

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 5 – G**  
**DATE: March 29-30, 2023**

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**SUBJECT**

**Program Modifications Requiring Board Approval – DSU**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

[AAC Guideline 2.3](#) – Substantive Program Modifications

[AAC Guideline 2.3.A](#) – Institutional Substantive Program Modification Requests Summary

**BACKGROUND / DISCUSSION**

Dakota State University has submitted the following program modification proposal provided in Attachment I. Per AAC Guideline 2.3, certain substantive program modifications may require Board approval. Institutions may submit substantive program modifications to the Board after approval from the Executive Director, following a review by the System Associate VP for Academic Programming. These requests are also available on the [Institutional Substantive Program Modification Requests Webpage](#).

*Existing Program: Substantive Program Modifications Requiring Board Approval*

- *Elementary/Special Education (BSEd) – request for modification requiring Board of Regents approval. DSU is currently approved to offer a BSEd in Elementary/Special Education and a BSEd in Elementary Education. The program modification will allow DSU to offer a stand-alone BSEd in Special Education, which they already offer combined with Elementary Education.*

**IMPACT AND RECOMMENDATION**

Upon approval by the Board, the proposals will move forward for implementation and entry into Banner.

**ATTACHMENTS**

Attachment I – DSU: Substantive Program Modification Requests Summary Form

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**DRAFT MOTION 20230329\_5-G:**

I move to approve DSU’s program modification requests for the BSEd in Elementary/Special Education, as presented.



**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS**

## Institutional Substantive Program Modification Requests

**Institution:** Dakota State University **Date:** 2-2-2023

Institutional representatives should provide direct links to PDF documents for each of the program modification requests represented below. All requests should be posted on the campus Curriculum and Instruction website one week prior to the Academic Affairs Council meeting where the program modification request is being considered.

<b><i>Program Title (Substantive Changes Requiring Board Approval)</i></b>	<b><i>BOR Meeting</i></b>	<b><i>BOR Action</i></b>
<a href="#">BSEd Special Education</a>		

Program modifications referenced above require review by the Academic Affairs Council and approval from the Board of Regents before they may be advanced forward for entry in the student information system. They should be listed separately in posting prior to the Academic Affairs Council meeting.

<b><i>Program Title (Substantive Changes Not Requiring Board Approval)</i></b>	<b><i>Approval</i></b>
<a href="#">Computer Forensics Minor</a>	

Program modifications referenced above for approval have been reviewed by the Academic Affairs Council and the System Vice President for Academic Affairs and may be advanced forward for entry in the student information system. For those program modifications listed above that did not receive approval, additional clarification or justification will be necessary and should be re-routed through the review process on a separate “Institutional Substantive Program Modification Requests” form once all issues have been resolved.

\_\_\_\_\_  
**Signature: System Vice President for Academic Affairs**

\_\_\_\_\_  
**Date**



**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>	DSU
<b>CURRENT PROGRAM DEGREE:</b>	<b>Bachelor of Science in Education</b>
<b>CURRENT PROGRAM MAJOR/MINOR:</b>	<b>Special Education</b>
<b>CURRENT SPECIALIZATION (If applicable):</b>	None
<b>CIP CODE:</b>	<b>13.1099</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Education</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>DEDUC</b>
<b>UNIVERSITY COLLEGE:</b>	<b>Education</b>
<b>BANNER COLLEGE CODE:</b>	<b>8E</b>

**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.*

*Rebecca A. Healy*

\_\_\_\_\_  
Vice President of Academic Affairs or  
President of the University

1/25/2023

\_\_\_\_\_  
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 type="checkbox"/> Total credits required for program      |
| <input type="checkbox"/> Program name   | <input type="checkbox"/> Existing specialization                 |
| <input type="checkbox"/> CIP Code   | <input checked="" type="checkbox"/> Other (explain below)        |
| <input checked="" type="checkbox"/> Modification requiring Board of Regents approval<br><i>Must have prior approval from Executive Director or designee</i> |  |

DSU is currently approved to offer the BSEd in Elementary/Special Education double major and the BSEd in Elementary Education. The Elementary/Special Education double-major consists of 142 credits. The Elementary Education major is 120 credits. As we prepare for the Teacher Apprenticeship Program with the Department of Education and Department of Labor, our stakeholders have noted there is no current path for students who wish to just major in Special Education as opposed to the double major option. As we already separate out Elementary Education, we wish to separate out Special Education as well. Since the special education major is already approved by the Board of Regents as part of the double major, DSU requests a substantive program modification to ensure students have the option of taking the BSEd in Special Education as a stand-alone major.

**2. Effective date of change: 5/8/2023**

**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 –  
Elem Ed + Special Ed Double Major*

*Proposed Curriculum –  
BSEd in Special Education standalone program  
(highlight changes)*

Pref.	Nu m.	Title	Cr. Hrs.	Pref.	Nu m.	Title	Cr. Hrs.
		General Education*	21*			General Education*	21*
*Majors must take MATH 114 or a course requiring MATH 114 as a prerequisite, INED 211, and HIST				*Majors must take MATH 114 or a course requiring MATH 114 as a prerequisite, INED 211, and HIST			

<b>151</b> as part of the system-wide general education requirement.				<b>151</b> as part of the system-wide general education requirement.			
MATH	114	College Algebra*	3	MATH	114	College Algebra*	3
INED	211	South Dakota American Indian Culture and Education*	3	INED	211	South Dakota American Indian Culture and Education*	3
HIST	151	US History I*	3	HIST	151	US History I*	3
Required Courses			105	Required Courses			<b>84</b>
CSC	105	Introduction to Computers	3	CSC	105	Introduction to Computers	3
CIS	123	Problem-Solving & Programming OR		CIS	123	Problem-Solving & Programming OR	
CIS	130	Visual Basic Programming OR	3	CIS	130	Visual Basic Programming OR	3
CSC	150	Computer Science I		CSC	150	Computer Science I	
EDFN	295	Pre-Admission Practicum	1	EDFN	295	Pre-Admission Practicum	1
EDFN	300	Survey of Middle Level Education	1	EDFN	300	Survey of Middle Level Education	1
EDFN	338	Foundations of American Education	2	EDFN	338	Foundations of American Education	2
EDFN	365	Computer-Based Technology and Learning	3	EDFN	365	Computer-Based Technology and Learning	3
<b>ELED</b>	<b>303</b>	<b>Earth &amp; Physical Science for Elementary Teachers/Lab</b>	<b>4</b>				
<b>ELED</b>	<b>361</b>	<b>Social Studies for Elementary Teachers</b>	<b>2</b>				
EPSY	210	Lifespan Development	3	EPSY	210	Lifespan Development	3
EPSY	302	Educational Psychology	3	EPSY	302	Educational Psychology	3
<b>LIBM</b>	<b>205</b>	<b>Children's Literature</b>	<b>2</b>				
MATH	341	Mathematical Concepts for Teachers I	3	MATH	341	Mathematical Concepts for Teachers I	3
MATH	342	Mathematical Concepts for Teachers II	3	MATH	342	Mathematical Concepts for Teachers II	3
SPED	100	Introduction to Persons with Exceptionalities	3	SPED	100	Introduction to Persons with Exceptionalities	3
Admission to Teacher Education Program required for the remaining courses				Admission to Teacher Education Program required for the remaining courses			
EDFN	440	Classroom Management	2	EDFN	440	Classroom Management	2
EDFN	475	Human Relations	3	EDFN	475	Human Relations	3
<b>ELED</b>	<b>310</b>	<b>K-8 Methods of Music, Art &amp; Drama</b>	<b>2</b>				
<b>ELED</b>	<b>320</b>	<b>K-8 Science Methods</b>	<b>3</b>				
ELED	330	K-8 Math Methods	3	ELED	330	K-8 Math Methods	3
ELED	360	K-8 Social Science Methods	2	ELED	360	K-8 Social Science Methods	2
ELED	440	K-8 Language Arts Methods	2	ELED	440	K-8 Language Arts Methods	2
ELED	455	Evidence-Based Reading (K-3)	3	ELED	455	Evidence-Based Reading (K-3)	3
ELED	456	Evidence-Based Reading (4-8)	3	ELED	456	Evidence-Based Reading (4-8)	3
ELED	459	Intro to Literacy Assessment and Remediation	3	ELED	459	Intro to Literacy Assessment and Remediation	3
ELED	462	Teaching English: New Language	2	ELED	462	Teaching English: New Language	2
<b>ELED</b>	<b>488</b>	<b>K-8 Student Teaching</b>	<b>6</b>				
<b>HLTH</b>	<b>420</b>	<b>K-12 Methods of Health Instruction</b>	<b>1</b>				
<b>PE</b>	<b>360</b>	<b>K-8 Physical Education</b>	<b>1</b>				

SEED	450	Reading and Content Literacy	3	SEED	450	Reading and Content Literacy	3
SPED	410	Behavior Management of Exceptional Children	3	SPED	410	Behavior Management of Exceptional Children	3
SPED	413	Serving Students with MR, DD, and Severe Disabilities	3	SPED	413	Serving Students with MR, DD, and Severe Disabilities	3
SPED	417	Vocational-Transitional Programming	2	SPED	417	Vocational-Transitional Programming	2
SPED	420	K-12 Curriculum & Instructional Strategies	3	SPED	420	K-12 Curriculum & Instructional Strategies	3
SPED	431	Identification and Assessment in Spec. Ed	3	SPED	431	Identification and Assessment in Spec. Ed	3
SPED	442	Serving Students with Learning Disabilities	2	SPED	442	Serving Students with Learning Disabilities	2
SPED	443	Serving Students with Learning Disabilities Practicum	1	SPED	443	Serving Students with Learning Disabilities Practicum	1
SPED	460	Family Systems and Professional Collaboration	2	SPED	460	Family Systems and Professional Collaboration	2
SPED	465	Computer Applications Special Education	3	SPED	465	Computer Applications Special Education	3
SPED	488	Student Teaching Special Education	8	SPED	488	Student Teaching Special Education	8
Elective			7	Elective			6
Total number of hours required for major, minor, or specialization				Total number of hours required for major, minor, or specialization			
Total number of hours required for degree			142	Total number of hours required for degree			120

### 8. Explanation of the Change:

This proposal is to allow students to major only in the BSEd in Special Education, as opposed to the current double major of Elementary Education/Special Education. This option would require only 120 credits as opposed to the current 142 credit route, speeding up the time students could enter the workforce. This is particularly important given the teacher shortage in South Dakota. The university already offers all the courses and is approved to offer the major within the double major.

**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.** The approval date was January 20, 2023.

### 10. Identify the program modification requested.

Allow students to major in the BSEd in Special Education on its own, which is currently offered as a double major in Elementary Education/Special Education at this time. We are not requesting the removal of the Elementary/Special Education double major, but simply allowing the option of students to major in only Special Education if they wish.

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

Dakota State currently offers a Bachelor of Science in Education, in Elementary Education (Fall 22 enrollment is 126) and a Bachelor of Science in Education in Elementary Education/Special Education (Fall 22 enrollment is 80). The Elementary Education/Special Education major is a double major with 142 credits to complete. This proposal is to create a new Bachelor of Science in Education, in Special Education.

In December of 2022, the College of Education at Dakota State University was awarded a grant from the South Dakota Department of Labor and Regulation regarding the Start Today SD Pathway Partnership Initiative. As part of the Department of Labor and Regulation's ongoing registered apprenticeship efforts, this grant will help DSU become a federally registered teacher apprenticeship site. This Bachelor of Science in Education degree in Special Education will be part of the teacher apprenticeship program and will hopefully help more paraprofessionals in South Dakota earn their K-12 special education degree.

The university already offers all the courses, so no new courses are being proposed. Breaking out the special education component to a separate major will provide students who want special education a choice to major in either the double major or this new major.

Both the Elementary Education major and the Elementary Education/Special Education major are offered on campus and online. The new BSEd in Special Education will also be offered on campus and online.

To determine which courses should be removed from the double major, the College of Education researched the coursework offered by similar Bachelors in Special Education programs in Iowa, Nebraska, and South Dakota. After revising accordingly, the proposed curriculum was then sent to the Student Assessment & Monitoring (SAM) Committee, which consists of K-12 South Dakota teachers, South Dakota principals, the DSU Registrar, and the DSU Assessment Director. All approved of the selection of courses.

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

Yes, new learning outcomes have been developed when planning the curriculum to reflect only the special education major, as opposed to the current double major.

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

Fall 22 enrollment in the BSEd. in Elementary Education/Special Education is 80. Some of those students may opt to change their major to Special Education as opposed to the double major.

The target audience for the teacher apprenticeship pathway is current paraprofessionals in South Dakota. It is estimated that there are between 2,000 – 3,000 paraprofessionals in South Dakota. If 1% of these paraprofessionals are interested in earning their teaching degree, a teacher apprenticeship pathway would serve approximately 20 – 30 paraprofessionals each year. If 2% are interested, then a teacher apprenticeship pathway would serve approximately 40

– 60 paraprofessionals each year. A majority of the paraprofessionals in South Dakota work in special education.

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

The BSEd in Special Education would allow students the option to major in just special education. Right now, those students can only take the double major. We do anticipate there may be some students in the Elementary Education/Special Education major who may switch to this new major. For example, a paraprofessional in a middle school setting (who is in our current program) may prefer a stand-alone special education degree in order to become a middle school special education teacher.

The benefits of a teacher apprenticeship pathway include on-the-job training, where current paraprofessionals work with students each day. The skills they learn in their courses will apply to their current work as a paraprofessional and as a future teacher. Since paraprofessionals need flexibility in the format of courses, all online courses in the education department will transition from a 16-week format to an 8-week format.

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

The university may have to change course rotation depending on the enrollments. Current faculty members are sufficient. DSU has worked closely with the South Dakota Department of Education, and no approval is needed. DSU has also worked closely with our accrediting body of the Council for the Accreditation of Educator Preparation (CAEP), and no approval is needed.

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

The courses are currently being taught and have room to grow in the courses. There may have to be changes in the rotation schedule. We anticipated no increase in faculty needed to teach these courses.

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

The university does not foresee any risks or unintended consequences.

**18. Would this modification be effective for current and future students, or only students who enroll following the change?**

Summer 2023 for new students in the major.