SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	**Developmental Sciences**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**Human Sciences (M.S.)**
INTENDED DATE OF IMPLEMENTATION:	**2018-2019 Academic Year**
PROPOSED CIP CODE:	**19.0799**
UNIVERSITY DEPARTMENT:	**Counseling & Human Development (SGRCD)**
UNIVERSITY DIVISION:	**Education & Human Sciences (SGRAD)**

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.

Barry H. Dunn

_____   2/8/2018
                Institutional Approval Signature   Date
        President or Chief Academic Officer of the University

1. **Level of the Specialization:**

        Baccalaureate   ☐   Master's   ☒   Doctoral   ☐

2. **What is the nature/purpose of the proposed specialization?**

South Dakota State University (SDSU) requests authorization to offer a specialization in Developmental Sciences in the M.S. in Human Sciences. This request is in response to students' needs, market demands, and an ever-changing society. Graduates will be prepared to work in outreach and advocacy, health and human services, education, and businesses and corporations. The specialization will provide students with graduate training in an interdisciplinary field that examines human development across the lifespan in cultural, social, and family contexts. Students will complete advanced coursework in the areas of child, adolescent, and adult development with an emphasis in multiculturalism, diverse learners, and learning sciences.

Part of the vision and strategic plan for the College of Education and Human Sciences is to develop programs that embrace ecological, multicultural, and cognitive science perspectives as well as promote holistic well-being and career/life readiness for students. The proposed specialization has been developed through an interdisciplinary collaboration between the Departments of Counseling & Human Development and Teaching, Learning, & Leadership. Courses will be offered in both departments. The University does not request new State resources. The Developmental Sciences Specialization will replace the Human Sciences - Adult Development in the Workplace

Specialization.

3. **Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.**

The Developmental Sciences Specialization addresses a critical need in the training of human service professionals and educators: multicultural awareness and competence along with cognitive development. The demographics of communities are changing at a rapid pace both regionally and nationally. The generation described as 'Millennials' is now the largest generation, and the most racially diverse generation with 43% identifying with a non-white race/ethnicity.[1] This trend is continuing to increase in future generations as approximately half of newborns in the U.S. today are non-white.[2] As a result, half of the primary school classrooms in the U.S. will soon be composed of students of color; a milestone that was expected to occur much later.[2] A similar increasing trend is found in South Dakota. In fact, populations of color in South Dakota grew twice as fast as the national average from 2010-2015.[3] Although racial diversity is increasing in the U. S., service providers and educators have been slow to incorporate more inclusive programs and educational materials often due to lack of training or discomfort addressing cultural differences.[4]

More than just racial diversity, the proposed specialization will address multiculturalism from a broad perspective, which includes diversity in sexual identity, socio-economic status, family structure, developmental stages focused on cognitive development, disabilities, and community structures. These multicultural dimensions of society necessitate increased knowledge, skills, and sensitivity for working with people from varying backgrounds. Human service disciplines are increasingly calling for more culturally competent practitioners.[5] Health professions such as nursing, pharmacy, and public health are also recognizing the importance of cultural competences while treating diverse clients.[6,7] Therefore, the courses offered through the proposed program will also benefit students from these allied health professions.

A specialization in Developmental Sciences will provide advanced training for individuals working in outreach and advocacy, health, and human services, education, and businesses and corporations. Positions such as prevention specialists, educators, and advocates for children and families are also likely employment positions. These future employees will work in non-profit organizations, childcare facilities, clinics, schools, and hospitals. Graduates will be prepared to enter professional roles requiring advanced knowledge in:
- Preparation and understanding of major human development domains (e.g., cognitive, social-emotional, physical) across the lifespan;
- Family systems and family interactions;

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[1] Pew Research Center. (2016). It's official: Minority babies are the majority among the nation's infants, but only just. Retrieved from: http://www.pewresearch.org/fact-tank/2016/06/23/its-official-minority-babies-are-the-majority-among-the-nations-infants-but-only-just/

[2] Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. Journal of Teacher Education, 53(1), 20-32. doi: 10.1177/0022487102053001003.

[3] South Dakota Dashboard. (2017). Race [online]. Retrieved from: http://www.southdakotadashboard.org/race#0-7347-g

[4] Helfrich, S. R., & Bean, R. M. (2011). Beginning teachers reflect on their experiences being prepared to teach literacy. Teacher Education and Practice, 24(2). 201-222.

[5] Gay, G. (2015). The what, why, and how of culturally responsive teaching: International mandates, challenges, and opportunities. Multicultural Education Review, 7(3), 123-139. doi: 10.1080/2005615X.2015.1072079

[6] Calvillo, E., Clark, L., Ballantyne, J. E., Pacquiao, D., Purnell, L. D., & Villarruel, A. M. (2009). Cultural competency in baccalaureate nursing education. Journal of Transcultural Nursing, 20(2), 137-145.

[7] Carmichael, T.B. (2011). Letter to the editor. Cultural competence: A necessity for the 21st Century. Journal of Transcultural Nursing, 22(1), 5-6.

- Providing leadership to appropriate agencies and organization from a developmental perspective;
- Assessment of resources needed by individuals, families, and their communities and varied corrective action plans needed to improve and/or create resources;
- Integration of developmental science with practice, prevention, and policy;
- The needs of diverse individuals, families, and communities across the globe; and
- The ability to work within an ecological framework with individuals and families;
  and skills related to:
  - Grant writing;
  - Designing, implementing, and evaluating prevention and intervention programs;
  - Applying family theories to assist and support individuals, families, and the community;
  - Conducting and interpreting needs assessments for community agencies and schools;
  - Creating inclusive lesson plans, trainings, and workshops for individuals and families across the lifespan;
  - Developing inclusive policies for agencies, communities, and schools.

Job opportunities for graduates include:
- Positions with family support and intervention programs such as:
  - Social service agencies (e.g., family resource center, family violence centers, health centers, mental health centers, community support programs, volunteer centers, non-profit organizations)
  - Child centers (e.g., before and after school programs, child care centers and preschools)
  - School-based intervention programs
  - Adolescent programs and centers (e.g., juvenile detention centers, group homes, youth programs)
  - Elderly programs
  - Policy analyst
- Governmental positions with local, state, national, and international agencies such as:
  - Department of Health and Human Services
  - Administration for Children and Families
  - Administration on Aging
  - Department of Education
  - Department of Health
  - Military Services
  - Parks and Recreation
- Community Development
- Educator
- Community colleges
- Colleges and universities
- University Extension
- Higher education administrator (e.g., for admissions, student life, housing)
- Researcher with a public or private agency or institution
- Program evaluator

The South Dakota Department of Labor & Regulation[8] and Bureau of Labor Statistics (BLS)[9]

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[8] South Dakota Department of Labor and Regulations, *Employment Projections by Occupation*, on the internet at: https://www.southdakotaworks.org (visited *October 19, 2017*).

[9] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, on the Internet at https://www.bls.gov/ooh (visited *October 19, 2017*).

predict employment growth in many of the anticipated occupations.

Occupational Estimates and Projections, 2014-2024

Standard Occupational Classification	Standard Occupational Classification Title	SD Percent Change	National Percent Change
11-9031	Education Administrators, Preschool and Childcare Center/Program	11.54%	7%
11-9110	Medical and Health Services Manager	Not Available	17%
11-9151	Social and Community Service Managers	8.12%	10%
21-0000	Community and Social Services	6.82%	10%
21-1091	Health Educators	10.43%	13%
21-1094	Community Health Workers	NA	13%
43-4061	Eligibility Interviewers, Government Programs	4.48%	Not Available

4. **List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):**

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CHRD OR	731	Multicultural Counseling and Human Relations	3	No
EDFN	725	Education in a Pluralistic Society		
CHRD/HDFS OR	602	Research and Evaluation in Counseling and Human Development	3	No
EDER	610	Introduction to Research		
ECE OR	712	Developmental Theory	3	No
HDFS OR	711	Child Development Theory and Application (3)		
HDFS	614	Adult Development (3)		
ECE	715	Cognitive Development[10]	3	Yes
HDFS	701	Current Issues in Developmental Sciences	3	Yes
HDFS	525	Family Resiliency	3	No
HDFS OR	710	Program Design, Evaluation, & Implementation (3)	3	No
HDFS	730	Grant Writing (3)		
Select one of the following focus areas:			12	
Human Development in Diverse Context				
CHRD/HDFS	702	Advanced Human Sexuality	3	Yes
HDFS	742	Family Theory and Research	3	No
HDFS	525	Family Resiliency	3	No
HDFS	744	Diverse Families	3	Yes
Human Development in Educational Context				

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[10] ECE 715 Cognitive Development was previously taught as a special topics class.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
EDER	612	Inquiry and Action Research[11]	3	No
ECE	645	Contemporary Perspectives in Early Childhood Education	3	No
EDFN	745	Advanced Pedagogy[12]	3	No
EPSY	740	Advanced Educational Psychology	3	No
Select __one__ of the following options:			6	
Option A - Thesis				
HDFS	798	Thesis	6	No
Option C – Coursework Only				
Electives will be determined in consultation with the advisor.			6	No

Total number of hours required for completion of specialization	36	
Total number of hours required for completion of major	36	
Total number of hours required for completion of degree		
Option A	36	
Option C	36	

5. Delivery Location[13]

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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	*Intended Start Date*
On campus	Yes	**2018-2019 AY**

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	No		

	Yes/No	*If Yes, identify delivery methods[14]*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	Online	**2018-2019 AY**

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? [15]

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
Distance Delivery	N/A		Choose an item. Choose

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[11] Currently ECE 543 Child Inquiry was offered as a 2-credit course. A minor course modification will update the course to 3-credits.

[12] Currently EDFN 745 Effective Teaching: Theory into Practice. A minor course modification will change the title to Advanced Pedagogy.

[13] The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

[14] Delivery methods are defined in AAC Guideline 5.5.

[15] This question responds to HLC definitions for distance delivery.

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
(online/other distance delivery methods)			an item.

6. Additional Information:

Department Code: SGRCD
Division Code: SGRAD