

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 5 – D (2)**  
**DATE: May 10, 2022**

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**SUBJECT**

**New Program Request – USD – Minor in Deaf Education**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

**BACKGROUND / DISCUSSION**

The University of South Dakota (USD) requests authorization to offer a minor in Deaf Education. The proposed minor will train future educators to work with children who are deaf or hard of hearing. Educating people who are deaf or hard of hearing requires specialized training for teaching professionals; however, there are currently no Deaf Education programs in South Dakota. The proposed minor is designed to meet the endorsement requirements of the South Dakota Department of Education. A minor in Deaf Education would address the state’s need for producing educators who are trained to support students who are deaf or hard of hearing.

**IMPACT AND RECOMMENDATION**

USD plans to offer the minor in Deaf Education on campus, online, and via hybrid delivery. USD does not request new state resources, and no new courses will be required. USD estimates twenty students enrolled and four graduates by the fourth year of the program.

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – New Program Request: USD – Minor in Deaf Education

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**DRAFT MOTION 20220510\_5-D(2):**

I move to authorize USD to offer a minor in Deaf Education, as presented.



**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS**

**New Baccalaureate Degree Minor**

<b>UNIVERSITY:</b>	<b>USD</b>
<b>TITLE OF PROPOSED MINOR:</b>	<b>Deaf Education</b>
<b>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</b>	<b>Any</b>
<b>EXISTING RELATED MAJORS OR MINORS:</b>	<b>Communication Sciences and Disorders, K-12 English as a New Language</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2022</b>
<b>PROPOSED CIP CODE:</b>	<b>13.1003</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Communication Sciences and Disorders</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>UCSD</b>
<b>UNIVERSITY DIVISION:</b>	<b>Arts and Sciences</b>
<b>BANNER DIVISION CODE:</b>	<b>2A</b>

<b>X</b>	<p><b><u>Please check this box to confirm that (place an “X” in the left box):</u></b></p> <ul style="list-style-type: none"> <li>The individual preparing this request has read <a href="#">AAC Guideline 2.8</a>, which pertains to new baccalaureate degree minor requests and that this request meets the requirements outlined in the guidelines.</li> <li>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.</li> </ul>
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**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

\_\_\_\_\_  
Date

**1. Do you have a major in this field? (YES or NO)**

No

**2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

Historically, there has been a severe shortfall in serving children with hearing loss in educational settings in South Dakota. There have been multiple efforts to address these shortfalls over the past several years, including new state laws to enhance education standards for children who are Deaf or Hard of Hearing (D/HH). Educating people who are D/HH requires specialized training for teaching professionals. Unfortunately, there are no Deaf Education programs within institutions of higher education in South Dakota.

Currently, the South Dakota School for the Deaf (SDSD) supports children birth through 21 years old with a professionally identified hearing loss. Students are supported on IEP, 504, and IFSP programs. SDSD serves students in public, private, homeschool, and tribal school settings. Students with hearing loss that do not qualify for special education may still receive support from SDSD as hearing loss will impact a student's life. Across these settings, SDSD currently consults with parents and educators of around 561 students across the state with varying hearing levels. Most children who are D/HH in South Dakota are served through their home-district public school system.

A minor in Deaf Education would address the state's need for producing educators who are trained to support students who are D/HH. This is in alignment with the USD Strategic Plan, strategic theme 5, serving South Dakota.

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

The purpose of this minor is to train future educators to work with children who are D/HH.

**4. How will the proposed minor benefit students?**

The U.S. Bureau of Labor Statistics projects an 8% expected growth in demand for teachers for the D/HH across the 10-year period of 2016-2026. States and school districts, particularly rural states, are facing shortages of teachers with training to work with children who are D/HH.

This minor is proposed within the Department of Communication Sciences and Disorders as that is the academic field which provides training to Speech-Language Pathologists. Speech-Language Pathologists are a primary professional within educational settings providing services to children who are D/HH. Secondly, general education teachers would benefit from this education because many children who are D/HH are served in the gen ed classroom.

**5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. Provide data and examples; data sources 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.**

The U.S. Bureau of Labor Statistics projects an 8% expected growth in demand for teachers for the D/HH across the 10-year period of 2016-2026. According to EMSI data, there is an expected 9.2% growth in job demand from 2022-2031 (SD only) and 7.4% increase for the SD, NE, IA and MN region. States and school districts, particularly rural states, are facing shortages of teachers with training to work with children who are D/HH.

**6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.**

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<i>Estimates</i>	FY XX	FY XX	FY XX	FY XX
<b>Students enrolled in the minor (fall)</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>
<b>Completions by graduates</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>

\*Do not include current fiscal year.

A brief survey was sent to current majors in Communication Sciences and Disorders and majors across the School of Education. Students in these majors would be most likely to pursue a minor in Deaf Education. This survey inquired about the desire to pursue a Deaf Education minor if one were available. 105 individuals responded to this survey, with 70% (73 individuals) indicating a desire to pursue a Deaf Education minor if available. Estimated enrollments in the table above, while based upon this positive response rate, reflect a more conservative estimate.

**7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**

The curriculum for the minor was developed as a collaborative effort of the South Dakota School for the Deaf (Kim Wadsworth and Sarah Lingle), USD Communication Sciences and Disorders, USD A&S Dean's office, and USD School of Education based upon accreditation standards from the Council on Deaf Education, the accrediting body for Teacher Preparation Programs for Deaf Education (accreditation is available for programs offering a major, not a minor), as well as the requirements for K-12 Deaf or Hard of Hearing Impairment Endorsement through the South Dakota Department of Education. The requirements for K-12 Deaf or Hard of Hearing Impairment Endorsement through the South Dakota Department of Education may be found on the [Teacher 411](#) webpage for the Department of Health under Elementary Preparation and Secondary Preparation.

**8. Complete the tables below. Explain any exceptions to Board policy requested.**

*Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.*

**A. Distribution of Credit Hours**

Program Title	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor	0	0%
Total	18	

**B. Required Courses in the Minor**

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course - Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
DCOM	212	Language Development	None	3	No
DCOM	423	Auditory Assistive Strategies and Technology, and Communication	None	3	No

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course - Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
		Development in Persons Who Are D/HH			
DCOM	428	ASL I	None	3	No
DCOM	429	ASL II	None	3	No
DCOM	496	Practicum/Field experience	None	3	No
ELED/SEED	470	P-12 Literacy Methods for English Language Learners	None	3	No
Subtotal				18	

**9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.**

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
N/A					

**A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (\*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.**

Individual Student Outcomes	DCOM 212	DCOM 423	DCOM 428	DCOM 429	DCOM 496	ELED/SEE D 420
Knowledge of the human auditory system, including anatomy, acoustics, and physics of sound. *		X				
Knowledge of hearing loss and deafness and the effects of hearing loss and deafness on students' lives, development and learning processes. *	X	X			X	
Understanding of the foundations of education for students who are D/HH and the functions and dysfunction of the sensory-motor and auditory system. *					X	X
Knowledge of language, literacy, and communication needs of students and instructional techniques in a child's language and communication modes. *	X	X				X
Functional knowledge of American Sign Language and Deaf Culture. *			X	X		
Hands-on field experience for children who are deaf or hard of hearing. *					X	

**10. What instructional approaches and technologies will instructors use to teach courses in the minor?** *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Courses in the minor will be taught across the delivery methods of face-to-face, online synchronous and online asynchronous. DCOM 212, DCOM 423 are taught face-to-face. DCOM 428 and DCOM 429 are taught online synchronous. ELED/SEED 470 is taught online. DCOM 496 is an experiential learning course where students will gain practical experience in an educational setting.

**11. 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., USD Community Center for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an online program)?**

	Yes/No	Intended Start Date
<b>On campus</b>	Yes	Fall 2022

	Yes/No	If Yes, list location(s)	Intended Start Date
<b>Off campus</b>	No		

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5</a>.</i>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	018 Online synchronous (DCOM 428, 529) U01-Face-to-Face, U15-Online Asynchronous Term Based; U18-Online Synchronous; U30-Blended/Hybrid (ELED/SEED 470)	Fall 2022
<b>Does another BOR institution already have authorization to offer the program online?</b>	No	<b>If yes, identify institutions:</b>	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	DCOM 428, DCOM 429 are approved to be offered online synchronous and face-to-face. ELED/SEED 470 is approved to be offered, online asynchronous,	Fall 2022

	Yes/No	If Yes, identify delivery methods	Intended Start Date
		online synchronous and blended/hybrid and face to face.	

**12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."**

None

**13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.**

No additional costs are anticipated through offering a minor in deaf education as the courses in the minor are currently offered at USD.

**14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement. (place an "X" before the correct response)**

	YES, the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.
<b>X</b>	NO, the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

**15. Additional Information:**

Changes to the name and course description for two courses in the proposed minor will be proposed through the C&I review process. DCOM 423 Rehabilitative Audiology will be changed to "Auditory Assistive Strategies and Technology, and Communication Development in Persons who are D/HH". ELED/SEED 470 P -12 Literacy Methods for English Language Learners will be changed to "P-12 Literacy Methods for D/HH and ELL students."