



**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 |
| CURRENT SPECIALIZATION (If applicable): | |
| CIP CODE: | 13202 |
| UNIVERSITY DEPARTMENT: | Teacher Education |
| BANNER DEPARTMENT CODE: | NESE |
| UNIVERSITY COLLEGE: | School of Education, College of Professional Studies |
| 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 Werous

Vice President of Academic Affairs or
President of the University

4/29/2022

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 checked="" 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) |

2. Effective date of change: 8/1/2022

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. Primary Aspects of the Modification (add lines or adjust cell size as needed):

| <i>Existing Curriculum</i> | | | | <i>Proposed Curriculum (highlight changes)</i> | | | |
|----------------------------|------|--|----------|--|------|--|----------|
| Pref. | Num. | Title | Cr. Hrs. | Pref. | Num. | Title | Cr. Hrs. |
| IDL | 190 | Seminar | 2 | IDL | 190 | Seminar | 2 |
| EDFN | 102 | Intro to Education | 3 | EDFN | 102 | Intro to Education | 3 |
| ELED | 303 | Earth & Physical science for Elem Teachers | 3 | ELED | 303 | Earth & Physical science for Elem Teachers | 3 |
| ELRN | 435 | Principles of Instructional Design | 3 | ELRN | 435 | Principles of Instructional Design | 3 |
| EPSY | 302 | Educational Psychology | 3 | EPSY | 302 | Educational Psychology | 3 |
| ELED | 296 | Field Experience | 1 | EPSY | 296 | Field Experience | 0 |
| EPSY | 428 | Child & Adolescent Development | 3 | EPSY | 428 | Child & Adolescent Development | 3 |
| INED | 411 | SD Indian Studies | 3 | INED | 411 | SD Indian Studies | 3 |
| MATH | 341 | Math Concepts for Teachers I | 3 | MATH | 341 | Math Concepts for Teachers I | 3 |
| MATH | 342 | Math Concepts for Teachers II | 3 | MATH | 342 | Math Concepts for Teachers II | 3 |
| SPED | 100 | Intro to Persons with Exceptionalities | 3 | SPED | 100 | Intro to Persons with Exceptionalities | 3 |
| ELED | 396 | Field Experience | 1 | ELED | 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 | 395 | Practicum | 1 | ELED | 395 | Practicum | 1 |
| ELED | 496 | Field Experience | 1 | ELED | 496 | Field Experience | 2 |
| EDER | 415 | Educational Assessment | 2 | EDER | 415 | Educational Assessment | 2 |
| EDFN | 472 | Law & Ethics for Educators | 2 | EDFN | 472 | Law & Ethics for Educators | 2 |
| EDFN | 440 | Classroom Management | 2 | EDFN | 440 | Classroom Management | 2 |
| ELED | 488 | K-8 Student Teaching | 8 | ELED | 488 | K-8 Student Teaching | 8 |
| | | | | EDFN | 445 | Methods of Teaching English and Academic Content to English Learners | 3 |
| Total number of hours required for major, minor, or specialization | | | 76 | Total number of hours required for major, minor, or specialization | | | 79 |
| Total number of hours required for degree | | | 120 | Total number of hours required for degree | | | 120 |

7. Explanation of the Change:

As the diversity in all South Dakota schools has increased in recent years, so has the population of English Learners (ELs). The EL population in SD schools and school districts has increased dramatically in recent years. More recently, increased employment opportunities, as well as other initiatives and circumstances, such as refugee resettlement has caused for significant increases in more rural areas and this is continuing to be reflected in the increased numbers of ELs in schools.

The number of students taking the English Language Proficiency (ELP) Assessment has increased by over 1,000 students in the past 5 years. The trend toward a more diverse student population in South Dakota mirrors a national trend and is likely to continue. While it will benefit all students as they prepare for a diverse national workforce, it presents challenges to those districts and schools that are inexperienced in providing appropriate services for ELs or may be unsure about how to meet the needs of growing numbers.

The Teacher Education Program at Northern State University prepares teacher candidates to lead successful classrooms not only in South Dakota but across the region and the country. English Learners in the classroom is a reality in nearly every single school district in the country. It is the classroom teacher's responsibility to serve these students and understand the most effective way to teach English and academic content. The addition of EDFN 445, Teaching English and Academic Content, will give NSU teacher candidates strategies, tools, curriculum ideas, and best practices for meeting the needs of English Learners in the classroom.

This modification is requested after dialogue with area administrators and in-service teachers who articulated the need for undergraduate preparation in teaching English Learners.

The change from ELED 296 to EPSY 296 is meant to create alignment in all teacher education programs at NSU. The 296-level field experience is pre-admission experience; students have not yet been admitted to the Teacher Education Program. The field experience is closely tied to EPSY 302, Educational Psychology, and modifying the curriculum to reflect the experience as an EPSY experience is more indicative of the position of the experience in the student's program. EPSY 296

is variable credit, and reducing the credit from 1 to 0 is logical based on the length of the observation. This is a 2-day experience, and while it is required in the program, assigning 0 credits more accurately reflects the scale of the experience with regard to the other field experiences in the Teacher Education Program.

ELED 496 is a 60-hour senior level field experience. With regard to the other field experiences at NSU, 1 credit for this course is disproportionate. This experience requires a university supervisor, professionally observed lessons, and a Teacher Work Sample. Adjusting the credit from 1 to 2 puts more appropriate emphasis on this experience.