New Academic Degree Program
Full Proposal Application

South Dakota Board of Regents
Academic Affairs Forms

Internal Ticket ID: 4353
Created: 10/17/2022
Modified: 1/30/2023

Use this form to propose a new degree program. 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 Academic Officer (through the online submission process).

Note: Within the proposal, all references to external sources should be documented with a footnote (including web addresses where applicable).

University	SDSU - South Dakota State University
Degree	BS : Bachelor of Science
Name of Major	X999 : New Major Requested Special Education
Specialization Required?	No Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.
College/Department	3H : SDSU Education & Human Science/SECH : School Ed/Counsel/Human Devel
Planned CIP Code	13.1001
WICHE WRRGP Eligibility	Q D

Program Description

1. Provide the working program description that may appear in the university catalog.

The B.S. in Special Education is designed to enable students from South Dakota and the region to develop skills and competencies required of effective K-12 special education teachers. Special education teachers work with students who have a wide range of learning, mental, emotional, and physical disabilities. The degree program will be designed to satisfy South Dakota Administrative Rules (24:53:02:01 through 24:53:07:25)[1], CAEP Standards[2], and the 2020 Council for Exceptional Children Initial K-12 Preparation Standards[3]; thus qualifying successful graduates to be certified special education teachers and enter the South Dakota workforce.

[1] South Dakota Legislature, Administrative Rules (SD DOE Handbook: 2017), https://sdlegislature.gov/Rules/Administrative/29644
[2] Council of Accredited Educational Programs, Initial Level Standards (CAEP, 2022), http://caepnet.org/~/media/Files/caep/standards/2022-initial-standards-1-pager-final.pdf?la=en, Retrieved Sept. 7, 2022
[3] Council for Exceptional Children, C Initial Practice-Based Professional Preparation Standards for Special Educators (2020) https://exceptionalchildren.org/sites/default/files/2021-03/K12%20Initial%20Standards%20and%20Components.pdf

2. Does the university request any exceptions to any Board policy for this program?
Explain any requests for exceptions to Board Policy. If not requesting any exceptions, indicate ³None.´

None.

Strategic Impact

3. Describe how the program fits in with the institutional mission, strategic plan, existing institutional program array, and academic priorities.

SDSU currently offers education programs including Early Childhood Education (B.S.) - Birth to age 8 Specialization, Early Childhood Education (B.S.) - Cooperative Elementary Education Program with DSU, and various secondary education majors and specializations.

The proposed Special Education major supports the mission of SDSU as provided in SDCL 13-58-1: Designated as South Dakota's Land-grant University, South Dakota State University, formerly the State College of Agriculture and Mechanical Arts, located at Brookings SD, in Brookings County, 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

7. If the program will be offered through distance delivery, identify the planned instructional modality:

Not Applicable : Program will not be offered through distance delivery.

8. What are the student learning outcomes for this program?

Upon completion of the Special Education major, students will be able to:
1. Provide instruction that varies individually within and across cognitive, linguistic, social, emotional, and physical areas of

9. For associate ¶ and bachelor ¶ degree proposals, identify the 3-5 AAC&U Essential Learning Outcomes that have been selected for this program.

Use the chart below to indicate the student learning outcomes that align to the selected ELOs (See BOR Policy 2.11 and Guideline 8.5).

Essential Learning Outcomes (AAC&U)	Student Learning Outcomes
Inquiry and Analysis	1, 2, 3, 4, 5, 6, 7, 8, 9
Critical and Creative Thinking	
Information Literacy	
Teamwork	6, 9, 10
Problem Solving	2, 3, 5, 6, 7, 8, 9, 10
Civic Knowledge and Engagement	
Intercultural Knowledge	
Ethical Reasoning	2, 9, 10
Foundational Lifelong Learning Skills	
Integrative Learning	

10. Enter the number of credit hours required to graduate

Credit Hours	120

11.Complete the following tables to provide a degree program curriculum summary.

A. Table 1 ±Total Program Degree Credit Hours

System General Education Requirements		
Subtotal - Gen Ed Requirements		
Program Requirements		
Required Support Courses		
Major Requirements		
Major Electives		

D. Table 4 ±Insert Major Electives

The individual curriculum tables should be included as a word document attached to the TDX ticket.

12. New Course Approval

New courses required to implement the new degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

Yes

Academic Quality

13. What peer institutions and current national standards will be referenced to develop the curriculum for this program?

Peer Institution: Regional and Competitive institutions. Include links to at least 3 comparable programs at peer institutions and links to national or accreditation standards, if any.

SDSU faculty will design the Special Education curriculum to satisfy South Dakota Administrative Rules (24:53:02:01 through 24:53:07:25), CAEP Standards, and the 2020 Council for Exceptional Children Initial K-12 Preparation Standards, thus qualifying successful graduates to be certified special education teachers and enter the South Dakota workforce. The Department of Education, Counseling and Human Development will also review the requirements for the Special Education programs at BHSU, DSU, NSU, and USD.

‡South Dakota Legislature, Administrative Rules (SD DOE Handbook: 2017), https://sdlegislature.gov/Rules/Administrative/29644
‡Council of Accredited Educational Programs, Initial Level Standards (CAEP, 2022), http://caepnet.org/~/media/Files/caep/standards/2022-initial-standards-1-pager-final.pdf?la=en, Retrieved Sept. 7, 2022.
‡Council for Exceptional Children, Initial Practice-Based Professional Preparation Standards for Special Educators (2020), https://exceptionalchildren.org/sites/default/files/2021-03/K12%20Initial%20Standards%20and%20Components.pdf
‡Black Hills State University ±

There are eleven educator preparation programs (EPP) in South Dakota that are approved to train educators and contribute to building the workforce of teachers. Of those, South Dakota State University is the only one that does not offer a degree in Special Education. Such a program will allow SDSU to train and recommend students to the Department of Education to be certified as K-12 special education teachers. Currently, SDSU students who are seeking an Early Childhood Education degree may elect to add a special education endorsement (birth to age 5) but that does not entitle them to become certified for work in K-12 settings. The addition of this critical program offering will allow SDSU students to pursue a special education credential that qualifies them to be credentialed K-12 special education teachers.

The Bureau of Labor Statistics projects 4% job growth for Special Education teachers from 2021-2031. About 37,600 openings he

Market Demand

This section establishes the market demand for the proposed program (eg Regental system need,

The immediate need for additional teachers, including special education teachers, is evident nationally[30], regionally[31], and locally.[32] Although teacher vacancies in South Dakota were high in 2021, projections in 2022 have posed an even greater challenge. On July 29, 2022, the Associated School Boards of South Dakota reported 309 teacher openings remained just weeks before the beginning of 2022-23 school year. Special Education positions represented 60 of the educator vacancies in South Dakota.[33]

Exacerbating the challenges created by current teacher vacancies are the projections that the demand for special education teachers is growing. About 37,600 openings for special education teachers are projected by the Bureau of Labor Statistics each year, on average, over the decade.[34] The South Dakota Education Preparation Providers collectively produced 66 special education teachers in 2021[35], and SDSU recognizes transitioning those graduates to South Dakota classrooms at a high rate is a challenge.[36] Both the USDOE and SDDOE include Special Education (above age 5) as areas of shortage for 2022-23.[37, 38]

[30] U.S. Department of Education, Teacher Shortage Areas Nationwide Listing 1990 ±1991 through 2017±2018 https://www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf, Retrieved Sept. 7, 2022)
[31] Council for Exceptional Children, The Special Education Teacher Shortage: A Policy Analysis (June, 2021) https://exceptionalchildren.org/blog/why-now-perfect-time-solve-special-education-teacher-shortage
[32] Associated School Boards South Dakota, More Than 450 Open Positions in Schools, (June, 2022). https://asbsd.org/index.php/more-450-open-positions-schools/
[33] Argus Leader, Nearly 300 South Dakota teacher jobs are still open ²with weeks left before school starts (July, 2022) https://www.argusleader.com/story/news/education/2022/07/29/south-dakota-teacher-jobs-needed-filled-before-back-school-shortage/10184718002/
[34] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Special Education Teachers, at https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm (visited September 08, 2022). , Re EMCDepartmen /[

28. What evidence suggests there is interest from prospective students for this program at the university?

There are eleven educator preparation programs (EPP) in South Dakota that are approved to train educators and contribute to building the workforce of teachers. Of those, South Dakota State University is the only one that does not offer a degree in Special Education. Such a program will allow SDSU to train and recommend students to the Department of Education to be certified as K-12 special education teachers. Currently, SDSU students who are seeking an Early Childhood Education degree may elect to add a special education endorsement (birth to age 5) but that does not entitle them to become certified for work in K-12 settings. From 2017-2022, SDSU had 41 students attempt the Praxis exam that is required for the Early Childhood Special Education Endorsement in South Dakota. This number of students demonstrates the student demand and interest for the Special Education program. The addition of this critical program offering will allow SDSU students to pursue a special education credential that qualifies them to be credentialed K-12 special education teachers.

Enrollment

29. Are students enrolling in this program expected to be new to the university or redirected from existing programs at the university?

The university anticipates students entering this program will be new to the university and redirected from current SDSU majors. Students would be redirected from areas such Human Development and Family Studies and other areas including exploratory studies. Incoming SDSU students who previously did not have the option to select special education are also expected to enroll.

30. Complete the enrollment worksheet to provide an enrollment projection for the next six academic years

Worksheet Completed	Yes

31. What is the minimum number of students required in this program to break even, with respect to the budget?

38 full-time students

32. Discuss the assumptions informing your enrollment estimates.
(e.g. current enrollment and trends in similar programs, IPEDS data, recruitment strategies, partnerships)

The university anticipates approximately 10-15 students would opt to pursue a baccalaureate degree in special education. Students are expected to be new and from existing programs.

Currently, SDSU students who are seeking an Early Childhood Education major may elect to add a special education endorsement (birth to age 5) but that does not entitle them to become certified for work in K-12 settings. From 2017-2022, SDSU had 41 students attempt the Praxis exam that is required for the Early Childhood Special Education Endorsement in South Dakota. SDSU also anticipates interest from students in the Human Development and Family Studies major and exploratory studies program. The Human Development and Family Studies major currently has an enrollment of 193. The Exploratory Studies program currently has an enrollment of 125 with 57 students enrolled in the education, social sciences, and management track.

Incoming SDSU students who previously did not have the option to select special education are also expected to enroll. As the program becomes known, the university would expect an additional 15 new SDSU students annually at year 6.

33. If projected program enrollment is not realized in year two, what actions is the university prepared to take?

Possible tools to grow program enrollment include:
‡Work with the SDSU Foundation to grow scholarships for majors.
‡Education Advisory Committee will update the School of Education, Counseling and Human Development ¶s enrollment plan (faculty, students, k-12 partners, community).
‡Communicate with key stakeholders to raise awareness (school counselors, campus advisors, admissions office).
‡Expand already strong partnership with Educator ¶s Rising (i.e., EdRising).
‡Collaborate with districts for needs assessment.
‡Expand cohort options with area superintendents.

34. Discuss the marketing and recruitment plan for the program
Include information on partnerships and pipelines (e.g. articulation agreements with BOTE, collaboration with partner university, community partnerships).

For current SDSU students:

‡Initial marketing will be focused on communicating this degree offering to current SDSU students.

‡

Academic Affairs, Provost	Date

1/30/2023

Dennis D. Hedge

Finance and Administration, Vice President	Date

1/23/2023

Kacie Richard, Designee

Enrollment Management, Vice President	Date

1/9/2023

Michaela L. Willis

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