|  |  |
| --- | --- |
|  |  |
|  | **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:** | **Special Education** |
| **CURRENT SPECIALIZATION** *(If applicable)***:** |  |
| **CIP CODE:** | **13.1099** |
| **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*):**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total credits required within the discipline |  | Total credits of supportive course work |
|  |  |  |  |
|  | Total credits of elective course work |  | 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 |  | Master’s |  | Doctoral |  |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Certificate |  | Specialization |  | Minor |  | Major |  |

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 |  |

* 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** | | | **57** |  | **Professional Education Courses** | | | | **63** |
| ~~EDFN~~  ~~OR~~  ~~SPED~~ | ~~102~~  ~~OR~~  ~~100~~ | ~~Intro to Education~~  ~~OR~~  ~~Introduction to Persons with Exceptionalities~~ | 3 |  | SPED | | 100 | Introduction to Persons with Exceptionalities | 3 |
| ELED | 462 | Teaching English: New Language | ~~2~~ |  | ELED | | 462 | Teaching English: New Language | 3 |
| EPSY  EPSY | 210  302 | Lifespan Development  OR  Educational Psychology | 3 |  | EPSY  EPSY | | 210  302 | Lifespan Development  OR  Educational Psychology | 3 |
| MATH  MATH | 341  342 | Math Concepts for Teachers I  OR  Math Concepts for Teachers II | 3 |  | MATH    MATH | | 341  342 | Math Concepts for Teachers I  OR  Math Concepts for Teachers II | 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 |
| ELED | 330 | K-8 Math Methods | 3 |  | ELED | | 330 | K-8 Math 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 |
| SEED | 450 | Reading and Content Literacy | 3 |  | SEED | | 450 | Reading and Content Literacy | 3 |
|  |  |  |  |  | ELED | | 459 | Intro to Literacy Assessment and Remediation | 3 |
| SPED | 410 | Behavior Management of Exceptional Children | 3 |  | SPED | | 410 | Behavior Management of Exceptional Children | 3 |
| SPED | 413 | Serving Students with Severe Disabilities | 3 |  | SPED | | 413 | Serving Students with Severe Disabilities | 3 |
| SPED | 417 | Vocational Transitional Programming | 3 |  | SPED | | 417 | Vocational Transitional Programming | 3 |
| SPED | 420 | K-12 Curriculum and Instructional Strategies | 3 |  | SPED | | 420 | K-12 Curriculum and Instructional Strategies | 3 |
| SPED | 431 | Identification and Assessment in Special Education | 3 |  | SPED | | 431 | Identification and Assessment in Special Education | 3 |
| SPED | 442 | Serving Students with Learning Disabilities | 2 |  | SPED | | 442 | Serving Students with Learning Disabilities | 2 |
| SPED | 443 | Serving Students with Learning Disabilities | 1 |  | SPED | | 443 | Serving Students with Learning Disabilities | 1 |
| SPED | 460 | Family Systems and Professional Collaboration | 3 |  | SPED | | 460 | Family Systems and Professional Collaboration | 3 |
| SPED | 465 | Computer Applications in Special Education | 3 |  | SPED | | 465 | Computer Applications in Special Education | 3 |
| SPED | 488 | Student Teaching in Special Education | 6 |  | SPED | | 488 | Student Teaching in Special Eduucation | 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** | | | **~~27~~** |  | **Electives** | | | | **21** |
| Total number of hours required for major, minor, or specialization | | | ~~63~~ |  | | Total number of hours required for major, minor, or specialization | | | 69 |
| Total number of hours required for degree | | | 120 |  | | Total number of hours required for degree | | | 120 |

1. **Explanation of the Change:**

SPED 100 (Intro to Persons with Exceptionalities) is a critical course for those majoring in Special Education only; therefore, we removed the OR with EDFN 102 to ensure all students majoring in SPED take this critical course.

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 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.

ELED 459: Introduction to Literacy Assessment and Remediation is being added because recent graduates from our program report a need for additional Science of Reading support regarding assessment and remediation. This feedback was triangulated during meetings with the South Dakota Council of Administrators of Special Education (SD CASE). The following is a course description: “This is a practical course in which the student is directed toward acquiring specific skills that will enable a teacher to complete group and individual assessments and develop activities to remediate reading problems. This course includes a practicum.”