

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 6 – D**

**DATE: May 9, 2023**

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**SUBJECT**

**New Program Requests – SDSU – BS in Elementary Education & BS in Special Education**

**CONTROLLING STATUTE, RULE, OR POLICY**

BOR Policy 2:23 – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

**BACKGROUND / DISCUSSION**

South Dakota State University (SDSU) requests authorization to offer a BS in Elementary Education and a BS in Special Education. The BS in Elementary Education is designed to enable students to develop skills and competencies required of effective elementary teachers. The program will prepare graduates to teach students in kindergarten through eighth grade. The BS in Special Education is designed to enable students to develop skills and competencies required of effective special education teachers. Special education teachers work with students who have a wide range of learning, mental, emotional, and physical disabilities.

The Intent to Plan requests were approved by the Executive Director, and included as an informational item at the December 2022 Board meeting.

**IMPACT AND RECOMMENDATION**

A summary of the program proposals have been included as Attachments I & II. Additional information on these proposals is available from the Board office by request.

**ATTACHMENTS**

Attachment I – New Program Request Summary: SDSU – BS in Elementary Education  
Attachment II – New Program Request Summary: SDSU – BS in Special Education

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**DRAFT MOTION 20230509\_6-D:**

I move to authorize SDSU to offer a BS in Elementary Education and a BS in Special Education, as presented.

**Full Proposal – BS Elementary Education  
South Dakota State University**

**BOR Recommendation:** The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of conferred degrees while providing opportunities for current students enrolled at South Dakota State University.

**Program Description:**

The new undergraduate program is designed to enable students from South Dakota and the region to develop skills and competencies required of effective elementary teachers. The program will prepare graduates to teach students in the elementary grades, including kindergarten through eighth grade. The Elementary Education (B.S.) will be designed to satisfy South Dakota Administrative Rules (24:53:02:01 through 24:53:07:04)<sup>[1]</sup> and CAEP Standards<sup>[2]</sup>, thus qualifying successful graduates to be certified teachers and enter the South Dakota workforce.

**Strategic Impact –**

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

The proposed Elementary 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 economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.

In addition, the B.S. in Elementary Education aligns with South Dakota State University's mission and strategic plan, Imagine 2023: Aspire. Discover. Achieve. As the state's land grant institution, SDSU's mission is to offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation and the world. Specifically, the new program aims to achieve excellence through transformative education. The new program will support Strategic Goal 1 by increasing the number of accredited programs and developing and growing high-quality and distinct academic programs designed to meet the needs of diverse students and workforce demands.

**BOR Strategic Impact:** The proposed program also aligns with the Board of Regents Strategic Plan 2022-2027, Goal 3: Academic Excellence, Student Outcomes, Educational Attainment, and Goal 4: Workforce and Economic Development. In keeping with the SDBOR and SDSU's mission, the university aspires to offer a more student-centered option to SDSU students who wish to

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<sup>1</sup> South Dakota Legislature, Administrative Rules (SD DOE Handbook: 2017) <https://sdlegislature.gov/Rules/Administrative/...>

<sup>2</sup> Council of Accredited Educational Programs, Initial Level Standards (CAEP, 2022) <http://caepnet.org/~media/Files/caep/standards...> Retrieved Sept. 7, 2022.

become elementary teachers with the addition of a B.S. in Elementary Education. This new program leverages the expertise of SDSU's faculty to respond to the workforce needs of South Dakota.

### **Program Summary:**

The classification of this program will be 13.1202 [Elementary Education and Teaching]. This program is proposed to be an on-campus program not delivered through distance education. The university anticipates students entering this program will be redirected from current SDSU majors including Early Childhood Education (B.S.) - Cooperative Elementary Education Program with DSU, Human Development and Family Studies (B.S.), and other areas including exploratory studies. Incoming SDSU students who previously did not have the option to elect elementary education are expected to enroll.

### **Duplication and Competition:**

There are eleven educator preparation programs (EPP) in South Dakota that prepare teachers and contribute to building the critically needed workforce of educators. South Dakota State University is the only institution of 11 teacher training programs that does not offer a B.S. degree in Elementary Education. Consequently, SDSU students who wish to become certified elementary education teachers must enroll in an extended and prescriptive cooperative program between SDSU and DSU. Interested students must first pursue a degree in Early Childhood Education (ECE) offered by SDSU and subsequently enroll in the DSU cooperative arrangement to become credentialed elementary teachers. In doing so, SDSU students are required to complete an additional 24 credit hours of elementary education and field placements managed by Dakota State University (DSU).

To understand the statistics in South Dakota, Integrated Postsecondary Education Data System (IPEDS) for 2020-2021 reporting shows that the state produced a total of 251 degrees in Elementary Education.

### **Regental Universities<sup>3</sup>:**

<b>University</b>	<b>Conferred Degrees Elementary Education</b>	<b>Total Number of UG Conferrals (All University)</b>
Black Hills State University	53	430
Dakota State University	18	333
Northern State University	37	233
University of South Dakota	61	1248

### **Private SD Universities<sup>4</sup>:**

<b>University</b>	<b>Conferred Degrees Elementary Education</b>	<b>Total Number of UG Conferrals (All University)</b>
Augustana University	33	399
Dakota Wesleyan University	11	155
Mount Marty College	12	113
Oglala Lakota College	4	62

<sup>3</sup> Integrated Postsecondary Education Data System (IPEDS) for 2020-2021

<sup>4</sup> Integrated Postsecondary Education Data System (IPEDS) for 2020-2021

Sinte Gleska University	0	5
University of Sioux Falls	22	311

**Total Sum of SD Peer Findings:**

University	Conferred Degrees Elementary Education	Total Number of UG Conferrals (All University)
Total	251	3289

The number of conferred degrees reported by IPEDs was 251 out of a total of 3289 for their entire undergraduate degree conferrals, which is less than 8% of their total degrees. The demand/need for Elementary Education teachers exceeds the degrees conferred.

**Workforce Outlook/State Need:**

The immediate need for additional teachers, including elementary teachers, is evident nationally<sup>[5]</sup>, regionally<sup>[6]</sup>, and locally<sup>[7]</sup>. 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 the 2022-23 school year. Elementary Education positions represented 64 of the classroom vacancies in South Dakota.<sup>[8]</sup>

Exacerbating the challenges created by current teacher vacancies are the projections that the demand for elementary teachers is growing. The Bureau of Labor Statistics projects 4% job growth for Elementary Education teachers from 2021-2031. About 120,300 openings for kindergarten and elementary school teachers are projected each year, on average, over the decade.<sup>[9]</sup> At the state level, the SDBOR Program Demand Gap Analysis (PDGA) projects 9.5% growth in Elementary Education from 2020-2030.<sup>[10]</sup> The PDGA also cites 373 annual openings in elementary education.<sup>[11]</sup>

In addition to the need, three of South Dakota State University's competitor peers have elementary education programs. SDSU believes being competitive with peers providing this degree will assist in recruiting students and will facilitate additional regional workforce needs including within the state of South Dakota.

**Competitor University Peers<sup>12</sup>:**

<sup>5</sup> 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.

<sup>6</sup> U.S. Department of Education, Fact Sheet: The U.S. Department of Education Announces Partnerships Across States, School Districts, and Colleges of Education to Meet Secretary Cardona's Call to Action to Address the Teacher Shortage. <https://www.ed.gov/category/subject/elementary-secondary-education>

<sup>7</sup> Associated School Boards South Dakota, More Than 450 Open Positions in Schools, (June 2022). <https://asbsd.org/index.php/more-450-open-positions-schools/>

<sup>8</sup> Argus Leader, Nearly 300 South Dakota teacher jobs are still open —with 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/>

<sup>9</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Kindergarten and Elementary School Teachers, at <https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm> (visited September 08, 2022).

<sup>10</sup> SDBOR, Program Demand Gap Analysis Introduction (August, 2021), p.55.

<sup>11</sup> SDBOR, Program Demand Gap Analysis Introduction Appendix (August, 2021), p.94

<sup>12</sup> IPEDS

University	Conferred Degrees Elementary Education	Total Number of UG Conferrals (All University)
Minnesota State University – Mankato	85	2451
Saint Cloud State – University	73	1787
University of Minnesota – Twin Cities	87	8470

Both the USDOE and SDDOE currently include Elementary Education (core subjects) and Elementary (self-contained) as areas of shortage. [<sup>13</sup>, <sup>14</sup>] Although the need for an increased number of elementary teachers has become self-evident, current practices place significant barriers upon SDSU students who wish to pursue a career and degree in elementary education. Current restrictions on fundamental teacher training tracks unduly limit SDSU student choice, often require the completion of additional credit hours, and serve to delay entry into the teaching workforce.

### Student Learning Outcomes:

Upon completion of the Elementary Education major, students will be able to:

1. Provide instruction that supports intellectual, social, and personal development using a variety of instructional strategies, including using technology. (InTASC 1; InTASC 2; InTASC 8)
2. Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7)
3. Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)
4. Demonstrate knowledge of the central concepts, tools of inquiry and ways of knowing that are central to the discipline(s) they teach. (InTASC 4)
5. Encourage children’s development of critical thinking, problem-solving, and performance skills. (InTASC 5)
6. Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)
7. Implement formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of children. (InTASC 6)
8. Show evidence of ethical and professional behaviors and reflect upon and continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally. (InTASC 9)
9. Foster relationships with school colleagues, families, and agencies in the larger community and will support a child’s learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10)

All student learning outcomes will be measured by assessments that meet the professional standards of the InTASC Model Core Teaching Standards.

**Standard #1:** Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the

<sup>13</sup> U.S. Department of Education, Teacher Shortage Areas, (2021) <https://tsa.ed.gov/#/reports>.

<sup>14</sup> South Dakota Department of Education, Teacher Shortage Areas, (2021) <https://doe.sd.gov/oatq/shortageareas.aspx>.

cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.<sup>[15]</sup>

### **Projected Enrollment:**

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<sup>15</sup> InTASC Model Core Teaching Standards, <https://ccsso.org/resource-library/intasc-model-core-teaching-standards>

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Students new to the university	20	30	40	45	45	45
Students from other university programs	45	35	15	10	10	7
Students off-campus or distance	--	--	--	--	--	--
Continuing students	--	64	114	122	135	144
<b>Total students in the program (fall)</b>	<b>65</b>	<b>129</b>	<b>169</b>	<b>177</b>	<b>190</b>	<b>196</b>
Program credit hours (major Courses)**	1130	2630	3397	3499	3797	3998
Graduates	--	14	45	40	44	47

*\*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.*

**Projected Revenue/Expenses:**

FINANCIAL HEALTH SUMMARY						
	1st	2nd	3rd	4th	5th	6th
	FY24	FY25	FY26	FY27	FY28	FY29
TUITION & FEE REVENUES	261,753	615,916	801,824	824,157	894,425	942,627
PROGRAM EXPENSES	275,997	275,997	275,997	275,997	275,997	275,997
NET (T&F REVENUES LESS PROGRAM EXPENSES)	<b>(14,244)</b>	<b>339,919</b>	<b>525,827</b>	<b>548,160</b>	<b>618,429</b>	<b>666,631</b>
OTHER SUPPORTING REVENUES	60,000	147,583	147,583	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	<b>45,756</b>	<b>487,502</b>	<b>673,410</b>	<b>548,160</b>	<b>618,429</b>	<b>666,631</b>

**Full Proposal – BS Special Education  
South Dakota State University**

**BOR Recommendation:** The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of conferred degrees while providing opportunities for current students enrolled at South Dakota State University.

**Program Description:**

The new undergraduate program 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)<sup>[1]</sup>, CAEP Standards<sup>[2]</sup>, and the 2020 Council for Exceptional Children Initial K-12 Preparation Standards<sup>[3]</sup>; thus qualifying successful graduates to be certified special education teachers and enter the South Dakota workforce.

**Strategic Impact –**

**SDSU Strategic Impact:** SDSU currently offers education programs including Early Childhood Education (B.S.) - Birth to 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 economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.

In addition, the B.S. in Special Education aligns with South Dakota State University's mission and strategic plan, *Imagine 2023: Aspire. Discover. Achieve.* As the state's land grant institution, SDSU's mission is to offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation and the world. Specifically, the new program aims to achieve excellence through transformative education. The new program will support Strategic Goal 1 by increasing the number of accredited programs and developing and growing high-quality and distinct academic programs designed to meet the needs of diverse students and workforce demands.

**BOR Strategic Impact:** The proposed program also aligns with the Board of Regents Strategic Plan 2022-2027, Goal 3: Academic Excellence, Student Outcomes, Educational Attainment, and Goal 4: Workforce and Economic Development. In keeping with the SDBOR and SDSU's mission,

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<sup>1</sup> South Dakota Legislature, Administrative Rules (SD DOE Handbook: 2017) <https://sdlegislature.gov/Rules/Administrative/...>

<sup>2</sup> Council of Accredited Educational Programs, Initial Level Standards (CAEP, 2022) <http://caepnet.org/~media/Files/caep/standards...> Retrieved Sept. 7, 2022.

<sup>3</sup> 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>



the university aspires to offer a more student-centered option to SDSU students who wish to become elementary teachers with the addition of a B.S. in Special Education. This new program leverages the expertise of SDSU's faculty to respond to the workforce needs of South Dakota.

### **Program Summary:**

The classification of this program will be 13.1001 [Special Education and Teaching, General]. This program is proposed to be an on-campus program not delivered through distance education. From 2017-2022, SDSU had 41 students attempt the Praxis exam that is required for the Early Childhood Special Education Endorsement in South Dakota, demonstrating student demand and interest in the Special Education program.

### **Duplication and Competition:**

There are eleven educator preparation programs (EPP) in South Dakota that prepare teachers and contribute to building the critically needed workforce of educators. South Dakota State University is the only institution of 11 teacher training programs that does not offer a B.S. degree in Special Education. Such a degree 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 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.

To understand the statistics in South Dakota, Integrated Postsecondary Education Data System (IPEDS) for 2020-2021 reporting shows that the state produced a total of 251 degrees in Elementary Education.

### **Regental Universities<sup>4</sup>:**

<b>University</b>	<b>Conferred Degrees Special Education</b>	<b>Total Number of UG Conferrals (All University)</b>
Black Hills State University	8	430
Dakota State University	0	333
Northern State University	21	233
University of South Dakota	15	1248

### **Private SD Universities<sup>5</sup>:**

<b>University</b>	<b>Conferred Degrees Special Education</b>	<b>Total Number of UG Conferrals (All University)</b>
Augustana University	8	399
Dakota Wesleyan University	5	155
Mount Marty College	6	113
Oglala Lakota College	0	62

<sup>4</sup> Integrated Postsecondary Education Data System (IPEDS) for 2020-2021

<sup>5</sup> Integrated Postsecondary Education Data System (IPEDS) for 2020-2021

Sinte Gleska University	0	5
University of Sioux Falls	3	311

**Total Sum of SD Peer Findings:**

University	Conferred Degrees Elementary Education	Total Number of UG Conferrals (All University)
Total	44	3289

According to IPEDs, 44 special education degrees were conferred in SD out of a total of 3289 undergraduate degree conferrals. This makes up approximately 1% of their total degrees conferred supporting the argument that the need for Special Education teachers exceeds the degrees conferred.

**Workforce Outlook/State Need:**

The immediate need for additional teachers, including special education teachers, is evident nationally<sup>[6]</sup>, regionally<sup>[7]</sup>, and locally<sup>[8]</sup>. 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 the 2022-23 school year. Special Education positions represented 60 of the classroom vacancies in South Dakota.<sup>[9]</sup>

Exacerbating the challenges created by current teacher vacancies are the projections that the demand for special teachers is growing. About 37,6000 openings for special education teachers are projected by the Bureau of Labor Statistics each year, on average, over the decade.<sup>[10]</sup> Both the USDOE and SDDOE include Special Education (above age 5) as areas of shortage for 2022-23.<sup>[11, 12]</sup> At the state level, the SDBOR Program Demand Gap Analysis (PDGA) identifies Special Education as one of the “high demand, low supply” programs and cites 79 annual openings in special education.<sup>[13]</sup> The South Dakota Education Preparation Providers collectively produced 66 special education teachers in 2021<sup>[14]</sup>, and SDSU recognizes transitioning those graduates to South Dakota classrooms at a high rate is a challenge.<sup>[15]</sup>

**Competitor University Peers<sup>16</sup>:**

<sup>6</sup> 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.

<sup>7</sup> U.S. Department of Education, Fact Sheet: The U.S. Department of Education Announces Partnerships Across States, School Districts, and Colleges of Education to Meet Secretary Cardona's Call to Action to Address the Teacher Shortage. <https://www.ed.gov/category/subject/elementary-secondary-education>

<sup>8</sup> Associated School Boards South Dakota, More Than 450 Open Positions in Schools, (June 2022). <https://asbsd.org/index.php/more-450-open-positions-schools/>

<sup>9</sup> Argus Leader, Nearly 300 South Dakota teacher jobs are still open —with 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/>

<sup>10</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Kindergarten and Elementary School Teachers, at <https://www.bls.gov/ooh/education-training-and-library/child-care-nursery-kindergarten-and-elementary-school-teachers.htm> (visited September 08, 2022).

<sup>11</sup> U.S. Department of Education, Teacher Shortage Areas, (2021) <https://tsa.ed.gov/#reports>.

<sup>12</sup> South Dakota Department of Education, Teacher Shortage Areas, (2021) <https://doe.sd.gov/oatq/shortageareas.aspx>.

<sup>13</sup> SDBOR, Program Demand Gap Analysis Introduction Appendix (August, 2021), p.42

<sup>14</sup> IPEDS Integrated Postsecondary Education Data System, <https://nces.ed.gov/ipeds/use-the-data>

<sup>15</sup> SDBOR Custom Data Analysis, Teacher Education Report Supplement, SDSU 2020. (2021, March).

<sup>16</sup> IPEDS

University	Conferred Degrees Special Education	Total Number of UG Conferrals (All University)
Minnesota State University – Mankato	44	2451
Saint Cloud State – University	25	1787
University of Minnesota – Twin Cities	25	8470

Both the USDOE and SDDOE currently include Special Education (above age 5) as areas of shortage. [<sup>17</sup>,<sup>18</sup>] Although the need for an increased number of Special Education teachers has become self-evident, SDSU students who wish to seek a baccalaureate degree in special education do not have that degree option. As one of South Dakota’s largest tools for developing workforce, SDSU should offer a strong array of teaching disciplines, including those designed to support K-12 students with special needs.

### Student Learning Outcomes:

Upon completion of the Special Education major, students will be able to:

1. Provide instruction that supports intellectual, social, and personal development using a variety of instructional strategies, including using technology. (InTASC 1; InTASC 2; InTASC 8)
2. Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7)
3. Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)
4. Demonstrate knowledge of the central concepts, tools of inquiry and ways of knowing that are central to the discipline(s) they teach. (InTASC 4)
5. Encourage children’s development of critical thinking, problem-solving, and performance skills. (InTASC 5)
6. Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)
7. Implement formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of children. (InTASC 6)
8. Show evidence of ethical and professional behaviors and reflect upon and continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally. (InTASC 9)
9. Foster relationships with school colleagues, families, and agencies in the larger community and will support a child’s learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10)

<sup>17</sup> U.S. Department of Education, Teacher Shortage Areas, (2021) <https://tsa.ed.gov/#/reports>.

<sup>18</sup> South Dakota Department of Education, Teacher Shortage Areas, (2021) <https://doe.sd.gov/oatq/shortageareas.aspx>.

All student learning outcomes will be measured by assessments that meet the professional standards of the InTASC Model Core Teaching Standards.

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.<sup>[19]</sup>

### **Projected Enrollment:**

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<sup>19</sup> InTASC Model Core Teaching Standards, <https://ccsso.org/resource-library/intasc-model-core-teaching-standards>

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Students new to the university	5	10	15	20	20	20
Students from other university programs	10	5	5	5	5	5
Students off-campus or distance	--	--	--	--	--	--
Continuing students	--	14	28	46	55	62
<b>Total students in the program (fall)</b>	<b>15</b>	<b>29</b>	<b>48</b>	<b>71</b>	<b>80</b>	<b>87</b>
Program credit hours (major Courses)**	120	456	944	1430	1679	1875
Graduates	--	--	--	14	15	19
<i>*Do not include current fiscal year.</i>						
<i>**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.</i>						

**Projected Revenue/Expenses:**

	FINANCIAL HEALTH SUMMARY					
	1st FY24	2nd FY25	3rd FY26	4th FY27	5th FY28	6th FY29
TUITION & FEE REVENUES	27,516	104,562	218,927	332,832	390,809	436,984
PROGRAM EXPENSES	233,862	233,862	233,862	233,862	233,862	233,862
NET (T&F REVENUES LESS PROGRAM EXPENSES)	<b>(206,345)</b>	<b>(129,299)</b>	<b>(14,935)</b>	<b>98,970</b>	<b>156,947</b>	<b>203,122</b>
OTHER SUPPORTING REVENUES	235,166	147,583	147,583	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	<b>28,821</b>	<b>18,284</b>	<b>132,648</b>	<b>98,970</b>	<b>156,947</b>	<b>203,122</b>