|  |  |
| --- | --- |
|  |  |
| S:\Communications\Logos and photos\SDBORLogos\final_sdbor_webreadyBW_trans.gif | **SOUTH DAKOTA BOARD OF REGENTS**ACADEMIC AFFAIRS FORMS |
| Substantive Program Modification Form |
|  |  |

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

|  |  |
| --- | --- |
| **UNIVERSITY:** | DSU |
| **CURRENT PROGRAM TITLE:** | **BS in Elementary Education** |
| **CIP CODE:** | **131202** |
| **UNIVERSITY DEPARTMENT:** | **College of Education** |
| **BANNER DEPARTMENT CODE:** | **DED** |
| **UNIVERSITY DIVISION:** | **College of Education** |
| **BANNER DIVISION CODE:** |  |

**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.*

|  |  |  |
| --- | --- | --- |
|  |  | 4/16/2020 |
| Vice President of Academic Affairs or President of the University |  | Date |

|  |
| --- |
|  |

1. **This modification addresses a change in (*place an “X” in the appropriate box*):**

|  |  |
| --- | --- |
|[ ]  Total credits required within the discipline |[ ]  Total credits of supportive course work |
|  |  |  |  |
|[x]  Total credits of elective course work |[x]  Total credits required for program |
|  |  |  |  |
|[ ]  Program name |[ ]  Existing specialization |
|  |  |  |  |
|[ ]  CIP Code |[ ]  Other (explain below) |

1. **Effective date of change: 7/1/2020**
2. **Program Degree Level (*place an “X” in the appropriate box*):**

|  |  |  |  |
| --- | --- | --- | --- |
| Associate |[ ]  Bachelor’s |[x]  Master’s |[ ]  Doctoral |[ ]

1. **Category (*place an “X” in the appropriate box*):**

|  |  |  |  |
| --- | --- | --- | --- |
| Certificate |[ ]  Specialization |[ ]  Minor |[ ]  Major |[x]

1. **If a name change is proposed, the change will occur (*place an “X” in the appropriate box*):**

|  |
| --- |
|[ ]  On the effective date for all students |

|  |
| --- |
|[x]  On the effective date for students new to the program (enrolled students will graduate from existing program) |
|  |  |

|  |  |
| --- | --- |
| **Proposed new name:**  |  |
|  | *Reminder: Name changes may require updating related articulation agreements, site approvals, etc.* |

1. **Primary Aspects of the Modification (*add lines or adjust cell size as needed*):**

|  |  |
| --- | --- |
| *Existing Curriculum* | *Proposed Curriculum (highlight changes)* |
| **Pref.** | **Num.** | **Title** | **Cr.****Hrs.** |  | **Pref.** | **Num.** | **Title** | **Cr. Hrs.** |
| System General Education | 30 |  | System General Education | 30 |
| \*Majors must take MATH 114 or a course requiring MATH 114 as a prerequisite, INED 211, and EPSY 210 as part of the system-wide general education requirement.  |  | \*Majors must take MATH 114 or a course requiring MATH 114 as a prerequisite, INED 211, and EPSY 210 as part of the system-wide general education requirement.  |
| **Major Core Requirement 82** |  | **Major Core Requirement 83**  |
| CIS  | 350 | Computer Hardware, Data Communications and Networking |  3 |  | CIS  | 350 | Computer Hardware, Data Communications and Networking |  3 |
| CSC  | 105 | Introduction to Computers |  3 |  | CSC  | 105 | Introduction to Computers |  3 |
| CSC CIS CSC | 123130150 | Problem-Solving & Programming (preferred)Visual Basic Programming ORComputer Science I |   3 |  | CSC CIS CSC | 123130150 | Problem-Solving & Programming (preferred)Visual Basic Programming ORComputer Science I |   3 |
| EDFN | 295 | Pre-Admission Practicum |  1 |  | EDFN | 295 | Pre-Admission Practicum |  1 |
| EDFN | 338 | Foundations of American Education |  2 |  | EDFN | 338 | Foundations of American Education |  2 |
| EDFN  | 365 | Computer-Based Technology and Learning |  3 |  | EDFN  | 365 | Computer-Based Technology and Learning |  3 |
| EDFN  | 475 | Human Relations |  3 |  | EDFN  | 475 | Human Relations |  3 |
| ELED | 303 | Earth & Physical Science for Elementary Teachers/Lab |  4 |  | ELED | 303 | Earth & Physical Science for Elementary Teachers/Lab |  4 |
| EPSY  | 302 | Educational Psychology |  3 |  | EPSY  | 302 | Educational Psychology |  3 |
| LIBM | 205 | Children’s Literature |  2 |  | LIBM | 205 | Children’s Literature |  2 |
| MATH | 341 | Mathematical Concepts for Teachers I |  3 |  | MATH | 341 | Mathematical Concepts for Teachers I |  3 |
| MATH  | 342 | Mathematical Concepts for Teachers II |  3 |  | MATH  | 342 | Mathematical Concepts for Teachers II |  3 |
| SPED  | 100 | Introduction to Persons with Exceptionalities |  3 |  | SPED  | 100 | Introduction to Persons with Exceptionalities |  3 |
| EDER  | 415 | Educational Assessment |  2 |  | EDER | 415 | Educational Assessment |  2 |
| EDFN | 401 | Methods of Educational Technology |  1 |  | EDFN  | 401 | Methods of Educational Technology |  1 |
| EDFN | 465 | Multimedia & Web Development in Education |  2 |  | EDFN  | 465 | Multimedia & Web Development in Education |  2 |
| EDFN | 440 | Classroom Management |  2 |  | EDFN | 440 | Classroom Management |  2 |
| ELED  | 310 | K-8 Methods of Music, Art and Drama  |  2 |  | ELED  | 310 | K-8 Methods of Music, Art and Drama  |  2 |
| ELED  | 320 | K-8 Science Methods |  3 |  | ELED  | 320 | K-8 Science Methods |  3 |
| ELED  | 330 | K-8 Math Methods |  3 |  | ELED  | 330 | K-8 Math Methods |  3 |
| ELED | 360 | K-8 Social Studies Methods |  2 |  | ELED | 360 | K-8 Social Studies Methods |  2 |
| ELED  | 440 | K-8 Language Arts Methods |  2 |  | ELED  | 440 | K-8 Language Arts Methods |  2 |
| ~~ELED~~ | ~~450~~ | ~~K-8 Reading Methods~~ |  ~~3~~ |  |  |  |  |  |
|  |  |  |  |  | ELED | 455 | Evidence-Based Reading (K-3) |  3 |
| ELED | 459 | Intro to Literacy Assessment and Remediation |  3 |  | ELED | 459 | Intro to Literacy Assessment and Remediation |  3 |
| ELED | 462 | Teaching English: New Language |  2 |  | ELED | 462 | Teaching English: New Language |  2 |
| ELED | 361 | Social Studies for Elementary Teachers |  2 |  | ELED | 361 | Social Studies for Elementary Teachers |  2 |
| HLTH | 420 | K-12 Methods of Health Education |  1 |  | HLTH | 420 | K-12 Methods of Health Education |  1 |
| EDFN | 300 | Survey of Middle Level Education |  1 |  | EDFN | 300 | Survey of Middle Level Education |  1 |
| PE | 360 | K-8 Physical Education Methods |  1 |  | PE | 360 | K-8 Physical Education Methods |  1 |
| ~~ELED~~ | ~~454~~ | ~~Guided Reading~~ |  ~~2~~ |  |  |  |  |  |
|  |  |  |  |  | ELED | 456 | Evidence-Based Reading (4-8) |  3 |
| SPED | 460 | Family Systems and Professional Collaboration |  2 |  | ELED  | 460 | Family Systems and Professional Collaboration |  2 |
| SPED  | 441 | Inclusive Methods for Diverse Learners |  2 |  | SPED  | 441 | Inclusive Methods for Diverse Learners  |  2 |
| ELED | 488 | Student Teaching |  8 |  |  | 488 | Student Teaching |  8 |
| Electives |  ~~8~~ |  | Electives  |  7 |
| Total number of hours required for major, minor, or specialization | 82  |  | Total number of hours required for major, minor, or specialization | 83 |
| Total number of hours required fordegree | 120 |  | Total number of hours required fordegree | 120 |

1. **Explanation of the Change:**

Children who do not learn to read well during their first years of school, typically continue to struggle with reading throughout their remaining years in K-12 education, which can have a lasting impact on their self-confidence and motivation to learn in all areas (Lane, 2014; Armbruster, Lehr, Osborn,  & Adler, 2003). While there are no quick answers, through research, we now have extensive knowledge about the skills that children need to master in order to achieve in reading and the instructional approaches that work best to support children in achieving these skills (Armruster et al., 2003). Though research shows what works best, schools and teacher preparation programs have not always been on the same page, and controversies over the best way to teach reading continue to persist as children continue to struggle to learn to read.   Experts have debated whether they should emphasize the code of language (phonics instruction), meaning (a whole language approach), or combine the two using a balanced approach (balanced literacy) (Armruster et al., 2003). The most recent shift focuses on evidence-based literacy practices, which includes a focus on the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) (Lane, 2014). In order to be successful in each of these critical areas, teachers who teach students to read and write must have a deep understanding of phonology and phonetics, morphology, semantics, syntactic structures, and pragmatics.  Additionally, they must know the key theories about reading development, the language processing requirements of proficient reading and writing, and the elements of cognition and behavior that affect reading (Lane, 2014).

The state of SD currently has a 5-year State Personnel Development (SPDG) Grant that focuses on developing a systematic, cohesive, collaborative, and sustainable evidence-based literacy model for struggling readers, especially students with specific learning disabilities (SD DOE, 2017).  As the higher education representative on the SPDG grant, Dr. Katie Anderson has first-hand knowledge about how teaching reading is changing in South Dakota schools. The changes emphasize explicit, systematic instruction in the big 5 areas of reading, with an emphasis on structured literacy, especially in K-3rd grade.  Similar to teacher preparation programs across the nation, as reading instruction in our state makes shifts based on research, the DSU teacher preparation program must adjust the curriculum to ensure that their teacher candidates are prepared for the shift. The recommended changes for the elementary education reading-related courses at DSU allow for an increased focus and more time to master the foundational content knowledge related to early literacy skills (K-3) as well as more time to master the skills of using explicit and systematic instruction related to phonological awareness and phonics, along with all remaining areas of the “Big 5”.  These skills are complex, and the time allotted to these topics is limited in the current course arrangements. With the new recommended courses, ELED 455 (Evidence-Based Reading K-3) and ELED 456 (Evidence-Based Reading (4-8), DSU Education graduates will have knowledge and skills rooted in reading science and the ability to meet the needs of students who experience reading difficulties. The recommended changes are grounded in the recommendations of what K-12 educators need to know and be able to do related to reading instruction and come from the National Reading Panel, the International Literacy Association, the Council for Exceptional Children, and the International Dyslexia Association (Lane, 2014).

References:

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2003). *Put reading first: The research building blocks of reading instruction: Kindergarten through grade 3*. National Institute for Literacy.

Lane, H. (2014). Evidence-based reading instruction for grades K-5 (Document No. IC-12).

Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/

SD Department of Education (2017). State personnel development grant.  Retrieved from

https://doe.sd.gov/grants/SPDG.aspx

Course Descriptions – ELED 455: Evidence-Based Reading (K-3)

This course builds the teacher candidate’s knowledge of evidence-based instructional practices of the five essential components of reading acquisition (phonological awareness, phonics, fluency, vocabulary, and comprehension) specific to the K–3 level, with an emphasis on the foundational reading skills.  Students will learn to design and deliver lessons and assess student reading skills utilizing state and national standards and to apply the knowledge, skills, and attitudes to real-life situations and experiences.  Includes a Level II field experience.

ELED 456: Evidence-Based Reading (4-8)

This course builds the teacher candidate’s knowledge of evidence-based instructional practices of the five essential components of reading acquisition (phonological awareness, phonics, fluency, vocabulary, and comprehension) specific to the 4-8 level, with an emphasis on developing fluent reading, vocabulary, and comprehension and supporting intermediate readers who struggle with the foundational skills.  Students will learn to design and deliver lessons and assess student reading skills utilizing state and national standards and to apply the knowledge, skills, and attitudes to real-life situations and experiences.  Includes a Level II field experience.