



**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.



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 checked="" 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) |

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.

Students need to have EPSY 296 on their transcripts and programs of study to show the sophomore field experience takes place. If we remove that from our program, we will not have a documented field experience at the sophomore level which, as a result, looks like (to prospective students) that we are lacking in field experiences.

If we embed the field experience in another course, the faculty member for that course becomes responsible for the coordination of placements which turns into a substantial amount of work due to the high numbers of students.

Keeping the course a field experience clarifies that our field experience coordinator will place the students; so, students know whom to go to for assistance.