

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 6 – C
DATE: December 7-8, 2022

SUBJECT

Program Modifications Requiring Board Approval – USD

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

The University of South Dakota has submitted the following program modification proposals provided in Attachment I. Under a new process outlined in AAC Guideline 2.3, certain substantive program modifications may require Board approval. The new process allows for changes to existing programs that would have typically required an institution to complete a new program request, which is overly burdensome when the program already exists. For instance, a change in degree or a change in program name/specialization may utilize the new process. 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

- Professional Accountancy (MPA/MPAcc.) – *request to change degree, total credits of elective course work, total credits of supportive coursework, program name, and addition of three specializations*
- Secondary Education/Special Education (BSEd) – *request to add specialization, for change total credits required within the discipline, total credits of supportive coursework, total credits of elective coursework, total credits required for the program, and program name*

DRAFT MOTION 20221207_6-C:

I move to approve USD's program modification requests for the MPA in Professional Accountancy and BSEd in Secondary Education/Special Education, as presented.

IMPACT AND RECOMMENDATION

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

ATTACHMENTS

Attachment I – USD: Substantive Program Modification Requests Summary Form



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Institutional Substantive Program Modification Requests

Institution: University of South Dakota

Date: 10/20/2022

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.

| <i>Program Title (Substantive Changes Requiring Board Approval)</i> |
|--|
| <u>Professional Accountancy (MPA/M.P.Acc.)</u> |
| <u>Special Education (B.S.Ed.)</u> |

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.

| <i>Program Title (Substantive Changes Not Requiring Board Approval)</i> | <i>Approval</i> |
|--|------------------------|
| <u>Criminal Justice (B.A./B.S.)</u> | |
| <u>Music (M.M.) with History of Musical Instruments specialization</u> | |

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

| | |
|--------------------------------|---|
| UNIVERSITY: | USD |
| CURRENT PROGRAM DEGREE: | Master of Professional Accountancy |
| CURRENT PROGRAM MAJOR: | Professional Accountancy |
| CURRENT SPECIALIZATION: | Accounting Analytics (optional) |
| CIP CODE: | 52.0301 |
| UNIVERSITY DEPARTMENT: | Accounting and Finance |
| BANNER DEPARTMENT CODE: | UACF |
| UNIVERSITY COLLEGE: | Beacom School of Business |
| BANNER COLLEGE CODE: | 2B |

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

Date

1. This modification addresses a change in (place an "X" before the change):

| | | | |
|-------------------------------------|---|-------------------------------------|--|
| <input type="checkbox"/> | Total credits required within the discipline | <input checked="" type="checkbox"/> | Total credits of supportive course work |
| <input checked="" type="checkbox"/> | Total credits of elective course work | <input type="checkbox"/> | Total credits required for program |
| <input checked="" type="checkbox"/> | Program name | <input type="checkbox"/> | Existing specialization |
| <input type="checkbox"/> | CIP Code | <input checked="" type="checkbox"/> | Other-Add 3 new specializations for a total of 4 |
| <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:

3. Program Degree Level (place an "X" following the program level):

| | | | | | | | |
|-----------|--------------------------|------------|--------------------------|----------|-------------------------------------|----------|--------------------------|
| Associate | <input type="checkbox"/> | Bachelor's | <input type="checkbox"/> | Master's | <input checked="" type="checkbox"/> | Doctoral | <input type="checkbox"/> |
|-----------|--------------------------|------------|--------------------------|----------|-------------------------------------|----------|--------------------------|

4. Category (place an "X" following the category):

| | | | | | | | |
|-------------|--------------------------|----------------|-------------------------------------|-------|--------------------------|-------|-------------------------------------|
| Certificate | <input type="checkbox"/> | Specialization | <input checked="" type="checkbox"/> | Minor | <input type="checkbox"/> | Major | <input checked="" type="checkbox"/> |
|-------------|--------------------------|----------------|-------------------------------------|-------|--------------------------|-------|-------------------------------------|

5. If a name change is proposed, the change will occur (place an "X" before the change):

Proposed new name: **Degree: Master of Accountancy (MAcc) & Major in Accounting**

| | |
|-------------------------------------|---|
| <input type="checkbox"/> | On the effective date for all students |
| <input checked="" type="checkbox"/> | On the effective date for students new to the program (enrolled students will graduate from existing program) |

6. Primary Aspects of the Modification:*Existing Curriculum**Proposed Curriculum (Highlight Changes)***Master of Professional Accountancy (MPA),
Professional Accountancy major****Master of Accountancy (MAcc), Accounting major**

| Pref. | Num. | Title | Cr. Hrs. | Pref. | Num. | Title | Cr. Hrs. |
|--|------|---------------------------------------|-----------|---|------|---------------------------------------|--------------|
| ACCT | 585 | Accounting Standards & Ethics | 3 | ACCT | 585 | Accounting Standards & Ethics | 3 |
| ACCT | 731 | Tax Planning and Practice | 3 | ACCT | 731 | Tax Planning and Practice | 3 |
| ACCT | 780 | Advanced Accounting | 3 | ACCT | 780 | Advanced Accounting | 3 |
| ACCT | 720 | Seminar in Cost Accounting | 3 | ACCT | 720 | Seminar in Cost Accounting | 3 |
| ACCT | 750 | Contemporary Topics in Auditing | 3 | ACCT | 750 | Contemporary Topics in Auditing | 3 |
| ACCT | 760 | Acct in Govt. & Non-Profit Org | 3 | ACCT | 760 | Acct in Govt. & Non-Profit Org | 3 |
| ACCT | 740 | Accounting Theory | 3 | REMOVE | | | |
| | | | | ACCT | 732 | Accounting Analytics | 3 |
| Approved electives or specialization | | | 9 | Required coursework, approved electives, or specialization | | | 9-15 |
| | | | | Required for students without a business baccalaureate degree | | | |
| | | | | BADM | 501 | Business Essentials I | 3 |
| | | | | BADM | 502 | Business Essentials II | 3 |
| | | | | ACCT | 522 | Systems and Cost Accounting | 3 |
| | | | | ACCT | 530 | Income Tax Accounting | 3 |
| | | | | ACCT | 550 | Auditing | 3 |
| | | | | Required for students with a business but not an accounting baccalaureate degree | | | |
| | | | | ACCT | 522 | Systems and Cost Accounting | 3 |
| | | | | ACCT | 530 | Income Tax Accounting | 3 |
| | | | | ACCT | 550 | Auditing | 3 |
| Accounting Analytics Specialization | | | 9 | Accounting Analytics Specialization | | | 9 |
| ACCT | 541 | Forensic Auditing & Fraud Examination | 3 | ACCT | 541 | Forensic Auditing & Fraud Examination | 3 |
| DSCI | 723 | Data Management and Warehousing | 3 | DSCI | 723 | Data Management and Warehousing | 3 |
| DSCI | 724 | Data Mining for Managers | 3 | DSCI | 724 | Data Mining for Managers | 3 |
| | | | | Business Management Specialization | | | 9 |
| | | | | BADM | 720 | Quantitative Analysis | 3 |
| | | | | Choose two | | | |
| | | | | BADM | 760 | Operations Management | 3 |
| | | | | BADM | 770 | Managerial Marketing | 3 |
| | | | | DSCI | 527 | Supply Chain Management | 3 |
| | | | | ECON | 782 | Managerial Economics | 3 |
| | | | | Leadership Specialization | | | 9 |
| | | | | BADM | 761 | Leadership Development | 3 |
| | | | | HRM | 560 | Human Resource Management | |
| | | | | Choose one | | | |
| | | | | DSCI | 541 | Project Management | 3 |
| | | | | MGMT | 568 | Negotiation/Dispute Resolution | 3 |
| | | | | BADM | 762 | Business and Its Environment | 3 |
| | | | | Finance Specialization | | | 9 |
| | | | | BADM | 710 | Managerial Finance | 3 |
| | | | | FIN | 711 | Investment Analysis & Portfolio Mgmt | 3 |
| | | | | Choose one | | | |
| | | | | FIN | 512 | Security Analysis | 3 |
| | | | | FIN | 513 | Advanced Corporate Finance | 3 |
| | | | | FIN | 514 | Financial Derivatives | 3 |
| | | | | FIN | 515 | Financial Institutions | 3 |
| | | | | FIN | 516 | Commercial Bank Management | 3 |
| | | | | FIN | 517 | International Finance | 3 |
| | | | | FIN | 519 | Adv. Financial Analysis & Modeling | 3 |
| | | | | FIN | 712 | International Financial Management | 3 |
| Total number of hours required for major | | | 30 | Total number of hours required for major | | | 30-45 |
| Total number of hours required for degree | | | 30 | Total number of hours required for degree | | | 30-45 |

7. Explanation of the Change:

The field of accounting and auditing has expanded. Business professionals are moving into the fast-growing field of public accounting which often requires a CPA certification. CPA exam qualifications in many states require 150 credits along with specific coursework. The changes to the required course (adding ACCT 521, 530, and 550) will add a pathway to the CPA exam that was previously much more difficult. As the program is currently designed, admission requirements are an undergraduate degree in business along with six undergraduate accounting courses (18 credits). These courses will not count as part of the graduate degree. With these changes, students will still need six hours of intermediate accounting prior to applying for the program. In addition to knowledge needed for the program, most states require intermediate accounting coursework in order to sit for the CPA exam. To make the program leaner, more competitive, and more targeted to the CPA exam changes, we are proposing the changes to the prerequisites, the core courses, and including three new specializations. These three additional specializations in business management, leadership and finance provide attractive pathways for MPA students to secure internships/jobs in specialized industries/public accounting.

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).

8. Date of approval from the Executive Director or designee.

On 9/19/22, USD was granted permission to add the 3 new specializations to the pending proposal tracking for October AAC. USD was granted permission to update this curriculum using this substantive modification form.

9. Identify the program modification requested.

USD's program will be listed as a degree in Master of Accountancy (MAcc) & a major in Accounting. We will add three new specializations in addition to our existing one.

Current coding is

- UMPACC.PAC (major code is Professional Accountancy UPAC)
- UMPACC.PAC-A (specialization code is Accounting Analytics UAAN)
- UMPAC.P-A.AP
- UMPA.PAD.AP.

10. Provide justification for the desired modification.

The change from Master of Professional Accountancy (MPA) to Master of Accountancy (MAcc) eliminates confusion surrounding the common acronym shared with the Master of Public Administration (MPA). Additionally, the standard degree name in the industry is MAcc. This program is designed and continues to support students pursuing the Certified Public Accountant designation. The MPA name is more often connected to the Chartered Professional Accountant which is not the desired connection. The content modifications are in line with the changes in the profession.

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

Yes, the program learning outcomes will now include an analytics component.

12. Indicate the number of students currently enrolled in the program.

57

13. Describe the real impact to students.

Name change – no impact to time or cost. Impact will come in ease of explaining credentials to employers.

Content change – the timeline and cost is reduced for any student wanting to enter the program who has a business degree but does not have a degree in accounting. The reduction is 12 undergraduate credit hours. The addition of the analytics course into the core will help students prepare for employment in the industry and the CPA exam. Our industry partners told us the skills are needed. The CPA Evolution materials indicate increased use of analytics in the exam.

14. Describe the real impact to the university.

The changes are intended to boost enrollment in the graduate accounting program.

15. Describe any cost associated with the program modification.

No. The additional analytics content can be covered by existing accounting faculty lines.

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

None.

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

The changes will be effective for new students. Those in the current program will be taught out with the previous name and content requirements.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

| | |
|-------------------------------------|---------------------------------------|
| UNIVERSITY: | USD |
| CURRENT PROGRAM DEGREE: | BSED |
| CURRENT PROGRAM MAJOR/MINOR: | Secondary Education/Special Education |
| CURRENT SPECIALIZATION: | |
| CIP CODE: | 13.1001 |
| UNIVERSITY DEPARTMENT: | Teacher Residency & Education |
| BANNER DEPARTMENT CODE: | UCIN |
| UNIVERSITY COLLEGE: | School of Education |
| BANNER COLLEGE CODE: | 2E |

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.

Elizabeth M. Freeburg

Vice President of Academic Affairs or
President of the University

10/3/2022

Date

1. This modification addresses a change in:

| | | | |
|-------------------------------------|--|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Total credits required within the discipline | <input checked="" 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 | | Existing specialization |
| <input type="checkbox"/> | CIP Code | | Other |
| <input checked="" type="checkbox"/> | Modification requiring Board of Regents approval | | |

Must have prior approval from Executive Director or designee

2. Effective date of change: May 2022

3. Program Degree Level (place an "X" following the program level):

| | | | | | | | |
|-----------|--|------------|---|----------|--|----------|--|
| Associate | | Bachelor's | X | Master's | | Doctoral | |
|-----------|--|------------|---|----------|--|----------|--|

4. Category (place an "X" following the category):

| | | | | | | | |
|-------------|--|----------------|--|-------|--|-------|---|
| Certificate | | Specialization | | Minor | | Major | X |
|-------------|--|----------------|--|-------|--|-------|---|

5. If a name change is proposed, the change will occur (place an "X" before the change):

Proposed new name: Bachelor's of Science in Education, Special Education

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

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | On the effective date for all students |
| <input type="checkbox"/> | On the effective date for students new to the program (enrolled students will graduate from existing program) |

6. Primary Aspects of the Modification:*Existing Curriculum**Proposed Curriculum (highlight changes)*

| Pref | Num | Title | Cr Hrs | Pref | Num | Title | Cr Hrs |
|--|-----|---|----------------|---|-----|---|------------|
| 70 Major Hours (+Major Hours in Other Specialty Area, 94-106), 124-136 Degree Hours | | | | 86 Major Hours, 120 Degree Hours [standalone major] | | | |
| Special Education Departmental Requirements (34 hours) | | | | Special Education Departmental Requirements (32 hours) | | | |
| SPED | 100 | Introduction to Persons with Exceptionalities (C) | 3 | SPED | 100 | Introduction to Persons with Exceptionalities (C) | 3 |
| SPED | 200 | Serving Students with Mild to Severe Disabilities | 3 | SPED | 200 | Serving Students with Mild to Severe Disabilities | 3 |
| SPED | 260 | Introduction to Behavior Management | 2 | SPED | 260 | Introduction to Behavior Management | 2 |
| SPED | 296 | Field Experience (C) | 1 | SPED | 296 | Field Experience (C) | 1 |
| SPED | 350 | Informal Assessment | 2 | SPED | 350 | Informal Assessment | 2 |
| SPED | 394 | Internship (C) | 1 | SPED | 394 | Internship (C) | 1 |
| SPED | 417 | Vocational-Transitional Programming (C) | 2 | SPED | 417 | Vocational-Transitional Programming (C) | 2 |
| SPED | 420 | K-12 Curriculum & Instructional Strategies | 2 | SPED | 420 | K-12 Curriculum & Instructional Strategies | 2 |
| SPED | 426 | Advanced Methods and Materials for Secondary Students with Disabilities | 2 | Delete | | | |
| SPED | 431 | Identification and Assessment in Special Education (C) | 3 | SPED | 431 | Identification and Assessment in Special Education (C) | 3 |
| SPED | 432 | Methods and Materials for LD K-12 (C) | 2 | SPED | 432 | Methods and Materials for LD K-12 (C) | 2 |
| SPED | 441 | Inclusive Methods for Diverse Learners (C) | 2 | SPED | 441 | Inclusive Methods for Diverse Learners (C) | 2 |
| SPED | 460 | Family Systems and Professional Collaboration (C) | 2 | SPED | 460 | Family Systems and Professional Collaboration (C) | 2 |
| SPED | 488 | Student Teaching in Special Education (C) | 7 | SPED | 488 | Student Teaching in Special Education (C) | 7 |
| Departmental Requirements (14 hours) | | | | Departmental Requirements (7 hours) | | | |
| ELED | 433 | Professional and Ethical Issues | 1 | ELED | 433 | Professional and Ethical Issues | 1 |
| ELED | 459 | Introduction to Literacy Assessment and Remediation (C) | 2 | ELED | 459 | Introduction to Literacy Assessment and Remediation (C) | 2 |
| SEED | 394 | Internship (C) | 1 | Delete | | | |
| SEED | 400 | Methods and Media in Middle/High School (C) | 2 | SEED | 400 | Methods and Media in Middle/High School (C) | 2 |
| SEED | | secondary teaching methods course | 3 | Delete | | | |
| SEED | 450 | Reading and Content Literacy (C) | 2 | SEED | 450 | Reading and Content Literacy (C) | 2 |
| SEED | 488 | 7-12 Student Teaching (C) | 3 | Delete | | | |
| Nondepartmental Requirements (22 hours) | | | | Nondepartmental Requirements (22 hours) | | | |
| EDFN | 338 | Foundations of American Education (C) | 2 | EDFN | 338 | Foundations of American Education (C) | 2 |
| EDFN | 438 | Bridging Theory and Practice | 3 | EDFN | 438 | Bridging Theory and Practice | 3 |
| EDFN | 440 | Classroom Management (C) | 3 | EDFN | 440 | Classroom Management (C) | 3 |
| EDFN | 475 | Human Relations (C) | 3 | EDFN | 475 | Human Relations (C) | 3 |
| EPSY | 200 | Child/Adolescent Development and Learning | 3 | EPSY | 200 | Child/Adolescent Development and Learning | 3 |
| INED | 211 | South Dakota American Indian Culture and Education (C) [SGR #3, HSDC] | 3 | INED | 211 | South Dakota American Indian Culture and Education (C) [SGR #3, HSDC] | 3 |
| TET | 200 | Technology to Improve Learning | 2 | TET | 200 | Technology to Improve Learning | 2 |
| TET | 400 | Methods in Educational Technology & Media | 3 | TET | 400 | Methods in Educational Technology & Media | 3 |
| Major Hours in Other Specialty Area (24-36 hours) | | | | Teaching Methods Core (25 hours) | | | |
| | | | | ELED | 320 | K-8 Science Methods | 2 |
| | | | | ELED | 331 | K-8 Math Methods Seminar I | 3 |
| | | | | ELED | 344 | Integrated Literacy I K-8 | 3 |
| | | | | ELED | 345 | Integrated Literacy II K-8 | 3 |
| | | | | ELED | 360 | K-8 Social Science Methods | 2 |
| | | | | SEED | 413 | 7-12 Science Methods (C) | 3 |
| | | | | SEED | 415 | 7-12 Social Science Methods (C) | 3 |
| | | | | SEED | 418 | 7-12 Math Methods (C) | 3 |
| | | | | SEED | 424 | 7-12 Language Arts Methods (C) | 3 |
| General Education Requirements Remaining | | | 27 | General Education Requirements Remaining | | | 27 |
| Electives | | | 0 | Electives | | | 7 |
| Total number of hours required for major | | | 70 | Total number of hours required for major | | | 86 |
| Total number of hours required for degree | | | 124-136 | Total number of hours required for degree | | | 120 |

| Pref | Num | Title | Cr Hrs | Pref | Num | Title | Cr Hrs |
|------|-----|-------|--------|--|-----|--|-----------|
| | | | | Double Major in Special Education for SEED BSED Majors | | | |
| | | | | Departmental Requirements (31 hours) | | | |
| | | | | SPED | 100 | Introduction to Persons with Exceptionalities (C) *This course double counts toward BSED SEED requirements and SPED double major | 3 |
| | | | | SPED | 200 | Serving Students with Mild to Severe Disabilities | 3 |
| | | | | SPED | 260 | Introduction to Behavior Management | 2 |
| | | | | SPED | 296 | Field Experience (C) *This course double counts toward BSED SEED requirements and SPED double major for Field Experience content. | 1 |
| | | | | SPED | 350 | Informal Assessment | 2 |
| | | | | SPED | 394 | Internship (C) | 1 |
| | | | | SPED | 417 | Vocational-Transitional Programming (C) | 2 |
| | | | | SPED | 420 | K-12 Curriculum & Instructional Strategies | 2 |
| | | | | SPED | 431 | Identification and Assessment in Special Education (C) | 3 |
| | | | | SPED | 432 | Methods and Materials for LD K-12 (C) | 2 |
| | | | | SPED | 441 | Inclusive Methods for Diverse Learners (C) *This course double counts toward BSED SEED requirements and SPED double major | 2 |
| | | | | ELED | 459 | Introduction to Literacy Assessment and Remediation (C) | 2 |
| | | | | SPED | 460 | Family Systems and Professional Collaboration (C) | 2 |
| | | | | SPED | 488 | Student Teaching in Special Education (C) *Students in SEED BSED programs will completed 3 hours of ELED/SEED 488 towards their program in place of 6 hours for a total of 7 hours in both majors in Student Teaching XXX 488 coursework | 4 |
| | | | | Special Education Double Major students must complete one of the following SEED BSED Majors | | | |
| | | | | Total for double major is 127-139 <ul style="list-style-type: none"> • Secondary Ed-Biology Education specialization 136-137 • Secondary Ed-Communication Studies Ed specialization 127 • Secondary Ed-English Education specialization 133 • Secondary Ed-History Education specialization 133 • Secondary Ed-Mathematics Education specialization 139 • Secondary Ed-Physical Education specialization 133 • Secondary Ed-Spanish Education specialization 131 | | | |
| | | | | Total number of hours required for major | | | |
| | | | | | | | 31 |

7. Explanation of the Change:

The purpose of this curricular revision is to define the “Major Hours in Other Specialty Area” that are required in this program, and aligned with certification requirements. Currently, in the catalog, these credit hours are not defined, which could allow a student enrolled in this program to complete any courses to meet this requirement. To address this issue, we have created two options for students. The first is a Special Education major that includes a Teaching Methods Core. These teaching methods courses are critical to their ability to support the instruction of the classroom teacher and the learning needs of their students in individual subject areas (i.e., Math, Science, Literacy, etc.). In doing so, we have been able to reduce the total number of credit hours required for the Special Education degree (non-double major) from 124-136 to 120, therein creating a cost savings to our students and enabling them to complete their degree program within four years. The second is a double major for those students also completing the SEED BSED program. We have identified the 31 credit hours these students would need to complete to add the Special Education BSED as a second major.

Through this curricular revision, we believe we will be able to recruit more students into this program, especially those that only want to become a Special Education teacher and not an Elementary or Secondary teacher. We also

will be able to retain more students, specifically those that have passed their Special Education licensure exam, but who have been unable to pass either their Elementary Education or Secondary Education content licensure exam.

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).

1. Date of approval from the Executive Director or designee.
9/19/2022
2. Identify the program modification requested.
Define the Major Hours in Other Specialty Area. Add Special Education Specialization for Secondary Education BSED majors.
3. Provide justification for the desired modification.
By defining the major hours in other specialty area, we will ensure students are taking coursework that will best prepare them to be highly qualified and effective Special Education teachers, and ensure that their program of study is aligned with certification requirements. This revision will also reduce the financial burden on students seeking only the Special Education BSED by requiring only 120 credit hours instead of 124-136 hours. We believe this revision will also assist with recruiting more students into the program and ultimately meet a critical need within the state given the current teacher shortage both regionally and throughout the nation.
4. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.
No, the catalog description and program learning outcomes would remain the same.
5. Indicate the number of students currently enrolled in the program.
3
6. Describe the real impact to students.
The real impact this curricular revision would have on students is reducing their cost of becoming a Special Education teacher and assist with their retention in the teacher education program at USD. This program change will also create an option for students that have no interest in teaching in either elementary or secondary general education classrooms have a pathway to becoming a Special Education teacher.
7. Describe the real impact to the university.
The real impact this curricular revision would have on the university is that it would lead to better student retention in the teacher education program and improve our ability to recruit students to the university to become a Special Education teacher.
8. Describe any cost associated with the program modification.
There are no anticipated costs associated with this program modification.
9. Describe any risks and unintended consequences associated with the program modification.
There are no foreseeable risks or unintended consequences associated with this program modification.
10. Would this modification be effective for current and future students, or only students who enroll following the change?
This program modification would go into effect for both current and future students.