

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: University of Utah
Proposed Program Title: Minor in Special Education
Sponsoring School, College, or Division: College of Education
Sponsoring Academic Department(s) or Unit(s): Special Education
Classification of Instructional Program Code¹ : 13.0402
Min/Max Credit Hours Required of Full Program: 18 / 18
Proposed Beginning Term²: Fall 2019
Institutional Board of Trustees' Approval Date:

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input checked="" type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
	<i>Credit Hours for NEW Emphasis Only:</i>		Min Cr Hr	/	Max Cr Hr
	<i>Current Major CIP:</i>		6 - Digit CIP		
	<i>Current Program Title:</i>				
	<i>Current Program BOR Approval Date:</i>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

University of Utah requests approval to offer the following Minor: Minor in Special Education effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

Rationale:

The proposed minor in Special Education will serve two purposes. One purpose is to create an opportunity for undergraduate students who are not pursuing a career in special education to better understand and support the needs of individuals with disabilities and their families. This will be of interest to students across multiple fields of study outside of Special Education (e.g., Family and Consumer Studies, Psychology, Communication Disorders, Social Work, etc.) who are likely to work with students with disabilities and their families in the context of their chosen careers.

A second purpose is to create a third pathway for degree plus license in Special Education (the other two pathways are via an undergraduate degree plus license or a two-year graduate degree/license). The proposed minor will create an opportunity for interested students to acquire a Special Education graduate degree with licensure in an abbreviated time-frame. Specifically, as a result of competencies acquired through the undergraduate minor, students who are admitted into the Special Education graduate program will be able to complete a Master's degree plus licensure in approximately 1 year (as opposed to 2 years). The creation of this third pathway will result in increased flexibility for students and is one of several strategies being implemented by the Department of Special Education to address the critical shortage of special education teachers in Utah and across the nation.

Faculty Consultation/Institutional Procedures to arrive at decision to offer program:

In early Spring of 2018, faculty in the Department of Special Education discussed the creation of a special education minor as (a) an option for non-majors interested in developing knowledge/skills in supporting students with disabilities and their families and school and community settings, and (b) one of several strategies designed to address the critical shortage of Special Education teachers.

In late Spring of 2018, faculty in the Department of Special Education engaged in conversations with internal and external review committees as part of the Graduate Council Review. The conceptualization of the minor in Special Education was refined as a result of this discussion and was reinforced in the written reports of the review

committees.

In Fall of 2018, faculty in the Department of Special Education finalized the proposed minor in consultation with faculty outside of the Department (e.g., faculty in Family Consumer Studies), the Dean of the College of Education, and the Utah State Board of Education Assistant Superintendent of Student Support.

In Fall of 2018, the proposed minor was approved by the College of Education Leadership Team (CLT).

Why program should be initiated and how the institution and the Utah System of Higher Education (USHE) benefit from proposed program:

The proposed minor will benefit the University of Utah by providing students with knowledge and skills that will complement existing majors across campus (e.g., Family Consumer Studies, Fine Arts, Psychology, Communication Disorders, Social Work, etc.). This complementary skill set will enhance the ability of these students to support individuals with disabilities and their families in their chosen careers. Further, because all of the courses required for the proposed minor include sections that are offered either fully online or in the evenings, this minor is less likely to conflict with courses that are required to complete a student's major.

The University of Utah and USHE will also benefit from the proposed program by creating a third pathway to a license/degree in special education. The addition of this third pathway will help the U of U, USHE, and the Department of Special Education to address the critical shortage of Special Education teachers in the State and across the nation.

Evidence of student interest and demand:

Data from the U of U Office of Budget and Institutional Analysis (Fall 2018) listing the top 10 majors in UG level classes in the Department of Special Education reveals that 15% of students in those classes have not yet chosen a major or are in majors outside of the College of Education. This suggests that students who are not special education majors are interested in special education coursework.

Instructors of UG level classes in Special Education frequently report that non-Special Education majors express interest in additional coursework in Special Education. However, because the undergraduate degree in Special Education is a closed major that requires admission by the Department, opportunities for additional coursework for non-Special Education majors are limited. This minor will create a program of study for non-Special Education majors who are interested in increasing their knowledge and understanding with regard to supporting the needs of individuals with disabilities and their families.

66% by 2020:

This minor will support Vision 2020 by helping to ensure a well-educated citizenry and workforce that qualitatively and quantitatively meet the needs of Utah employers in two significant ways. First, the minor in Special Education will assist students who are not pursuing a career in special education to better understand and support the needs of individuals with disabilities and their families across a range of employment settings. Second, the minor in Special Education will provide students who did not major in

special education at the undergraduate level an opportunity to obtain a graduate degree plus license in approximately 1 year (as opposed to 2 years) which may serve to increase the workforce in the critical shortage area of special education.

Learning Outcomes and Assessment

The primary learning outcome for students who complete the minor will be to demonstrate knowledge of current practices as specified by the Council for Exceptional Children (CEC) which is the international professional organization for special educators. Students who complete the minor will demonstrate an ability to utilize core educational principles in teaching and learning in Special Education, including:

- Developing instructional plans that incorporate the use of evidence-based intervention strategies (measured by work artifacts completed in SPED 5021 and SPED 5030), and

- Analyzing outcome data and making data based decisions regarding intervention strategies (measured by work artifact completed in SPED 5022).

Further, students who complete the minor and then choose to complete a graduate degree plus license in special education will have the foundational knowledge needed to pursue and achieve the learning outcomes of (a) developing and implementing appropriate instructional programming using empirically validated strategies (measured by Work Artifact - Instructional Plan and Student Teaching Evaluation), (b) collecting data on student performance and making data-based decisions about instructional modifications (measured by Work Artifact - Instructional Plan and Student Teaching Evaluation), (c) conducting appropriate assessments and determining student learning needs (measured by Work Artifact - Individualized Education Plan and Student Teaching Evaluation), and (d) communicating and collaborating effectively with professional colleagues, parents, and family members (measured by Student Teaching Evaluation). Students who are admitted into the graduate program will be in a position to acquire required competences for the degree plus license in approximately 1 year (as opposed to 2 years) because of the competencies and core knowledge foundational skills achieved as a result of the undergraduate minor.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

State and national data speaks to the need for a minor as a third pathway to degree/license in Special Education. Utah, like the U.S., is battling a shortage of licensed special education teachers. The U.S. Department of Education has reported shortages in special education in the state of Utah for more than a decade <https://tsa.ed.gov/#/reports>. Across the U.S., forty-eight states and the District of Columbia reported shortages of special education teachers in the 2016–17 school year. Furthermore, in a 2016 national survey of districts, colleges, and universities, the American Association for Employment in Education found that districts reported shortages in every special education subfield and considerable shortages in 10 out of 12 of them (<https://learningpolicyinstitute.org/blog/special-education-teacher-crisis-whos-teaching-our-most-vulnerable-students>).

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/.

The mission of the Department of Special Education is to improve the quality of life of people with disabilities and their families by developing and disseminating essential skills, knowledge, and values through research, teaching, and service. The proposed minor is consistent with the Department's mission. Specifically the proposed minor will prepare students for lives of impact as leaders and citizens, particularly as it relates to supporting individuals with disabilities and their families. The proposed minor is also consistent with U of U goals. Specifically, this proposed minor will (a) promote student success to transform lives, and (b) ensure long-term viability of the University.

It may be helpful to clarify the relationship that the U of U Department of Special Education has with the U of U School for Cultural and Social Transformation as well as differences between the Disability Studies minor and the proposed minor in Special Education in the context of this proposal. The Department of Special Education values and supports the Disability Studies minor offered through the School for Cultural and Social Transformation (e.g., offering 8 SPED courses as possible elective options for students pursuing the Disability Studies minor) and will continue to do so. However, the proposed minor in Special Education is distinctly different from the Disability Studies minor with regard to focus and purpose. Specifically, the Disability Studies minor focuses on the social, cultural, and political barriers that exist within society and how they affect individuals; while the proposed minor in Special Education focuses on core educational principles in teaching and learning (including individualized instructional strategies to support diverse learning needs) in Special Education, and creates a third pathway to a license in Special Education (thereby helping to address the critical shortage of Special Education teachers in the State and across the nation).

The proposed program will be offered within the designated service area for the University of Utah and will not impact other USHE institutions.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

There will be no additional costs and no additional savings with this new minor. All courses are currently being taught.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
SPED 2010/5010		Human Exceptionality (Approved Diversity Requirement)	3
SPED 5021		Principles of Assessment and Data-Based Decision Making	3
SPED 5022		Principles of Instruction and Behavior Support	3
SPED 5030		Functional Communication and Language Development	3
SPED 5040		Legal & Policy Foundations in Special Education	3
Add Another Required Course			
Required Course Credit Hour Sub-Total			15
Elective Courses			
		Choose ONE of the following:	
SPED 2011/5011		Inclusive Early Childhood and Elementary Classrooms	3
SPED 2012/5012		Teaching Students with Disabilities in Inclusive Secondary Classrooms	3
Add Another Elective Course			
Elective Credit Hour Sub-Total			6
Core Curriculum Credit Hour Sub-Total			21

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.

There are 18 credits for this minor. 15 Credits are for required courses. The remaining 3 credits are completed by choosing one of two elective courses.

The majority of the courses required for this minor are offered several times per year (including summers) and many have are offered in the evenings (4:35-7:05 pm) thereby enhancing flexibility for students.

Letters of Support (attached as separate documents):

- Chair, U of U Department of Special Education
- Dean, U of U College of Education
- Chair, U of U Department of Communication Sciences and Disorders
- Chair, U of U Department of Family and Consumer Studies
- Assistant Superintendent of Student Support, Utah State Board of Education

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below