



**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:	Bachelor of Science
CURRENT PROGRAM MAJOR/MINOR:	Secondary Education
CURRENT SPECIALIZATION (If applicable):	English, Math, Social Science, Science, Chemistry, Biology, English
CIP CODE:	13.1205
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

10/7/2025

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)
Create an independent BSEd option without a specialization for the dual-degree program. |
| ☒ Modification requiring Board of Regents approval
<i>Must have prior approval from Executive Director or designee</i> | |

2. Effective date of change: 8/1/2025

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:

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.
EDFN	102	Intro to Education	3	EDFN	102	Intro to Education	3
SPED	100	Intro to Persons with Exceptionalities	3	SPED	100	Intro to Persons with Exceptionalities	3
EPSY	302	Educational Psychology	3	EPSY	302	Educational Psychology	3
INED	411	SD Indian Studies	3	INED	411	SD Indian Studies	3
SPED	441	Inclusive Methods for Diverse Learners	2	SPED	441	Inclusive Methods for Diverse Learners	2
EPSY	428	Child & Adolescent Development	3	EPSY	428	Child & Adolescent Development	3
EDFN	440	Classroom Management	3	EDFN	440	Classroom Management	3
EDFN	445	Teaching English and Academic Content to English Learners	3	EDFN	445	Teaching English and Academic Content to English Learners	3
SEED	420	5-12 Philosophy & Pedagogy	3	SEED	420	5-12 Philosophy and Pedagogy	3
SEED	460	Elevating Content Literacy in Innovative Classrooms	3	SEED	460	Elevating Content Literacy in Innovative Classrooms	3
ELRN	485	Classroom Technology	3	ELRN	485	Classroom Technology	3

EDFN	472	School Law & Ethics	2	EDFN	472	School Law & Ethics	2
Specialization Required: Math, English, Chemistry, Biology, Science, Social Science, or History			27	Specialization Required: Math, English, Chemistry, Biology, Science, Social Science, or History			27
Apprenticeship Emphasis				Apprenticeship Emphasis			
				Specialization Required: Math, English, Chemistry, Biology, Science, Social Science, or History			27
SEED	388	Apprenticeship Experiential Learning	6	SEED	388	Apprenticeship Experiential Learning	6
SEED	496	Field Experience	9	SEED	496	Field Experience	9
SEED	488	Student Teaching	13	SEED	488	Student Teaching	13
EDFN	492	Back to School Wkshp	1	EDFN	492	Back to School Wkshp	1
Dual Degree Emphasis				Dual Degree Emphasis			
				No Specialization Required			
EPSY	296	Field Experience	0	EPSY	296	Field Experience	0
SEED	396	Field Experience	1	SEED	396	Field Experience	1
SEED	496	Field Experience	1	SEED	496	Field Experience	2
SEED	488	Student Teaching	6	SEED	488	Student Teaching	6
Total number of hours required for major, minor, or specialization			69-90	Total number of hours required for major, minor, or specialization			43-90
Total number of hours required for degree			120	Total number of hours required for degree			120

8. Explanation of the Change:

The requested modification to eliminate the specialization requirement for the dual-degree emphasis is designed to expand opportunities for aspiring secondary teachers by providing greater flexibility in selecting a content area while maintaining rigorous content preparation. Currently, NSU's BSEd students major in a specific education discipline, such as English, History, or Mathematics, and complete both content-specific coursework and secondary education requirements. These majors range from 34 to 47 credits, depending on the subject, in addition to the 43-credit secondary education core.

However, the existing specialization requirement limits students to predefined content areas, preventing those interested in subjects like Spanish, Sociology, or Business from fully benefiting from the dual-degree pathway. The proposed change would enable students to major in Secondary Education without requiring a specialization, while still mandating that they select an approved content major that aligns with a specific DOE-specified content endorsement, ensuring students receive comprehensive subject-specific training alongside their pedagogical preparation.

This adjustment not only enhances students' transcripts, more accurately reflecting their academic pursuits and effectively allowing them to earn two degrees, but also reinforces their qualifications in both education and their chosen field. Importantly, specializations will remain a requirement for the apprenticeship pathway, which is exclusively available to current paraprofessionals working in schools. The specialization areas in the apprenticeship track are aligned with the core secondary content areas most commonly required in schools, ensuring paraprofessionals already employed in educational settings receive training in high-need subject areas.

The South Dakota Board of Education has officially approved NSU's request to certify the BSEd dual-degree pathway and is highly supportive of this innovative approach. Recognizing the growing demand for secondary teachers statewide and nationally, the Board hopes that this increased flexibility will encourage more individuals to enter the teaching profession, especially those who may not have considered secondary education due to the previously limited specialization options. By implementing this modification, NSU is strengthening its role in preparing highly qualified educators while addressing critical workforce needs in secondary education.

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.

Fall 2025

10. Identify the program modification requested.

The proposed program modification seeks to remove the specialization requirement to establish a stand-alone Bachelor of Science in Education degree for the dual-degree emphasis.

11. Provide justification for the desired modification.

The requested modification to eliminate the specialization requirement for the dual-degree emphasis is designed to provide greater flexibility for students pursuing secondary education while maintaining rigorous content preparation. Currently, NSU's BSEd students major in a specific education discipline, such as English, History, or Mathematics, and complete both content-specific coursework and secondary education requirements. However, the existing specialization requirement limits students to predefined content areas, preventing those interested in subjects like Spanish, Sociology, or Business from fully benefiting from the dual-degree pathway.

This change would allow students pursuing the dual-degree emphasis to major in an approved content area without being restricted to a specialization. NSU has identified 15 content majors that align with DOE endorsements, ensuring students receive comprehensive subject-specific training alongside their pedagogical preparation. This adjustment also enhances students' transcripts, reflecting their academic achievements and reinforcing their qualifications in both education and their chosen content field.

Importantly, specializations will remain a requirement for the apprenticeship pathway, which is exclusively available to current paraprofessionals working in schools. The specialization areas in the apprenticeship track are aligned with the core secondary content areas most commonly required in schools, ensuring that paraprofessionals who are already employed in educational settings receive training in high-need subject areas.

The South Dakota Board of Education has officially approved NSU's request to certify the BSEd dual-degree pathway and is highly supportive of this innovative approach. Recognizing the growing demand for secondary teachers statewide and nationally, the Board hopes that this

increased flexibility will encourage more individuals to enter the teaching profession—especially those who may not have considered secondary education due to the previously limited specialization options. By implementing this modification, NSU is strengthening its role in preparing highly qualified educators while addressing critical workforce needs in secondary education.

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

Yes, a modification would more clearly define the pathways. Learning outcomes for the BSEd in Secondary Education would not change.

The BSEd in Secondary Education at NSU offers two distinct pathways to prepare future educators for teaching at the secondary level.

- Apprenticeship Emphasis: Designed exclusively for current paraprofessionals working in schools, this pathway allows candidates to earn their degree while remaining employed. Apprentices specialize in core secondary content areas, aligning with high-need subjects in schools, and complete coursework tailored to support their transition into licensed teaching roles.
- Dual-Degree Emphasis: This pathway provides aspiring secondary teachers with the opportunity to earn two degrees, one in secondary education and another in an approved content area. Unlike the apprenticeship track, the dual-degree emphasis does not require a specialization but instead offers flexibility in content selection, with 15 content majors available that align with DOE endorsements.

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

Currently, there are 69 students enrolled in a BSEd in Secondary Education program.

14. Describe the real impact to students.

This program modification has a direct and meaningful impact on students by increasing access, flexibility, and career readiness for future secondary educators.

- Greater flexibility in content selection—students who might have been discouraged from pursuing secondary education due to the limited specialization options can now choose from 15 approved content majors, ensuring they study a subject they are passionate about while meeting state certification requirements.
- Expanded career opportunities—the dual-degree emphasis allows students to graduate with two degrees, making them more competitive in the job market and opening doors to teaching positions in a broader range of subjects. This is particularly beneficial for those interested in fields which were previously unavailable as specializations.
- Stronger academic credentials—with both an education degree and a content-area degree, students' transcripts reflect a well-rounded and rigorous academic preparation, positioning them for both teaching careers and further graduate study if desired.
- Maintained accessibility for working paraprofessionals—the apprenticeship pathway remains intact, ensuring that current school employees can earn their degrees while

continuing to work. This pathway remains focused on core content specializations aligned with school district needs, ensuring paraprofessionals are well-prepared for teaching roles.

- Encouraging more future teachers—with the statewide and national shortage of secondary teachers, this change makes it easier for individuals to enter the profession. By removing unnecessary barriers, NSU is creating more pathways for highly qualified educators to step into classrooms where they are urgently needed.

Ultimately, this modification gives students more control over their educational journey while maintaining academic rigor and workforce relevance, ensuring they graduate prepared, marketable, and ready to make an impact in secondary education.

15. Describe the real impact to the university.

This program modification has significant benefits for Northern State University, strengthening its position as a leader in teacher preparation while addressing workforce needs in secondary education.

- Increased enrollment and program accessibility—by removing restrictive specialization requirements in the dual-degree emphasis, NSU can attract a broader pool of students—including those who may have previously overlooked secondary education due to limited content options. This change has the potential to increase enrollment in both the BSEd in Secondary Education and the content-area majors, boosting overall student numbers.
- Enhanced institutional reputation—the South Dakota Board of Education’s strong support for this unique model reinforces NSU’s leadership in innovative teacher preparation. By offering a flexible, state-endorsed pathway, NSU positions itself as a forward-thinking institution committed to meeting the needs of both students and the education workforce.
- Stronger partnerships with school districts—retaining the apprenticeship emphasis ensures continued support for working paraprofessionals, maintaining and strengthening relationships with local and regional school districts. These partnerships enhance NSU’s role in teacher pipeline development, solidifying its impact on K-12 education.
- Alignment with workforce demands—given the statewide and national teacher shortage, this change allows NSU to produce more highly qualified secondary educators across a wider range of subject areas. Expanding certification options makes NSU a more attractive choice for aspiring teachers, filling critical gaps in the education workforce and increasing graduate employability.
- Streamlined academic pathways—allowing students to earn two degrees without additional specialization restrictions makes NSU’s program more competitive with similar offerings at other institutions. This modernized structure ensures students receive high-quality training without unnecessary barriers, making NSU’s teacher preparation program more efficient and student-centered.

16. Describe any cost associated with the program modification.

No costs associated with the program modification have neither been identified nor are necessary.

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

One unintended consequence of this change may be a surge in demand for certain content majors as students take advantage of the expanded flexibility. While this could require adjustments in faculty and course offerings, it also presents an opportunity for growth within these academic departments and further strengthens NSU's reputation in teacher preparation. Additionally, by earning a dual degree in both Secondary Education and a content area, some graduates may choose to pursue non-traditional education roles, such as curriculum development, corporate training, or educational consulting. While this may lead to a broader range of career outcomes beyond the classroom, it ultimately showcases NSU's ability to prepare adaptable professionals who can make an impact in various educational settings.

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.