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:	**Special Education**
CURRENT SPECIALIZATION (*If applicable*)**:**	
CIP CODE:	**131001**
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.

_____   4/29/2022
Vice President of Academic Affairs or   Date
President of the University

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)

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*):**

Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
IDL	190	Seminar	2	IDL	190	Seminar	2
EDER	415	Educational Assessment	2	EDER	415	Educational Assessment	2
EDFN	102	Intro to Education	3	EDFN	102	Intro to Education	3
EDFN	440	Classroom Management	2	EDFN	440	Classroom Management	2
EDFN	472	Law & Ethics for Educators	2	EDFN	472	Law & Ethics for Educators	2
ELED	330	K-8 Math Methods	3	ELED	330	K-8 Math Methods	3
ELED	395	Practicum	1	ELED	395	Practicum	1
ELED	440	K-8 Language Arts Methods	3	ELED	440	K-8 Language Arts Methods	3
ELRN	435	Principles of Instructional Design	3	ELRN	435	Principles of Instructional Design	3
ELRN	485	Classroom Technology	3	ELRN	485	Classroom Technology	3
EPSY	302	Educational Psychology	3	EPSY	302	Educational Psychology	3
EPSY	428	Child & Adolescent Development	3	EPSY	428	Child & Adolescent Development	3
GEOG	210	World Regional Geography	3	GEOG	210	World Regional Geography	3
INED	411	SD Indian Studies	3	INED	411	SD Indian Studies	3
MLED	480	Middle Level Methods	2	MLED	480	Middle Level Methods	2
SEED	450	Reading and Content Literacy	2	SEED	450	Reading and Content Literacy	2
SPED	100	Intro to Persons with Exceptionalities	3	SPED	100	Intro to Persons with Exceptionalities	3
SPED	210	Teaching Students with Exceptionalities	3	SPED	210	Teaching Students with Exceptionalities	3
SPED	296	Field Experience	1	EPSY	296	Field Experience	0
SPED	396	Field Experience	1	SPED	396	Field Experience	1
SPED	410	Behavior Management of Exceptional Children	3	SPED	410	Behavior Management of Exceptional Children	3
SPED	417	Vocational-Transitional Programming	2	SPED	417	Vocational-Transitional Programming	2

Above the table: *Existing Curriculum* | *Proposed Curriculum (highlight changes)*

SPED	420	K-12 Curriculum and Instructional Strategies	3		SPED	420	K-12 Curriculum and Instructional Strategies	3
SPED	431	Identification And Assessment in Special Education	2		SPED	431	Identification And Assessment in Special Education	2
SPED	432	Methods and Materials for LD K-12	2		SPED	432	Methods and Materials for LD K-12	2
SPED	441	Inclusive Methods for Diverse Learners	2		SPED	441	Inclusive Methods for Diverse Learners	2
SPED	460	Family Systems & Professional Collaboration	2		SPED	460	Family Systems & Professional Collaboration	2
SPED	470	Educational Programming	2		SPED	470	Educational Programming	2
SPED	485	Special Education Law	2		SPED	485	Special Education Law	2
SPED	488	K-8 Student Teaching	8		SPED	488	K-8 Student Teaching	8
SPED	496	Field Experience	1		SPED	496	Field Experience	2
					EDFN	445	Methods of Teaching English and Academic Content to English Learners	3

Total number of hours required for major, minor, or specialization	77	Total number of hours required for major, minor, or specialization	80
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 SPED 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.

SPED 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.