  | Medical Issues in Special Education                                    | 2        | SPED  | 519  | Medical Issues in Special Education                                    | 2        |
| SPED  | 770  | Survey: Early Childhood Special Ed.                                    | 3        | SPED  | 770  | Survey: Early Childhood Special Ed.                                    | 3        |
| SPED  | 771  | Strategies, Planning & Assessment in Early Childhood Special Education | 3        | SPED  | 771  | Strategies, Planning & Assessment in Early Childhood Special Education | 3        |
| SPED  | 772  | Atypical Development   | 3        | SPED  | 772  | Atypical Development   | 3        |
| SPED  | 794  | Internship   | 3        | SPED  | 794  | Internship   | 3        |
| <b>Supporting Area Coursework</b>                     |      |  |          | <b>Supporting Area Coursework</b>                     |      |  |          |
| EDER  | 761  | Graduate Research & Design   | 3        | EDER  | 761  | Graduate Research & Design   | 3        |
| Approved Elective                                     |      |  | 3        | Approved Elective                                     |      |  | 3        |
| Select 1 course from the following:                   |      |  |          | Select 1 course from the following:                   |      |  |          |
| ELED  | 592  | Special Topics in Early Language and Literacy                          | 3        | ELED  | 592  | Special Topics in Early Language and Literacy                          | 3        |
| ELED  | 713  | Adv. Curriculum & Practices in Early Childhood Education               |          | ELED  | 713  | Adv. Curriculum & Practices in Early Childhood Education               |          |
| <b>Total number of hours required for degree</b>      |      |  |          | <b>Total number of hours required for degree</b>      |      |  |          |
| <b>33</b>   |      |  |          | <b>33</b>   |      |  |          |

## Existing Curriculum

## Proposed Curriculum (Highlight Changes)

**Special Education, M.A., Multicategorical Specialization: 1) + Endorsement in Special Education & Initial Teacher Certification 2)+Initial SPED Endorsement 3) Without SPED Endorsement**

| Pre   | Num | Title   | Cr Hrs       | Pre   | Num | Title   | Cr Hrs       |
|---|-----|---|--------------|---|-----|---|--------------|
| <b>Core coursework</b>  |     |   |              | <b>Core coursework</b>  |     |   |              |
| <b>Option 1 Multicategorical Specialization + Endorsement in Special Education &amp; Initial Teacher Certification:</b> |     |   |              | <b>Option 1 Multicategorical Specialization + Endorsement in Special Education &amp; Initial Teacher Certification:</b> |     |   |              |
| SPED  | 688 | Student Teaching* (i.e., initial teacher licensure with endorsement in multicategorical SPED) | 0-5          | SPED  | 688 | Student Teaching* (i.e., initial teacher licensure with endorsement in multicategorical SPED) | 0-5          |
| SPED  | 795 | Practicum <b>(1 required)</b>   | 1-6          | SPED  | 795 | Practicum <b>(1 required)</b>   | 1-6          |
| <b>Option 2 Multicategorical Specialization +Initial SPED Endorsement:</b>  |     |   |              | <b>Option 2 Multicategorical Specialization +Initial SPED Endorsement:</b>  |     |   |              |
| SPED  | 688 | Student Teaching (i.e., endorsement track)  | 5            | SPED  | 688 | Student Teaching (i.e., endorsement track)  | 5            |
| SPED  | 795 | Practicum <b>(1 required)</b>   | 1-6          | SPED  | 795 | Practicum <b>(1 required)</b>   | 1-6          |
| <b>Option 3 Multicategorical Specialization without SPED Endorsement:</b>   |     |   |              | <b>Option 3 Multicategorical Specialization without SPED Endorsement:</b>   |     |   |              |
| SPED  | 794 | Internship (MA) (i.e., non-endorsement track)   | 3            | SPED  | 794 | Internship (MA) (i.e., non-endorsement track)   | 3            |
| SPED  | 795 | Practicum <b>(0 required)</b>   | 0-6          | SPED  | 795 | Practicum <b>(0 required)</b>   | 0-6          |
|   |     |   |              | <b>Field Experience Subtotal:</b>   |     |   |              |
| SPED  | 517 | Vocational-Transitional Programming   | 2            | SPED  | 517 | Vocational-Transitional Programming   | 2            |
| SPED  | 703 | Education of Persons w/ Exceptional Needs   | 3            | SPED  | 703 | Education of Persons w/ Exceptional Needs   | 3            |
| SPED  | 705 | Adv. Family/Professional Collaboration  | 2            | SPED  | 705 | Adv. Family/Professional Collaboration  | 2            |
| SPED  | 715 | Behavior Management   | 3            | SPED  | 715 | Behavior Management   | 3            |
| SPED  | 708 | Low Incidence Disabilities  | 2            | SPED  | 708 | Low Incidence Disabilities  | 2            |
| SPED  | 731 | Educating Students w/ Learning Disabilities   | 3            | SPED  | 731 | Educating Students w/ Learning Disabilities   | 3            |
| SPED  | 780 | Assessment of Persons with Disabilities   | 3            | SPED  | 780 | Assessment of Persons w/ Disabilities   | 3            |
| <b>Choose 2 of the following courses</b>  |     |   |              | <b>Choose 2 of the following courses</b>  |     |   |              |
| SPED  | 710 | Survey: Cognitive Disabilities (2 credits)  | 4            | SPED  | 710 | Survey: Cognitive Disabilities (2 credits)  | 4            |
| SPED  | 730 | Survey: Learning Disabilities (2 credits)   |              | SPED  | 730 | Survey: Learning Disabilities (2 credits)   |              |
| SPED  | 735 | Autism Spectrum Disorders (2 credits)   |              | SPED  | 735 | Autism Spectrum Disorders (2 credits)   |              |
| SPED  | 740 | Survey: Behavior Disorders (2 credits)  |              | SPED  | 740 | Survey: Behavior Disorders (2 credits)  |              |
|   |     |   |              | <b>Cognate Area Total Core Credits</b>  |     |   |              |
|   |     |   |              | <b>22</b>   |     |   |              |
| <b>Supporting Area Coursework</b>   |     |   |              | <b>Supporting Area Coursework</b>   |     |   |              |
| EDER  | 761 | Graduate Research & Design  | 3            | EDER  | 761 | Graduate Research & Design  | 3            |
| ELED  | 757 | Assess., Diagnosis, and Interventions for Effective Reading Instruction                       | 3            | ELED  | 757 | Assess., Diagnosis, & Interventions for Effective Reading Instruction                         | 3            |
| Elective  |     |   | 2 - 3        | Elective  |     |   | 2 - 3        |
| <b>Support Courses Subtotal:</b>  |     |   | <b>8-9</b>   | <b>Support Courses Subtotal:</b>  |     |   | <b>8-9</b>   |
| <b>Total Credits For Multicategorical Master's (option #2 and #3)</b>   |     |   | <b>33-37</b> | <b>Total Credits For Multicategorical Master's (option #2 and #3)</b>   |     |   | <b>33-37</b> |
| <b>Courses for initial certification (if needed for option 1*)</b>  |     |   |              | <b>Courses for initial certification (if needed for option 1*)</b>  |     |   |              |
| EDFN  | 575 | Human Relations   | 3            | EDFN  | 575 | Human Relations   | 3            |
| EPSY  | 735 | Child/Adolescent Learning & Development   | 3            | EPSY  | 735 | Child/Adolescent Learning & Development   | 3            |
| INED  | 511 | South Dakota Indian Studies   | 3            | INED  | 511 | South Dakota Indian Studies   | 3            |

|  |     |   |             |  |     |   |             |
|--|-----|---|-------------|--|-----|---|-------------|
| TET  | 715 | Sociological and Philosophical Foundations of Education | 3           | TET  | 715 | Sociological and Philosophical Foundations of Education | 3           |
| EPSY   | 741 | Advanced Psychology                                     | 3           | EPSY   | 741 | Advanced Psychology                                     | 3           |
| <b>Total credits for supporting teacher education coursework</b> |     |   | <b>0-15</b> | <b>Total credits for supporting teacher education coursework</b> |     |   | <b>0-15</b> |

## 7. Explanation of the Change:

The addition of an accelerated option will allow advanced students who have been admitted to the Master's program to begin the M.A. in Special Education – Advanced Specialist option during their final year of undergraduate study. Undergraduate students who qualify for and are admitted to the accelerated program may register for graduate level classes (500, 600, and 700) and these credit hours may apply to both undergraduate and graduate degree requirements.




**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS  
Accelerated Graduate Program Request**

|   |   |
|---|---|
| <b>UNIVERSITY:</b>  | <b>USD</b>  |
| <b>NAME AND DEGREE (e.g., BA, BS) OF UNDERGRADUATE PROGRAM:</b> | <b>B.S.Ed. Elementary Education &amp; Special Education<br/>B.S.Ed. Secondary Education/Special Education</b> |
| <b>NAME AND DEGREE (e.g., MA, MS, PhD) OF GRADUATE PROGRAM:</b> | <b>MA Special Education –<br/>-Advanced Specialist in Disabilities specialization</b>                         |

**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

3/20/2020  
 \_\_\_\_\_  
 Date

An accelerated graduate program for the purposes of this guideline is a graduate program at a Regental institution that allows a student to count courses for undergraduate and graduate credit simultaneously. Board Policy 2:8 – Level and Numbering of and Enrollment in Courses governs the transfer of courses between the undergraduate and graduate program.

Board of Regents Policy 2:5 – Transfer of Credit requires the Board of Regents to approve accelerated programs involving the transfer of thirteen (13) or more credits up to a total of twenty-five (25) total transfer credit hours at the accepting institution. In other words, an institution may create an accelerated program of one (1) to twelve (12) hours without Board approval. However, an accelerated program requires the creation of coding by the Enrollment Services Center (ESC) regardless of whether or not the accelerated program is accepting more than twelve (12) credit hours.

**1. Maximum number of credits allowed to transfer between undergraduate and graduate program: 12**

**2. Is the response to Question 1 more than thirteen (13) credit hours?**

Yes

(requires BOR approval)

No

(does not require BOR approval)

**3. What is the proposed date (day/month/year) the accelerated program would begin?**

Fall 2020

**4. Please provide a brief explanation of the accelerated program, including specific courses eligible for both the undergraduate and graduate program credit.**

The accelerated program will allow students who have worked toward the bachelor's degree in education (*B.S.Ed. Elementary Education & Special Education; B.S. Ed. Secondary Education/Special Education*) to apply a portion of those credits to the M.A. Special Education/Advanced Specialist in Disabilities specialization program. Undergraduate students can enroll in the graduate sections once they have completed the minimum 90 undergraduate credits required by the BOR. Electives will be considered on a case-by-case basis for eligibility as long as the number of credits transferred is no greater than 12.

The following restrictions apply:

- a. Dual-listed courses taken at the 500-level can be applied to both the B.A./B.S. and M.S. degrees. Dual-listed courses must be taken at the 500-level.
- b. The student must apply to, and be admitted to, the accelerated program prior to taking courses to be credited toward the accelerated program.
- c. No courses taken prior to admission to the accelerated program may be counted toward an accelerated graduate degree.
- d. Courses that are "double counted" must be approved by the program coordinator for inclusion in the program of study prior to registration for the course or the credits will not be applied toward the accelerated graduate degree.
- e. Only courses taken at the student's home institution are eligible for accelerated program credit. No transferred courses from other institutions will be allowed to count toward the accelerated master's degree.
- f. Students admitted to the accelerated M.A. Program may be allowed to register for all courses included in his/her program of study and these credit hours may apply to both undergraduate and graduate degree requirements.

Eligible courses are:

Major Area Coursework

- SPED 517 Vocational Transitional Programming
- SPED 519 Medical Issues

Electives

*\*\* Electives can be considered on a case-by-case basis for eligibility as long as the number of credits transferred is no greater than 12.*

- SEED 550 7-12 Reading and Content Literacy
- MLED 560 Middle Level Reading Methods
- ELED 562 Teaching English as a new Language
- ELED/SEED 570 P-12 Reading Methods for English Language Learners
- SPED 516 Assistive Technology
- ELED 564 Linguistics & Language Acquisition for P-12 ELL Teachers
- ELED/SEED 566 P-12 Curriculum, Instruction, & Assessment for ELLs
- ELED/SEED 570 P-12 Literacy Methods for ELLs