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|  | **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 DEGREE:** | **Bachelor of Science in Education** |
| **CURRENT PROGRAM MAJOR/MINOR:** | **Elementary Education** |
| **CURRENT SPECIALIZATION** *(If applicable)***:** |  |
| **CIP CODE:** | **13.1202** |
| **UNIVERSITY DEPARTMENT:** | **Education** |
| **BANNER DEPARTMENT CODE:** | **DEDU** |
| **UNIVERSITY COLLEGE:** | **College of Education & Human Performance** |
| **BANNER COLLEGE CODE:** | **DED** |

**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.*

|  |  |  |
| --- | --- | --- |
| A picture containing text  Description automatically generated |  | 1/27/2025 |
| 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*):**

|  |  |
| --- | --- |
|[x]  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) |
|[ ]  Modification requiring Board of Regents approval *Must have prior approval from Executive Director or designee* |

1. **Effective date of change: 5/12/2025**
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 |

|  |
| --- |
|[ ]  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. **Is the program being modified associated with a current articulation agreement?**

|  |  |
| --- | --- |
| Yes |[ ]  No |[x]

* 1. **If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:**
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.** |
| **General Education** | **30** |  | **General Education Requirement\*** | **30** |
| Majors must take MATH 114 or MATH 103 (or a course requiring MATH 114 as a prerequisite), HIST 151 and INED 211 as part of the System-wide General Education Requirement.A grade of “C” or higher required in MATH 114, ENGL 101, CMST 101, HIST 151 and INED 211. |  | \*Majors must take MATH 114 or MATH 103 (or a course requiring MATH 114 as a prerequisite), HIST 151 or HIST 152 and INED 211 as part of the System-wide General Education Requirement.A grade of “C” or higher required in MATH 114, ENGL 101, CMST 101, HIST 151 or HIST 152 and INED 211. |
| **Professional Education Courses** | **54** |  | **Professional Education Courses** | **60** |
| EDFN  | 102 | Intro to Education | 3 |  | EDFN  | 102 | Intro to Education | 3 |
| EDFN  | 300 | Survey of Middle Level Education | ~~1~~ |  | EDFN | 300 | Principles of Practices of Teaching Middle School | 3 |
| EDFN | 365 | Computer-Based technology & Learning | 3 |  | EDFN | 365 | Computer-Based technology & Learning | 3 |
| ELED | 462 | Teaching English: New Language | ~~2~~ |  | ELED | 462 | Teaching English: New Language | 3  |
| ~~EPSY~~ | ~~210~~ | ~~Lifespan Development~~ | ~~3~~ |  |  |  |  |  |
|  |  |  |  |  | EPSY | 302 | Educational Psychology | 3 |
| MATH | 341OR342 | Math Concepts for Teachers IORMath Concepts for Teachers II | 3  |  | MATH | 341OR342 | Math Concepts for Teachers IORMath Concepts for Teachers II | 3  |
| SPED  | 100 | Introduction to Persons with Exceptionalities | 3 |  | SPED  | 100 | Introduction to Persons with Exceptionalities | 3 |
| **Admission to Teacher Education Program required for the remaining courses** |  | **Admission to Teacher Education Program required for the remaining courses** |
| EDFN  | 440 | Classroom Management | ~~2~~ |  | EDFN  | 440 | Classroom Management | 3 |
| EDER | 431 | Educational Technology and Assessment | 3 |  | EDER | 431 | Educational Technology and Assessment | 3 |
| EDFN  | 475 | Human Relations | 3 |  | EDFN | 475 | Human Relations | 3 |
| 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 Science Methods | ~~2~~ |  | ELED | 360 | K-8 Social Science Methods | 3 |
| ELED  | 440 | K-8 Language Arts Methods | ~~2~~ |  | ELED  | 440 | K-8 Language Arts Methods | 3 |
| ELED  | 455 | Evidence-Based Reading (K-3) | 3 |  | ELED  | 455 | Evidence-Based Reading (K-3) | 3 |
| ELED | 456 | Evidence-Based Reading (4-8) | 3 |  | ELED | 456 | Evidence-Based Reading (4-8) | 3 |
| ELED  | 459 | Intro to Literacy Assessment and Remediation | 3 |  | ELED  | 459 | Intro to Literacy Assessment and Remediation | 3 |
| SPED  | 460 | Family Systems and Professional Collaboration | 3 |  | SPED  | 460 | Family Systems and Professional Collaboration | 3 |
| ELED  | 488 | K-8 Student Teaching | 6 |  | ELED  | 488 | K-8 Student Teaching | 6 |
|  |  |  |  |  |  |  |  |  |
| **Technology Requirements** | **6** |  | **Technology Requirements** | **6** |
| CIS | 123 | Problem Solving and Programming | 3 |  | CIS | 123 | Problem Solving and Programming | 3 |
| CSC | 105 | Introduction to Computers | 3 |  | CSC | 105 | Introduction to Computers | 3 |
| **Electives** | **~~30~~** |  | **Electives** | **24** |
| Total number of hours required for major, minor, or specialization | ~~60~~ |  | Total number of hours required for major, minor, or specialization | 66 |
| Total number of hours required for degree | 120 |  | Total number of hours required for degree | 120 |

1. **Explanation of the Change:**

EDFN 300 is increasing from one to three credits with the goal of adding practicum time in middle school and integrating content related to physical education, art, and health standards. We propose updating the course name to Principles and Practices of Teaching Middle School to better reflect the content offered within this course: “This course covers key areas in curriculum design and instructional strategies tailored for middle-level students, as well as the developmental characteristics of elementary and middle-level learners. Candidates will gain the knowledge and skills necessary to support the holistic development of students, ensuring they are prepared to teach across disciplines and encourage lifelong health and learning. This course also provides a comprehensive foundation in fine arts, health education, and physical activity, aligned with South Dakota's state standards.”

ELED 462 is being increased from 2 to 3 credits because, due to the nature and importance of the subject matter, more time/credits are needed to cover the required content. Completers of our program report that more content is needed to teach students new to the English language. The course is common with USD. We have permission from USD to make the credits variable.

EDFN 440 is being increased from 2 to 3 credits because, due to the nature and importance of the subject matter, more time/credits are needed to cover the required content. Completers of our program report that more content is needed to train new teachers in Classroom Management. The course is a common course listed as variable credits in the catalog.

ELED 360 is being increased from 2 to 3 credits because, due to the nature and importance of the subject matter, more time/credits are needed to cover the required content. Completers of our program report that more content is needed in the methods of Social Studies and Civics. The course is a common course listed as variable credits in the catalog.

ELED 440 is being increased from 2 to 3 credits because, due to the nature and importance of the subject matter, more time/credits are needed to cover the required content. Completers of our program report that more content is needed in the methods of teaching the Science of Reading and Writing. The course is a common course listed as variable credits in the catalog.

EPSY 302 (Education Psychology) will be required instead of EPSY 210 (Lifespan Development) due to the nature and importance of the subject matter to the major. Completers of the program report that more content is needed to understand how Education Psychology relates to teaching and learning, including learning theories and theorists.

**For substantial modifications requiring Board approval, complete the items below**. References to external sources should be documented with a footnote (including web addresses where applicable).

1. Date of approval from the Executive Director or designee.
2. Identify the program modification requested.
3. Provide justification for the desired modification.
4. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.
5. Indicate the number of students currently enrolled in the program.
6. Describe the real impact to students.
7. Describe the real impact to the university.
8. Describe any cost associated with the program modification.
9. Describe any risks and unintended consequences associated with the program modification.
10. Would this modification be effective for current and future students, or only students who enroll following the change?