



**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).

<b>UNIVERSITY:</b>	Northern State University
<b>CURRENT PROGRAM DEGREE:</b>	BA
<b>CURRENT PROGRAM MAJOR/MINOR:</b>	Sociology
<b>CURRENT SPECIALIZATION (If applicable):</b>	N/A
<b>CIP CODE:</b>	45.1101
<b>UNIVERSITY DEPARTMENT:</b>	Department of History and Social Sciences
<b>BANNER DEPARTMENT CODE:</b>	NHSS
<b>UNIVERSITY COLLEGE:</b>	College of Arts and Sciences
<b>BANNER COLLEGE CODE:</b>	5A

**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.*

*Erin Foubert*

5/21/2026

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):**

<input checked="" type="checkbox"/> Total credits required within the discipline	<input type="checkbox"/> Total credits of supportive course work
<input checked="" type="checkbox"/> Total credits of elective course work	<input checked="" type="checkbox"/> Total credits required for program
<input checked="" 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: 8/1/2026**

**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: Human and Social Services**

*Reminder: Name changes may require updating related articulation agreements, site approvals, etc.*

**6. Is the program associated with a current articulation agreement? Yes**

**a. If yes, will the articulation agreement need to be updated with the partner institution as a result of this minor program modification? Why or why not?**

We will work with USD to update the curriculum rotation for the 3+2 agreement (BA Sociology + Masters in Social Work). It will not have any adverse impact on the agreement, and the addition of a required stats course will be welcomed, since it will better prepare students for graduate work.

**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.
FYS	101	First Year Seminar	2	FYS	101	First Year Seminar	2
CJUS	380	Research and Data Analysis in Criminal Justice	3	CJUS	380	Research and Data Analysis in Criminal Justice	3
				SOC	209	Statistical Reasoning for Social Science	3
SOC	270	Introduction to Social Work	3	SOC	270	Introduction to Social Work	3
SOC	281	Socio-Cultural Theory	3	SOC	281	Socio-Cultural Theory	3
SOC	315	Social Work Practice I	3	SOC	315	Social Work Practice I	3
SOC	320	Social Work Practice II	3	SOC	320	Social Work Practice II	3
SOC	485	Social Science Capstone	3	SOC	485	Social Science Capstone	3
		<b>Choose one - 3 credits</b>	3			<b>Choose one - 3 credits</b>	3
SOC	100	Introduction to Sociology (3 credits)		SOC	100	Introduction to Sociology (3 credits)	3
SOC	150	Social Problems (3 credits)		SOC	150	Social Problems (3 credits)	
		<b>Field Experience - 1 credit</b>	1			<b>Field Experience - 3 credits</b>	3
SS	360	The Traveling Classroom (1-4 credits)		SS	360	The Traveling Classroom (1-4 credits)	
SS/ INDG	361	The Traveling Classroom: A Native Cultural Immersion Experience (3 credits)		SS/ INDG	361	The Traveling Classroom: A Native Cultural Immersion Experience (3 credits)	
SOC/ SS	396	Field Experience (1-12 credits)		SOC/ SS	396	Field Experience (1-12 credits)	
				SOC	405	Community Needs Assessment (3 credits)	
		<b>Stratification and Inequality (choose two – 6 credits)</b>	6			<b>People in Communities (choose two - 6 credits)</b>	6
				SOC/ AIS/ INDG	404	Issues in Contemporary Native and Indigenous Life (3 credits)	
CMST/ INDG/ SOC	335	Native Identity and Resiliency (3 credits)		CMST/ INDG/ SOC	335	Native Identity and Resiliency (3 credits)	
HIST	485	History of Modern Genocide (3 credits)		HIST	485	History of Modern Genocide (3 credits)	
SOC	261	Human Sexuality (3 credits)		SOC	261	Human Sexuality (3 credits)	
SOC/ INDG	265	Global Indigenous Media (3 credits)		SOC/ INDG	265	Global Indigenous Media (3 credits)	
				SOC/ CJUS	325	Domestic and Intimate Violence (3 credits)	
SOC	350	Race and Ethnic Relations (3 credits)		SOC	350	Race and Ethnic Relations (3 credits)	
SOC	423	Social Stratification (3 credits)		SOC	423	Social Stratification (3 credits)	
SOC	458	Sociology of Aging (3 credits)		SOC	458	Sociology of Aging (3 credits)	
SOC	483	Sociology of Gender Roles (3 credits)		SOC	483	Sociology of Gender Roles (3 credits)	
		<b>Social Institutions (choose one- 3 credits)</b>	3			<b>Community Structures (choose two - 6 credits)</b>	6
CJUS	203	Policing in a Free Society (3 credits)		CJUS	203	Policing in a Free Society (3 credits)	
CJUS/ HIST/ INDG	333	Federal Indian Law (3 credits)		CJUS/ HIST/ INDG	333	Federal Indian Law (3 credits)	

## Existing Curriculum

Proposed Curriculum (**highlight changes**)

Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
CJUS/ SOC	401	Law and Society (3 credits)		SOC/ CJUS/	401	Law and Society (3 credits)	
CJUS	452	Prisons and Penology (3 credits)		CJUS	452	Prisons and Penology (3 credits)	
POLS	210	State and Local Government (3 credits)		POLS	210	State and Local Government (3 credits)	
				SOC	353	Sociology of Work (3 credits)	
				SOC	375	Nonprofit Organizations and Social Services (3 credits)	
				SOC	382	The Family (3 credits)	
SOC	400	Social Policy (3 credits)					
				SOC/ CJUS	416	Drugs and Society (3 credits)	
SOC	456	Community Corrections (3 credits)					
SOC	471	Medical Sociology (3 credits)					
				SOC	480	Sociology of Education (3 credits)	
		<b>Sociology Electives (choose two - 6 credits)</b>	6			<b>Sociology Elective (choose one - 3 credits)</b>	3
CJUS	468	Criminology for Human Services/Counseling Practice (3 credits)		CJUS	468	Criminology for Human Services/Counseling Practice (3 credits)	
SOC	260	Popular Culture and Society (3 credits)		SOC	260	Popular Culture and Society (3 credits)	
SOC	330	Self and Society (3 credits)		SOC	330	Self and Society (3 credits)	
SOC	354	Victimology (3 credits)		SOC	354	Victimology (3 credits)	
SOC	382	The Family (3 credits)					
SOC	383	Sport and Society (3 credits)		SOC	383	Sport and Society (3 credits)	
SOC	402	Social Deviance (3 credits)		SOC	402	Social Deviance (3 credits)	
SOC	455	Juvenile Delinquency (3 credits)		SOC	455	Juvenile Delinquency (3 credits)	
SOC	459	Sociology of Death and Dying (3 credits)		SOC	459	Sociology of Death and Dying (3 credits)	
SOC	470	Child Abuse and Neglect (3 credits)		SOC	470	Child Abuse and Neglect (3 credits)	
SOC	487	Victim Advocacy (3 credits)		SOC	487	Victim Advocacy (3 credits)	
		Total number of hours required for major, minor, or specialization	39			Total number of hours required for major, minor, or specialization	44
		Total number of hours required for degree	120			Total number of hours required for degree	120

**8. Explanation of the Change:**

The department is requesting approval for a substantive modification to the existing Sociology major that includes a program name change to *Human and Social Services*, an increase in total major credits from 39 to 44, and a restructuring of how credits are distributed within the major.

The revised curriculum reorganizes substantive coursework into two clearly defined disciplinary sub-domains: People in Communities, which centers on stratification, inequality, identity, and social location; and Community Structures, which focuses on institutions, organizations, policy, and systems that shape social life. This restructuring provides greater parity between these two core areas of sociological inquiry, ensuring that students engage deeply with both social inequalities and the institutional contexts in which they are produced and addressed.

As part of this reorganization, the number of unrestricted general sociology elective credits has been reduced and replaced with more intentional category-based requirements, while still allowing students choice within each sub-domain. Course offerings within both categories have been expanded and diversified, exposing students to a broader range of populations, institutional settings, and social issues.

Additionally, the modification increases the experiential learning requirement within the major by expanding field experience credits and adding a Community Needs Assessment course as an option. Together, these changes clarify program expectations, strengthen disciplinary coherence, and ensure that graduates develop a balanced understanding of stratification and social structures alongside applied skills in community engagement and assessment.

Finally, the program is requesting a change to the student learning outcomes (see item 12 below).

**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.**

TBD

**10. Identify the program modification requested.**

- Change program name to Human and Social Services.
- Add SOC 209 to required core.
- Add SOC 405 to “Field Experience” options (New Course Request submitted concurrently with this Substantive Program Modification form).
- Change Field Experience requirement from 1 credit to 3 credits.
- Change “Stratification and Inequality” category to “People in Communities”.
- Change “Social Institutions” category to “Community Structures”.
- Add AIS/SOC/INDG 404 and CJUS/SOC 325 as options under “People in Communities” category.
- Add SOC 353, SOC 375, SOC 382, CJUS/SOC 416, and SOC 480 as options under “Community Structures” category.
- Move SOC 382 from “Sociology elective” category to “Community Structures” category.
- Change “Sociology elective” from 6 credits to 3 credits.

*NOTE:* Submitted concurrently with this Substantive Program Modification form are New Course Requests for SOC 375 and 405, and Authority to Offer Existing Course forms for SOC 325, SOC 353, SOC 416, and SOC 480.

**11. Provide justification for the desired modification.**

This modification is proposed to strengthen the coherence, clarity, and applied relevance of the Sociology major by more intentionally structuring how students engage with core areas of the discipline. Sociology is fundamentally concerned with both patterns of stratification among people and the social, political, and institutional structures that organize community life. The revised curriculum reflects this disciplinary foundation by organizing substantive coursework into two balanced sub-domains: People in Communities, which emphasizes inequality, identity, social location, and lived experience, and Community Structures, which focuses on institutions, organizations, policy, and systems. Providing parity between these areas ensures that students develop a comprehensive sociological understanding rather than an uneven or overly elective-driven pathway through the major.

The modification also addresses limitations in the existing curriculum structure, in which a larger share of credits came from general electives, leading to variability in student preparation and uneven exposure to core sociological content. By reducing unrestricted electives and replacing them with clearly defined categories, the program maintains flexibility while ensuring greater consistency in learning outcomes across graduates. At the same time, course options within each sub-domain have been expanded and diversified, allowing students to explore a wider range of social groups, institutional contexts, and contemporary social issues without sacrificing curricular coherence.

In addition, the modification responds to increasing demand from employers and graduate programs for students with applied skills in community-based research, data-informed decision-making, and program assessment. Expanding the experiential learning requirement and adding a required Community Needs Assessment course provides structured, high-impact opportunities for students to apply sociological knowledge in real-world settings. These experiences strengthen students' analytical, ethical, and professional competencies while reinforcing the program's emphasis on community.

Finally, the program name change to Human and Social Services more accurately communicates the revised curriculum's focus to prospective students, employers, and community partners.

Taken together, these changes enhance academic rigor, clarify program identity, and better prepare graduates for careers and further study in community-based, nonprofit, public, and human services fields.

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

The requested modifications require a change to the program learning outcomes (provided below). These learning outcomes were revised to strengthen the disciplinary grounding and coherence of the sociology program while remaining aligned with Board of Regents cross-curricular skill requirements. During the program's seven-year external review, the outside reviewer noted that the previous outcomes relied too heavily on cross-curricular language, which diluted their clarity as distinctly sociological outcomes and made it more difficult to assess disciplinary learning across the curriculum. In response, the revised outcomes foreground core sociological content such as theory, stratification, research, policy analysis, and community-based practice while embedding cross-curricular skills in ways that are clearly connected to sociological inquiry and application rather than driving the language of the outcomes themselves. This revision improves alignment between program goals, course content, and assessment practices, and more accurately reflects how students develop sociological knowledge and skills across theoretical, research-based, policy-oriented, and experiential learning contexts.

The program would like to change the learning outcomes to the following:

**Apply Sociological Theory and Concepts:** Students will apply core sociological concepts and theories to analyze everyday life, social interaction, human behavior, and social institutions.

**Analyze Social Stratification and Social Organization (Cross-curricular Skill: Critical and Creative Thinking):** Students will analyze how societies organize social positions, statuses, and roles, and how these patterned arrangements structure social relations and institutional processes.

**Analyze Social Stratification and Social Outcomes (Cross-curricular Skill: Access and Opportunity):** Students will analyze how social structures and institutions shape patterns of access, opportunity, and social outcomes across groups, statuses, and social contexts.

**Evaluate, Create, and Communicate Sociological Research (Cross-curricular Skill: Inquiry and Analysis):** Students will evaluate sociological research by assessing data quality, methods, and evidence; create original sociological research using appropriate theoretical and methodological approaches; and communicate sociological findings clearly to academic and public audiences.

**Assess Social Policy and Social Change (Cross-curricular Skill: Problem Solving):** Students will assess social policies and interventions in the United States using sociological frameworks to evaluate their effectiveness, intended goals, and social consequences.

**Conduct Ethical, Community-Based Sociological Practice (Cross-curricular Skill: Ethical Reasoning):** Students will engage in hands-on, community-based sociological work by analyzing organizations, communities, or social problems through direct participation and observation, while demonstrating ethical responsibility, reflexivity, and professionalism in field settings.

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

14

**14. Describe the real impact to students.**

Students will benefit from a clearer program identity, stronger alignment between coursework and career-relevant skills, and increased access to structured experiential learning opportunities. The reorganization of coursework into the People in Communities and Community Structures categories ensures that students develop a balanced understanding of social inequality and the institutional contexts that shape community life, rather than progressing through the major primarily via unrestricted electives.

The expanded field experience requirement and the addition of a required Community Needs Assessment course provide students with hands-on experience working with real community partners, strengthening skills in data collection, analysis, and applied problem-solving. These changes improve students' preparation for employment in nonprofit, public, and human services fields, as well as for graduate study. Current students will retain the option to complete the existing Sociology major requirements, while students entering after the effective date will benefit from a more intentional, applied, and clearly articulated program of study.

**15. Describe the real impact to the university.**

The proposed modification is expected to have a positive and strategic impact on the university by strengthening program alignment with institutional priorities related to student success, workforce readiness, and community engagement. By clarifying the program's identity through the name change to Human and Social Services and restructuring the curriculum around coherent sub-domains, the university will be better positioned to recruit and retain students interested in applied, community-focused fields. The increased emphasis on experiential learning and community-based research further supports Northern State University's commitment to high-impact practices and regional engagement, fostering stronger partnerships with local organizations and agencies. Additionally, the inclusion of statistical reasoning and applied assessment coursework enhances the academic rigor of the program and aligns with broader institutional goals of preparing graduates with analytical and data-informed decision-making skills. Overall, these changes contribute to a more distinctive, marketable, and mission-aligned academic offering that supports enrollment growth, strengthens community connections, and enhances the university's reputation for preparing graduates for meaningful careers and advanced study.

**16. Describe any cost associated with the program modification.**

N/A

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

None.

**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 students who enroll following the change.