SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Graduate Degree Program

UNIVERSITY:	SDSU
PROPOSED GRADUATE PROGRAM:	**Interdisciplinary Studies**
EXISTING OR NEW MAJOR(S):	**Existing**
DEGREE:	**Master of Science (M.S.)**
EXISTING OR NEW DEGREE(S):	**Existing**
INTENDED DATE OF IMPLEMENTATION:	**2019-2020 Academic Year**
PROPOSED CIP CODE:	**24.0101**
SPECIALIZATIONS:[1]	**None**
IS A SPECIALIZATION REQUIRED (Y/N):	**No**
DATE OF INTENT TO PLAN APPROVAL:	**12/5/2018**
UNIVERSITY DEPARTMENT:	**Graduate School**
UNIVERSITY DIVISION:	**Graduate School**

Currently, over 140 graduate courses are offered online not including Great Plains Interactive Distance Education Alliance (Great Plains IDEA) consortium courses. USDA-NIFA grant funding will provide support to develop online versions of existing classes in targeted disciplines.

2. **How does the**
   to the current Board of Regents Strategic Plan 2014-2020?[2]

The statutory mission of South Dakota State University is provided by SDCL 13-58-1:
ant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy, and other courses or programs as the Board of Regents may determine.

The M.S. in Interdisciplinary Studies advances the University's goals by providing students a graduate program with a flexible curriculum. Students pursuing this master's degree will draw

courses that are applied toward a bachelor's degree.[4] Together, HLC and SACS-COC accredit

qualifications by HLC and other accrediting bodies, the college expects that the proposed master's degree will attract a national audience.

4. How will the proposed program benefit students?

Students from the target population (under-

3. Option C students (course-work only) must complete no fewer than 35 graduate credits. Option B students (research paper, non-thesis) must complete no fewer than 32 graduate credits.

C. **Demonstrate/provide evidence that the curriculum is consistent with current national standards.** *Complete the tables below and explain any unusual aspects of the proposed curriculum?*

There are not any national standards or accrediting agencies for this program.

D. **Summary of the degree program:**

Table 2. M.S. in Interdisciplinary Studies - Option B	Credit Hours	Percent
Academic Area "1" §	12	38%
Academic Area "2"	12	38%
Capstone	1	3%
Electives	7	22%
Total Required for the Degree Total	32	

§"Academic areas" are areas of distinct academic interest which are each taught within a single prefix. Exceptions to this
 definition will be made on case-by-case basis

Table 3. M.S. in Interdisciplinary Studies - Option B	Credit Hours	Percent
Academic Area "1" §	9	28%
█████████████████████████████████████	9	28%
Academic Area "3"	9	28%
Capstone	1	3%
Electives	4	13%

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Required Courses

Due to the necessity to adapt course offerings to the needs of the student, specific required courses are not requested. To do so would add unnecessary credits to the Plan of Study. However, the student is required to take 9 or 12 credits within a prefix, depending upon whether the students wishes to study three or two academic areas, respectively.

Elective Courses

Elective courses of four to 10 credit hours are available depending upon which of the research/design paper or course work only options are chosen. Additionally, the choice of either the two or three academic area options will affect the number of elective credit hours available. Elective credits are necessary, as some students may choose an expanded capstone experience; for example, some students may desire more than one credit in pedagogy instruction for their capstone experience. See Table A for choices of pedagogy courses.

5. **Student Outcomes and Demonstration of Individual Achievement**

   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.*
   Complete Appendix A   Outcomes using the system form.

- ‹ read, understand, and critically review the primary literature or previous creative works;
- ‹ analyze results using qualitative or quantitative techniques when appropriate;
- ‹ compare their results to previous studies when appropriate;
- ‹ explain the contribution of their work to the broader field of existing knowledge or to previously created works; and
- ‹ communicate the originality of, as well as the independent thinking and rationale for their work, in written or oral format.

Due to the range of courses and disciplines that may be selected for the M.S. in Interdisciplinary Studies, a curriculum map aligning the SLO's has not been attached as Appendix A.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

No national instruments are available to measure individual student achievement in interdisciplinary studies. There may be discipline specific instruments based on the selected student's plan of study.

C.

This degree program was developed in response to conversations with the First Americans Land-Grant Consortium (FALCON), American Indian College Fund, SD tribal college leaders, and others who want to see options increased for non-traditional and underrepresented groups, particularly in Indian Country, who need both an advanced degree and credits meeting federal accreditation requirements to teach in higher education institutions.

8. **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 (**
   appropriate year)**?** *If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.*

   Nearly all students will be new to the University, as this is a unique program to specifically assist university and college instructors who are likely not enrolled in a graduate program. A small number of students have been identified who are currently taking courses for the explicit purpose to become qualified to teach at institutions of higher education. Most of these students are not enrolled in an academic program but may desire this program. Few, if any students, will switch out of existing programs into this program. Through the first five years, SDSU expects to enroll at least 2 students from TCUs and 2 additional students (e.g. instructors at non-TCU institutions, high school dual credit teachers, etc.) per year. It is expected that this level of enrollment will be sustained after the first five years because of the national demand for credentialing will not diminish. This estimate is based on discussions with academic leaders at SD TCUs, presentations by participants at the annual meeting of the First Americans Land-Grant Consortium (FALCON), and the data on current faculty credentials provided by AIHEC described in item (2).

   As the demand for scientists with experience in interdisciplinary or transdisciplinary research and learning environments expands, a small number of existing or new on-campus students may use this program to design a Master's degree that addresses specific career opportunities, i.e. spatial analysis and public health; sociology and communications studies students interested in social media.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	2	3	4	5
Students from other university programs	2	1	1	1
Continuing students	0	2	3	4
=Total students in the program (fall)	4	6	8	10
Program credit hours (major courses)**	24	36	45	66
Graduates***	0	0	1	4

 *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.
*** These estimates are based on students attending SDSU as part-time students.

the university is seeking approval of new courses related to the proposed program in

Appendix A
Example Plans of Study

Summary of Requirements - Option B: Research/Design Paper with Two Academic Areas

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		Academic Area 1		
ENGL	538	English Victorian Literature	3	

Table A. SDSU graduate courses which would satisfy the Capstone Requirement (non-exhaustive)				
Course Number – Name	Cr Hr	Description	Department	Delivery Mode
Chem 777 Action Research in the Secondary Classroom	2	This course will engage science instructors in processes used to assess the efficacy of using specific strategies for teaching in the classroom. The methodology for conducting educational research in the classroom will be the initial focus. One outcome of the course will be the inception of a project that could be implemented by the science instructor to investigate the use of a new teaching strategy in the classroom.	Chemistry and Biochemistry	online
Chem 778 Chemistry Teaching Strategies	3	This course will focus on pedagogical and curricular strategies and the educational research which supports using these methods. The incorporation of pedagogical methods into science classrooms as modifications for or enhancement of traditional instruction will be the goal for participants. Additionally the development of integrated curricula which use a multiple content areas will be discussed. Pedagogical and curricular strategies developed during the course will be peer-evaluated and tested in individual classrooms.	Chemistry and Biochemistry	online
Chem 788 Research Problems in the Chemistry Classroom	1-2	This capstone course will involve the application of the project conceived of during CHEM 616. Students will be expected to design, implement and the assess the outcomes of the project in their classroom. Results from this works will be summarized and defended in an oral exam format.	Chemistry and Biochemistry	Online/ Face to Face
EDER 711 Educational Assessment	3	Examines the theory and principles of educational assessment.	Teaching, Learning & Leadership	online
EDFN 750 Educational Technology	3	This course provides an advanced grounding in the educational uses of computing and communications technology. It includes integration of technology into the classroom, distance education, multimedia production, and school management systems.	Teaching, Learning & Leadership	online
EDFN 745 Effective Teaching: Theory In Practice	3	Approaches instruction from the perspective of Effective Teaching Research integrated with a focus on thinking skills. Students study various instructional models, focus on selection and implementation of appropriate strategies and consider other classroom issues related to effective teaching.	Teaching, Learning & Leadership	online
ESPY 740 Advanced Educational Psychology	3	A study of theories. The goal of the course is for each student to gain insight into their own beliefs about how learning occurs.	Teaching, Learning & Leadership	online
SPCM 700 Instructional Methods in Communication	3	Problems and issues in teaching the basic communication course, development of communication courses, and issues relevant to communication education	School of Communication and Journalism	Face to Face
MCOM 653 Mass Communication Teaching Methods	1-4	Techniques, materials and resources for teaching mass communication in the classroom and supervJE0(e)4(d)-6(u)-6(		