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|  | **SOUTH DAKOTA BOARD OF REGENTS**  ACADEMIC AFFAIRS FORMS |
| New Specialization |
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Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

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| **UNIVERSITY:** | DSU |
| **TITLE OF PROPOSED SPECIALIZATION:** | **Educational Technology** |
| **NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:** | **MSEd, Educational Technology** |
| **BANNER PROGRAM CODE:** | **DEDT** |
| **INTENDED DATE OF IMPLEMENTATION:** | **5/6/2024** |
| **PROPOSED CIP CODE:** | **13.0501** |
| **UNIVERSITY DEPARTMENT:** | **Education** |
| **BANNER DEPARTMENT CODE:** | **DEDU** |
| **UNIVERSITY DIVISION:** | **College of Education** |
| **BANNER DIVISION CODE:** | **DED 8E** |

**Please check this box to confirm that:**

* The individual preparing this request has read [AAC Guideline 2.6](https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Documents/2_Guidelines/2_6_Guideline.pdf), which pertains to new specialization 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.

**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.*

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| A picture containing text  Description automatically generated |  | 3/1/2024 |
| Institutional Approval Signature  *President or Chief Academic Officer of the University* |  | Date |

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

1. **Level of the Specialization (*place an “X” in the appropriate box*):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Baccalaureate |  | Master’s |  | Doctoral |  |

1. **What is the nature/purpose of the proposed specialization? Please include a brief (1-2 sentence) description of the academic field in this specialization.**

The computing and technology challenges that teachers face today are much different than they were nearly twenty-five years ago when MSET began. It is time that our program again looks ahead to prepare educators for emerging needs and opportunities. This generation of our degree program prepares teachers to know, teach, and apply neo-global digital skills in cyber security, data privacy (social media), artificial intelligence, cloud computing, and learning analytics (et al.) while remaining anchored to standards-based learning outcomes. Additionally, the introduction of two specializations (18 cr. hrs.), Educational Technology and Computer Science & Cyber Education, creates a stronger disciplinary foundation for educators to offer new opportunities to their students. The specialization Computer Science & Cyber Education will equip South Dakota teachers to teach in the Governor’s Cyber Academy (GCA) by credentialing them in secondary computer science education. These changes aim to foster innovative, competent professionals prepared to lead in the computer-science sector, which is what the South Dakota Board of Regents has encouraged graduate programs at its member institutions to do.

In terms of teaching the courses in these specializations, DSU will not have to add additional faculty. The new courses will be taught by existing faculty members that have expertise in the appropriate areas. To accommodate the increased workload for the faculty members teaching these new graduate courses, it is possible that adjunct faculty members will need to be utilized to teach one or two undergraduate courses.

1. **Provide a justification for the specialization, 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.*

This specialization will be included on a student’s transcript. This specialization highlights students' skills in technology integration which are in high demand by schools. According to the International Society for Technology’s 2023 Research Study, 56% of teachers aren’t confident using technology in the classroom[[1]](#footnote-1). We know that as schools continue to invest in technology, teachers with the skills to use the technology effectively will be in a position to fill jobs and use technology in ways that impact learning and potentially improve student achievement.

Additionally, according to the US Bureau of Labor Statistics “14,800 openings for career and technical education teachers are projected each year, on average, over the decade.”[[2]](#footnote-2) This Educational Technology Specialization will equip teachers with the skills and qualifications to step into these career and technical education positions.

This Educational Technology specialization would give teachers the confidence and skills to use technology in the classroom to enhance learning as well as address the workforce demand for career and technical education teachers.

1. **List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Prefix** | **Number** | **Course Title**  *(add or delete rows as needed)* | **Credit Hours** | **New**  **(yes, no)** |
| **Required Courses** | | | **12** |  |
| CET | 720 | Leadership and Evaluation of Educational Technology | 3 | No |
| CET | 722 | Instructional Design for Interactive Learning | 3 | Yes |
| CET | 726 | Visual Design for Learning | 3 | Yes |
| CET | 785 | Research Methods in Educational Technology | 3 | Yes |
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| **Educational Technology Specialization** | | | **18** |  |
| CET | 756 | Intro to Instructional Programming |  | No |
| CET | 741 | Learning Science in Online Education | 3 | Yes |
| CET  CET | 751  753 | Technology Hardware and Networking Essentials  OR  Network Management in Education Institutions | 3 | No  No |
| Choose 9 credits from the following: | | | 9 |  |
| CET | 532 | Esports Foundations and Systems | 3 | No |
| CET | 723 | Inclusive STEM Instruction | 3 | No |
| CET | 725 | Emerging Technologies in Education | 3 | No |
| CET | 721 | Web Authoring | 1 | No |
| CET | 792 | Topics | 1-3 | No |
| CSC courses listed in the Computer Science and Cyber Education Specialization (CSC 611, CSC 613, CSC 617, CSC 626, CSC 653 or CSC 683) | | | 3-9 | Yes |

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| Total number of hours required for completion of specialization |  | 18 |
| Total number of hours required for completion of major |  | 30 |
| Total number of hours required for completion of degree |  | 30 |

1. **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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire specialization through distance technology (e.g., as an on-line program)?**

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|  | **Yes/No** | ***Intended Start Date*** |
| **On campus** | Yes | **Fall 2024** |

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|  | **Yes/No** | ***If Yes, list location(s)*** | ***Intended Start Date*** |
| **Off campus** | No |  | Choose an item.Choose an item. |

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|  | **Yes/No** | ***If Yes, identify delivery methods***  *Delivery methods are defined in* [*AAC Guideline 5.5*](https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Documents/5_Guidelines/5_5_Guideline.pdf)*.* | ***Intended Start Date*** |
| **Distance Delivery (online/other distance delivery methods)** | Yes | D15 Online Asynchronous; D01 Face to Face | **Fall 2024** |

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

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|  | **Yes/No** | ***If Yes, identify delivery methods*** | ***Intended Start Date*** |
| **Distance Delivery (online/other distance delivery methods)** | No |  | Choose an item. |

1. 2023 ISTE Research Study: Transforming Teacher Education. Retrieved from: https://1818747.fs1.hubspotusercontent-na1.net/hubfs/1818747/2023\_ISTEWhitePaper\_TransformTeacherEd\_web.pdf [↑](#footnote-ref-1)
2. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Career and Technical Education Teachers,  
   at <https://www.bls.gov/ooh/education-training-and-library/career-and-technical-education-teachers.htm> (visited April 17, 2024). [↑](#footnote-ref-2)