



**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:	NSU
CURRENT PROGRAM DEGREE:	BSEd
CURRENT PROGRAM MAJOR/MINOR:	Elementary Education and Special Education
CURRENT SPECIALIZATION (If applicable):	
CIP CODE:	131202/131001
UNIVERSITY DEPARTMENT:	Teacher Education
BANNER DEPARTMENT CODE:	NTE
UNIVERSITY COLLEGE:	Millicent Atkins School of Education
BANNER COLLEGE CODE:	5E

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.

Michael Wanous

Vice President of Academic Affairs or
President of the University

5/6/2025

Date

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

- | | |
|---|--|
| <input type="checkbox"/> Total credits required within the discipline | <input type="checkbox"/> Total credits of supportive course work |
| <input type="checkbox"/> Total credits of elective course work | <input type="checkbox"/> Total credits required for program |
| <input type="checkbox"/> Program name | <input type="checkbox"/> Existing specialization |
| <input type="checkbox"/> CIP Code | <input type="checkbox"/> Other (explain below) |
| <input checked="" type="checkbox"/> Modification requiring Board of Regents approval
<i>Must have prior approval from Executive Director or designee</i> | |

2. Effective date of change: 2/13/2025

3. Program Degree Level (place an "X" in the appropriate box):

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

4. Category (place an "X" in the appropriate box):

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

5. 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.

6. Is the program being modified associated with a current articulation agreement?

Yes ☐ No ☒

a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:

p

7. 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.
IDL	190	Seminar	2	FYS	101	Seminar	2
EDFN	102	Intro to Education	3	EDFN	102	Intro to Education	3
ELED	303	Earth & Physical Science for ELED Teachers	3	ELED	303	Earth & Physical Science for ELED Teachers	3
ELRN	435	Principles of Inst Design	3	ELRN	435	Principles of Inst Design	3
EPSY	302	Educational Psychology	3	EPSY	302	Educational Psychology	3
EPSY	296	Field Experience	0	EPSY	296	Field Experience	0
INED	411	SD Indian Studies	3	INED	211 or 411	SD Indian Studies	3
MATH	341	Math Concepts I	3	MATH	341	Math Concepts I	3
MATH	342	Math Concepts II	3	MATH	342	Math Concepts II	3
SPED	100	Intro to Persons with Exceptionalities	3	SPED	100	Intro to Persons with Exceptionalities	3
ELED	396	Field Experience	1	ELED or SPED	396	Field Experience	1
ELED	440	K-8 Language Arts Methods	3	ELED	440	K-8 Language Arts Methods	3

ELED	450	K-8 Reading Methods	3	ELED	450	K-8 Reading Methods	3
ELRN	485	Classroom Technology	3	ELRN	485	Classroom Technology	3
ARTE	310	K-8 Art Methods	1	ARTE	310	K-8 Art Methods	1
EDFN	455	Research Based Literacy Instruction & Assessment	3	EDFN	455	Research Based Literacy Instruction & Assessment	3
SPED	441	Inclusive Methods for Diverse Learners	2	SPED	441	Inclusive Methods for Diverse Learners	2
MLED	480	Middle Level Methods	2	MLED	480	Middle Level Methods	2
MUS	353	K-8 Music Methods	1	MUS	353	K-8 Music Methods	1
PE	330	PK-8 Heath/Safety/PE Methods	2	PE	330	PK-8 Heath/Safety/PE Methods	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 Science Methods	3	ELED	360	K-8 Social Science Methods	3
ELED	420	Social Science Content & Curricular Knowledge	2	ELED	420	Social Science Content & Curricular Knowledge	2
ELED	395	Practicum	1	ELED	395	Practicum	1
ELED	495	Practicum	1	ELED	395	Practicum	1
ELED	496	Field Experience	2	ELED	496	Field Experience	2
EDER	415	Educational Assessment	2	EDER	415	Educational Assessment	2
EDFN	472	School Law & Ethics for Educators	2	EDFN	472	School Law & Ethics for Educators	2
EDFN	440	Classroom Management	3	EDFN	440	Classroom Management	3
EDFN	445	Methods of Teaching English and Academic Content to English Learners	3	EDFN	445	Methods of Teaching English and Academic Content to English Learners	3
ELED	488	K-8 Student Teaching	8	ELED	488	K-8 Student Teaching	8
				ELED	341	Integrated Art & Music Methods	1
				SPED	210	Teaching Students with Significant Disabilities	3
				SPED	410	Behavior Management of Exceptional Children	3
				SPED	417	Vocational-Transitional Programming	2
				SPED	420	K-12 Curriculum & Instructional Strategies	3
				SPED	431	Identification & Assessment in SPED	3
				SPED	432	K-12 Methods & Materials for LD	2
				SPED	460	Family Systems & Professional Collaboration	2
				SPED	470	Individual Education Programs & Assistive Technology	2
				SPED	485	Special Education Law	2
				SPED	488	SPED Student Teaching	6
Total number of hours required for major, minor, or specialization			80	Total number of hours required for major, minor, or specialization			98
Total number of hours required for degree			120	Total number of hours required for degree			128

***Please include in the catalog: Student teaching consists of 12 weeks in each area (Elementary Education and Special Education) and must be completed over two separate semesters.**

8. Explanation of the Change:

The purpose of this change is to clearly outline the required coursework for students pursuing a double major in elementary and special education. Currently, while this is a popular option, there is no formal structure defining the specific courses needed to complete both majors efficiently. By articulating these requirements, we aim to provide students with a clear academic pathway, ensuring they can successfully meet certification standards in both areas while maximizing their time and coursework.

The credit number changes for PE 330 and ELED 488 were previously approved by the AAC.

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).

9. Date of approval from the Executive Director or designee.

10. Identify the program modification requested.

The requested program modification is to formally define the coursework required for students pursuing a double major in elementary and special education. This includes establishing a structured academic pathway that ensures students meet certification requirements in both fields. Additionally, the modification will incorporate the Banner code NBSSED.ELESPE, which specifically designates the double-major within the university's system, providing clarity in academic records and advising.

11. Provide justification for the desired modification.

The justification for this modification is to provide clarity and structure for students pursuing a double major in elementary and special education. Currently, there is no clearly defined pathway outlining the required coursework. By formally articulating these requirements and implementing the NBSSED.ELESPE Banner code, we ensure accurate degree tracking, improved advising, and streamlined certification processes. This change will help students efficiently plan their coursework, avoid unnecessary credit hours, and graduate on time while meeting the increasing demand for educators with dual expertise in elementary and special education.

12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

The course catalog description and learning outcomes will be updated to clearly reflect the requirements and expectations of the elementary and special education double major option.

Catalog description for the double-major program: The elementary and special education double major prepares students to become highly qualified educators with expertise in both general and special education. This program provides a comprehensive foundation in teaching strategies, classroom management, and individualized instruction for diverse learners. Graduates will be equipped to meet certification requirements in both fields, expanding their career opportunities and ability to support students in inclusive and specialized settings.

Learning outcomes for the double-major program:

- Develop and implement effective, research-based teaching methods tailored to diverse learners in both general and special education settings.
- Design and modify lessons to meet the needs of students with varying abilities, including those with disabilities and exceptionalities.
- Master foundational concepts in core subject areas, ensuring high-quality instruction in elementary classrooms.
- Administer, interpret, and apply formal and informal assessments to guide instruction and support student growth.
- Foster supportive, accessible, and engaging classrooms that accommodate all students, including those with disabilities.
- Effectively communicate and work alongside parents, caregivers, special education teams, and other educators to support student success.
- Apply knowledge of federal and state laws, policies, and ethical standards related to both elementary and special education.

13. Indicate the number of students currently enrolled in the program.

Currently there are 34 students identified as pursuing a BSEd in ELED and a BSEd in SPED major concurrently.

14. Describe the real impact to students.

The real impact to students of this program modification is increased clarity, efficiency, and career opportunities. By formally defining the elementary and special education double major, students will have a clear, structured academic pathway that ensures they complete both majors without unnecessary coursework or delays. This allows them to efficiently meet certification requirements in both fields, making them more marketable and prepared to support diverse learners in general and special education settings. Additionally, the use of the NBSED.ELESPE Banner code ensures proper degree tracking and advising, reducing confusion and streamlining their educational experience. Ultimately, this change provides students with a competitive edge in the job market and better preparation to meet the growing demand for dual-certified educators.

15. Describe the real impact to the university.

The real impact to the university includes improved program clarity, enhanced student recruitment and retention, and stronger alignment with workforce demands. By formally defining the elementary and special education double major, the university ensures that students have a structured and efficient academic path, reducing advising confusion and streamlining degree completion. The use of the NBSED.ELESPE Banner code allows for better tracking of student progress, improving institutional data accuracy and reporting.

Additionally, this modification enhances the university's competitiveness in attracting prospective students who seek a versatile teaching credential. Offering a clearly articulated double major meets the growing demand for dual-certified educators, strengthening partnerships with school districts and reinforcing the university's reputation as a leader in teacher preparation. In the long term, this change supports higher program completion rates and contributes to stronger graduate employment outcomes, benefiting both the institution and the broader educational community.

16. Describe any cost associated with the program modification.

There are no costs associated with the program modification.

17. Describe any risks and unintended consequences associated with the program modification.

There are no foreseeable risks or unintended consequences associated with this program modification.

18. Would this modification be effective for current and future students, or only students who enroll following the change?

This modification would be effective for current and future students.