



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

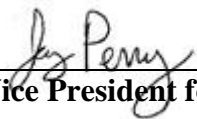
Institutional Substantive Program Modification Requests

Institution: Dakota State University **Date:** May 7, 2020

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</i>	<i>Approval</i>
BSEd Elementary Education	JP
BSEd Elementary Education-Special Education	JP
English as a New Language Minor	JP
MS Information Systems, Information Assurance Specialization	JP
PhD Information Systems, Information Assurance Specialization	JP
	JP
MS Educational Technology Fast Track (4+1)-BS Elementary Education	JP
MS Educational Technology Fast Track (4+1)-BS Elementary Ed-Special-Education	JP
MS Educational Technology Fast Track (4+1)-BS Secondary-Education	JP

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 Colleague. 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

7/7/2020

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).

UNIVERSITY:	DSU
CURRENT PROGRAM TITLE:	BS in Elementary Education
CIP CODE:	131202
UNIVERSITY DEPARTMENT:	College of Education
BANNER DEPARTMENT CODE:	DED
UNIVERSITY DIVISION:	College of Education
BANNER DIVISION CODE:	

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

4/16/2020

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 checked="" 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: 7/1/2020

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.	Nu m.	Title	Cr. Hrs.	Pref.	Nu m.	Title	Cr. Hrs.
System General Education			30	System General Education			30
*Majors must take MATH 114 or a course requiring MATH 114 as a prerequisite, INED 211, and EPSY 210 as part of the system-wide general education requirement.				*Majors must take MATH 114 or a course requiring MATH 114 as a prerequisite, INED 211, and EPSY 210 as part of the system-wide general education requirement.			
Major Core Requirement			82	Major Core Requirement			83
CIS	350	Computer Hardware, Data Communications and Networking	3	CIS	350	Computer Hardware, Data Communications and Networking	3
CSC	105	Introduction to Computers	3	CSC	105	Introduction to Computers	3
CSC	123	Problem-Solving & Programming (preferred)		CSC	123	Problem-Solving & Programming (preferred)	
CIS	130	Visual Basic Programming	3	CIS	130	Visual Basic Programming	3
		OR				OR	
CSC	150	Computer Science I		CSC	150	Computer Science I	
EDFN	295	Pre-Admission Practicum	1	EDFN	295	Pre-Admission Practicum	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
EDFN	475	Human Relations	3	EDFN	475	Human Relations	3
ELED	303	Earth & Physical Science for Elementary Teachers/Lab	4	ELED	303	Earth & Physical Science for Elementary Teachers/Lab	4
EPSY	302	Educational Psychology	3	EPSY	302	Educational Psychology	3
LIBM	205	Children’s Literature	2	LIBM	205	Children’s Literature	2
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
EDER	415	Educational Assessment	2	EDER	415	Educational Assessment	2
EDFN	401	Methods of Educational Technology	1	EDFN	401	Methods of Educational Technology	1
EDFN	465	Multimedia & Web Development in Education	2	EDFN	465	Multimedia & Web Development in Education	2
EDFN	440	Classroom Management	2	EDFN	440	Classroom Management	2

ELED	310	K-8 Methods of Music, Art and Drama	2		ELED	310	K-8 Methods of Music, Art and Drama	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 Studies Methods	2		ELED	360	K-8 Social Studies Methods	2
ELED	440	K-8 Language Arts Methods	2		ELED	440	K-8 Language Arts Methods	2
ELED	450	K-8 Reading Methods	-3					
					ELED	455	Evidence-Based Reading (K-3)	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
ELED	361	Social Studies for Elementary Teachers	2		ELED	361	Social Studies for Elementary Teachers	2
HLTH	420	K-12 Methods of Health Education	1		HLTH	420	K-12 Methods of Health Education	1
EDFN	300	Survey of Middle Level Education	1		EDFN	300	Survey of Middle Level Education	1
PE	360	K-8 Physical Education Methods	1		PE	360	K-8 Physical Education Methods	1
ELED	454	Guided Reading	-2					
					ELED	456	Evidence-Based Reading (4-8)	3
SPED	460	Family Systems and Professional Collaboration	2		ELED	460	Family Systems and Professional Collaboration	2
SPED	441	Inclusive Methods for Diverse Learners	2		SPED	441	Inclusive Methods for Diverse Learners	2
ELED	488	Student Teaching	8			488	Student Teaching	8
Electives			-8		Electives			7
Total number of hours required for major, minor, or specialization			82		Total number of hours required for major, minor, or specialization			83
Total number of hours required for degree			120		Total number of hours required for degree			120

7. Explanation of the Change:

Children who do not learn to read well during their first years of school, typically continue to struggle with reading throughout their remaining years in K-12 education, which can have a lasting impact on their self-confidence and motivation to learn in all areas (Lane, 2014; Armbruster, Lehr, Osborn, & Adler, 2003). While there are no quick answers, through research, we now have extensive knowledge about the skills that children need to master in order to achieve in reading and the instructional approaches that work best to support children in achieving these skills (Armbruster et al., 2003). Though research shows what works best, schools and teacher preparation programs have not always been on the same page, and controversies over the best way to teach reading continue to persist as children continue to struggle to learn to read. Experts have debated whether they should emphasize the code of language (phonics instruction), meaning (a whole language approach), or combine the two using a balanced approach (balanced literacy) (Armbruster et al., 2003). The most recent shift focuses on evidence-based literacy practices, which includes a focus on the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) (Lane, 2014). In order to be successful in each of these critical areas, teachers who teach students to read and write must have a deep understanding of phonology and phonetics, morphology, semantics, syntactic structures, and pragmatics. Additionally, they must know the key theories about reading development, the language

processing requirements of proficient reading and writing, and the elements of cognition and behavior that affect reading (Lane, 2014).

The state of SD currently has a 5-year State Personnel Development (SPDG) Grant that focuses on developing a systematic, cohesive, collaborative, and sustainable evidence-based literacy model for struggling readers, especially students with specific learning disabilities (SD DOE, 2017). As the higher education representative on the SPDG grant, Dr. Katie Anderson has first-hand knowledge about how teaching reading is changing in South Dakota schools. The changes emphasize explicit, systematic instruction in the big 5 areas of reading, with an emphasis on structured literacy, especially in K-3rd grade. Similar to teacher preparation programs across the nation, as reading instruction in our state makes shifts based on research, the DSU teacher preparation program must adjust the curriculum to ensure that their teacher candidates are prepared for the shift. The recommended changes for the elementary education reading-related courses at DSU allow for an increased focus and more time to master the foundational content knowledge related to early literacy skills (K-3) as well as more time to master the skills of using explicit and systematic instruction related to phonological awareness and phonics, along with all remaining areas of the “Big 5”. These skills are complex, and the time allotted to these topics is limited in the current course arrangements. With the new recommended courses, ELED 455 (Evidence-Based Reading K-3) and ELED 456 (Evidence-Based Reading (4-8)), DSU Education graduates will have knowledge and skills rooted in reading science and the ability to meet the needs of students who experience reading difficulties. The recommended changes are grounded in the recommendations of what K-12 educators need to know and be able to do related to reading instruction and come from the National Reading Panel, the International Literacy Association, the Council for Exceptional Children, and the International Dyslexia Association (Lane, 2014).

References:

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2003). *Put reading first: The research building blocks of reading instruction: Kindergarten through grade 3*. National Institute for Literacy.

Lane, H. (2014). Evidence-based reading instruction for grades K-5 (Document No. IC-12). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

SD Department of Education (2017). State personnel development grant. Retrieved from <https://doe.sd.gov/grants/SPDG.aspx>

Course Descriptions – ELED 455: Evidence-Based Reading (K-3)

This course builds the teacher candidate’s knowledge of evidence-based instructional practices of the five essential components of reading acquisition (phonological awareness, phonics, fluency, vocabulary, and comprehension) specific to the K–3 level, with an emphasis on the foundational reading skills. Students will learn to design and deliver lessons and assess student reading skills utilizing state and national standards and to apply the knowledge, skills, and attitudes to real-life situations and experiences. Includes a Level II field experience.

ELED 456: Evidence-Based Reading (4-8)

This course builds the teacher candidate’s knowledge of evidence-based instructional practices of the five essential components of reading acquisition (phonological awareness, phonics, fluency, vocabulary, and comprehension) specific to the 4-8 level, with an emphasis on developing fluent reading, vocabulary, and comprehension and supporting intermediate readers who struggle with the foundational skills. Students will learn to design and deliver lessons and assess student reading skills utilizing state and national standards and to apply the knowledge, skills, and attitudes to real-life situations and experiences. Includes a Level II field experience.



**SOUTH DAKOTA BOARD OF REGENTS
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Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	DSU
CURRENT PROGRAM TITLE:	BS in K-8 Elementary Education/K-12 Special Education
CIP CODE:	131099
UNIVERSITY DEPARTMENT:	College of Education
BANNER DEPARTMENT CODE:	DED
UNIVERSITY DIVISION:	College of Education
BANNER DIVISION CODE:	

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

4/16/2020

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 checked="" 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: 7/1/2020

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.	Nu m.	Title	Cr. Hrs.	Pref.	Nu m.	Title	Cr. Hrs.
System General Education			30	System General Education			30
*Majors must take MATH 114 or a course requiring MATH 114 as a prerequisite, INED 211, and EPSY 210 as part of the system-wide general education requirement.				*Majors must take MATH 114 or a course requiring MATH 114 as a prerequisite, INED 211, and EPSY 210 as part of the system-wide general education requirement.			
Major Core Requirement			104	Major Core Requirement			105
CIS	350	Computer Hardware, Data Communications and Networking	3	CIS	350	Computer Hardware, Data Communications and Networking	3
CSC	105	Introduction to Computers	3	CSC	105	Introduction to Computers	3
CSC	123	Problem-Solving & Programming (preferred)	3	CSC	123	Problem-Solving & Programming (preferred)	3
CIS	130	Visual Basic Programming		CIS	130	Visual Basic Programming	
CSC	150	Computer Science I		CSC	150	Computer Science I	
EDFN	295	Pre-Admission Practicum	1	EDFN	295	Pre-Admission Practicum	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
EDFN	475	Human Relations	3	EDFN	475	Human Relations	3
ELED	303	Earth & Physical Science for Elementary Teachers/Lab	4	ELED	303	Earth & Physical Science for Elementary Teachers/Lab	4
EPSY	302	Educational Psychology	3	EPSY	302	Educational Psychology	3
LIBM	205	Children’s Literature	2	LIBM	205	Children’s Literature	2
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
EDFN	440	Classroom Management	2	EDFN	440	Classroom Management	2
ELED	310	K-8 Methods of Music, Art and Drama	2	ELED	310	K-8 Methods of Music, Art and Drama	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 Studies Methods	2	ELED	360	K-8 Social Studies Methods	2

ELED	440	K-8 Language Arts Methods	2	ELED	440	K-8 Language Arts Methods	2
ELED	450	K-8 Reading Methods	3				
				ELED	455	Evidence-Based Reading (K-3)	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
ELED	488	Student Teaching	6	ELED	488	Student Teaching	6
ELED	361	Social Studies for Elementary Teachers	2	ELED	361	Social Studies for Elementary Teachers	2
HLTH	420	K-12 Methods of Health Education	1	HLTH	420	K-12 Methods of Health Education	1
EDFN	300	Survey of Middle Level Education	1	EDFN	300	Survey of Middle Level Education	1
PE	360	K-8 Physical Education Methods	1	PE	360	K-8 Physical Education Methods	1
SEED	450	Reading & Content Literacy	3	SEED	450	Reading & Content Literacy	3
SPED	410	Behavior Management	3	SPED	410	Behavior Management	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 Planning	2	SPED	417	Vocational-Transitional Planning	2
SPED	420	K-12 Curriculum & Instructional Strategies	3	SPED	420	K-12 Curriculum & Instructional Strategies	3
SPED	431	Identification & Assessment in Special Education	3	SPED	431	Identification & Assessment in Special Education	3
SPED	442	Serving Students with Learning Disabilities	2	SPED	442	Serving Students with Learning Disabilities	2
SPED	443	LD Practicum	1	SPED	443	LD Practicum	1
SPED	454	Literacy: Data-Based Reflective Teaching	2				
				ELED	456	Evidence-Based Reading (4-8)	3
SPED	460	Family Systems and Professional Collaboration	2	SPED	460	Family Systems and Professional Collaboration	2
SPED	465	Computer Apps in Special Education	3	SPED	465	Computer Apps in Special Education	3
SPED	488	Student Teaching	8	SPED	488	Student Teaching	8
Electives			-8	Electives			7
Total number of hours required for major, minor, or specialization			104	Total number of hours required for major, minor, or specialization			105
Total number of hours required for degree			142	Total number of hours required for degree			142

7. Explanation of the Change:

Children who do not learn to read well during their first years of school, typically continue to struggle with reading throughout their remaining years in K-12 education, which can have a lasting impact on their self-confidence and motivation to learn in all areas (Lane, 2014; Armbruster, Lehr, Osborn, & Adler, 2003). While there are no quick answers, through research, we now have extensive knowledge about the skills that children need to master in order to achieve in reading and the instructional approaches that work best to support children in achieving these skills (Armbruster et al., 2003). Though research shows what works best, schools and teacher preparation programs have not always

been on the same page, and controversies over the best way to teach reading continue to persist as children continue to struggle to learn to read. Experts have debated whether they should emphasize the code of language (phonics instruction), meaning (a whole language approach), or combine the two using a balanced approach (balanced literacy) (Armbruster et al., 2003). The most recent shift focuses on evidence-based literacy practices, which includes a focus on the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) (Lane, 2014). In order to be successful in each of these critical areas, teachers who teach students to read and write must have a deep understanding of phonology and phonetics, morphology, semantics, syntactic structures, and pragmatics. Additionally, they must know the key theories about reading development, the language processing requirements of proficient reading and writing, and the elements of cognition and behavior that affect reading (Lane, 2014).

The state of SD currently has a 5-year State Personnel Development (SPDG) Grant that focuses on developing a systematic, cohesive, collaborative, and sustainable evidence-based literacy model for struggling readers, especially students with specific learning disabilities (SD DOE, 2017). As the higher education representative on the SPDG grant, Dr. Katie Anderson has first-hand knowledge about how teaching reading is changing in South Dakota schools. The changes emphasize explicit, systematic instruction in the big 5 areas of reading, with an emphasis on structured literacy, especially in K-3rd grade. Similar to teacher preparation programs across the nation, as reading instruction in our state makes shifts based on research, the DSU teacher preparation program must adjust the curriculum to ensure that their teacher candidates are prepared for the shift. The recommended changes for the elementary education reading-related courses at DSU allow for an increased focus and more time to master the foundational content knowledge related to early literacy skills (K-3) as well as more time to master the skills of using explicit and systematic instruction related to phonological awareness and phonics, along with all remaining areas of the “Big 5”. These skills are complex, and the time allotted to these topics is limited in the current course arrangements. With the new recommended courses, ELED 455 Evidence-Based Reading (K-3) and ELED 456 Evidence-Based Reading (4-8), DSU Education graduates will have knowledge and skills rooted in reading science and the ability to meet the needs of students who experience reading difficulties. The recommended changes are grounded in the recommendations of what K-12 educators need to know and be able to do related to reading instruction and come from the National Reading Panel, the International Literacy Association, the Council for Exceptional Children, and the International Dyslexia Association (Lane, 2014).

References:

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2003). Put reading first: The research building blocks of reading instruction: Kindergarten through grade 3. National Institute for Literacy.

Lane, H. (2014). Evidence-based reading instruction for grades K-5 (Document No. IC-12). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configurations/>

SD Department of Education (2017). State personnel development grant. Retrieved from <https://doe.sd.gov/grants/SPDG.aspx>

Course Descriptions – ELED 455: Evidence-Based Reading (K-3)

This course builds the teacher candidate’s knowledge of evidence-based instructional practices of the five essential components of reading acquisition (phonological awareness, phonics, fluency, vocabulary, and comprehension) specific to the K–3 level, with an emphasis on the foundational reading skills. Students will learn to design and deliver lessons and assess student reading skills utilizing state and national standards and to apply the knowledge, skills, and attitudes to real-life situations and experiences. Includes a Level II field experience.

ELED 456: Evidence-Based Reading (4-8)

This course builds the teacher candidate's knowledge of evidence-based instructional practices of the five essential components of reading acquisition (phonological awareness, phonics, fluency, vocabulary, and comprehension) specific to the 4-8 level, with an emphasis on developing fluent reading, vocabulary, and comprehension and supporting intermediate readers who struggle with the foundational skills. Students will learn to design and deliver lessons and assess student reading skills utilizing state and national standards and to apply the knowledge, skills, and attitudes to real-life situations and experiences. Includes a Level II field experience.



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ACADEMIC AFFAIRS FORMS**

Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	DSU
CURRENT PROGRAM TITLE:	English as a New Language Minor
CIP CODE:	13.1401
UNIVERSITY DEPARTMENT:	College of Education
UNIVERSITY DIVISION:	

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

4/8/2020

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: 7/1/2020

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.
Prefix	Number	Course Title	Credits				
ELED	462	Teaching English: New Language	2	ELED	462	Teaching English: New Language	2
EDFN	460	Applied Linguistic for Teaching English as a Second Language	3	EDFN	460	Applied Linguistic for Teaching English as a Second Language	3
EDER	415	Educational Assessment	2	EDFN: 415	415	Educational Assessment	2-3
				SPED	431	Identification and Assessment in Special Education	
EPSY	210	Lifespan Development	3	EPSY	210	Lifespan Development	3
ELED	466	P-12 ELL Curriculum, Instruction, & Assessment	3	ELED	466	P-12 ELL Curriculum, Instruction, & Assessment	3
EDFN	475	Human Relations	3	EDFN	475	Human Relations	3
ED	495	Practicum	2	ED	495	Practicum	2
Total			18	Total			18-19

7. Explanation of the Change: Students in the K-8 Elementary Education/K-12 Special Education major complete SPED 431 as their assessment course. K-8 Elementary Education majors complete EDER 415 for their assessment course. Adding SPED 431 as an option for students completing this minor will allow for both assessment courses to be accepted in the minor. Students would be able to take EDER 415 OR SPED 431.



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Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	DSU
CURRENT PROGRAM TITLE:	MS in Information Systems – Information Assurance Specialization
CIP CODE:	11.0401
UNIVERSITY DEPARTMENT:	College of BIS
UNIVERSITY DIVISION:	

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

4/28/2020

Date

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: 7/1/2020

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: Information Systems Cyber Security Specialization

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.
						No changes	
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				Total number of hours required for degree			

7. Explanation of the Change:

The name of the specialization is being changed to reflect more current terminology.



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Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	DSU
CURRENT PROGRAM TITLE:	PhD in Information Systems – Information Assurance Specialization
CIP CODE:	11.0401
UNIVERSITY DEPARTMENT:	College of BIS
UNIVERSITY DIVISION:	

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

4/28/2020

Date

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: 7/1/2020

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: Information Systems Cyber Security Specialization

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.
						No changes	
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				Total number of hours required for degree			

7. Explanation of the Change:

The name of the specialization is being changed to reflect more current terminology.



**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:	DSU
CURRENT PROGRAM TITLE:	Fast Track (4+1) toward MS in Educational Technology B.S. in Elementary Education
CIP CODE:	131202 / 13.0501
UNIVERSITY DEPARTMENT:	College of Education
UNIVERSITY DIVISION:	

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

4/16/2020

Date

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: 5/11/2020

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.
EDFN	465	Multimedia Web Development in Education	3	LT	731	Multimedia Production	3
CIS	350	Computer Hardware, Data Communications and Networking	3	CET	751	Technology Hardware and Networking Essentials	3
				CET	753	Network Management in Education Institutions	
ELED	422	K-8 Science & Math Technology	2	CET	723	Inclusive STEM Instruction	2

7. Explanation of the Change:

The College is proposing a Fast Track or 4+1 Program for the BS in Elementary Education. This 4+1 Program will offer our undergraduate education majors a unique opportunity to obtain both bachelor’s and master’s degrees in five years. Students will be allowed to take up to 8 credits of graduate course work (see above) which will count towards both their undergraduate education major and the MS in Educational Technology degree.

There is a growing need for this as students are looking for additional online courses to take during their student teaching semesters. The MS in Educational Technology program is offered online and would give these students flexibility in their schedules and a jump start on their graduate degree.

Students in the program must meet the admissions requirements already established for this and other Fast Track programs at the university. This admissions requirement includes senior status by the time a student begins the undergraduate/graduate program and a cumulative GPA requirement of 3.25 or higher.



**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:	DSU
CURRENT PROGRAM TITLE:	Fast Track (4+1) toward MS in Educational Technology B.S. in Elementary Education/Special Education
CIP CODE:	13.1099 / 13.0501
UNIVERSITY DEPARTMENT:	College of Education
UNIVERSITY DIVISION:	

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

4/17/2020

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) |

2. Effective date of change: 5/11/2020

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.	Nu m.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
EDFN	365	Computer-Based Technology & Learning	3	LT	731	Multimedia Production	3
CIS	350	Computer Hardware, Data Communications and Networking	3	CET	751	Technology Hardware and Networking Essentials	3
				CET	753	or Network Management in Education Institutions	
ELED	422	K-8 Science & Math Technology	2	CET	723	Inclusive STEM Instruction	2

7. Explanation of the Change:

The College is proposing a Fast Track or 4+1 Program for the BS in Special Education/Elementary Education. This 4+1 Program will offer our undergraduate education majors a unique opportunity to obtain both bachelor’s and master’s degrees in five years. Students will be allowed to take up to 8 credits of graduate course work (see above) which will count towards both their undergraduate education major and the MS in Educational Technology degree.

There is a growing need for this as students are looking for additional online courses to take during their student teaching semesters. The MS in Educational Technology program is offered online and would give these students flexibility in their schedules and a jump start on their graduate degree.

Students in the program must meet the admissions requirements already established for this and other Fast Track programs at the university. This admissions requirement includes senior status by the time a student begins the undergraduate/graduate program and a cumulative GPA requirement of 3.25 or higher.



**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:	DSU
CURRENT PROGRAM TITLE:	Fast Track (4+1) toward MS in Education Technology B.S.Ed. Biology B.S.Ed. Business B.S.Ed. Computer B.S.Ed. English, B.S. Mathematics, Intermediate Ed Specialization B.S. Mathematics, Secondary Ed Specialization
CIP CODE:	
UNIVERSITY DEPARTMENT:	College of Education
UNIVERSITY DIVISION:	

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

4/16/2020

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) |

2. Effective date of change: 5/11/2020

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.
EDFN	365	Computer-Based Technology & Learning	3	LT	731	Multimedia Production	3
CIS	350	Computer Hardware, Data Communications and Networking	3	CET or CET	751 or 753	Technology Hardware and Networking Essentials Network Management in Education Institutions	3
ELED	422	K-8 Science & Math Technology (elective)	2	CET	723	Inclusive STEM Instruction	2
Electives			2-3	LT 731 or CET 723			2-3

Biology Ed, English Ed, Business Education, Computer Ed students may use open electives for LT 731 or CET 723 if their majors don't require EDFN 365 or ELED 422 in their degrees.

7. Explanation of the Change:

The College is proposing a Fast Track or 4+1 Program for the BS in Secondary Education (English Education, Computer Education, Biology Education, Business Education, Mathematics Education). This 4+1 Program will offer our undergraduate education majors a unique opportunity to obtain both bachelor's and master's degrees in five years. Students will be allowed to take up to 8 credits of graduate course work (see above) which will count towards both their undergraduate education major and the MS in Educational Technology degree.

There is a growing need for this as students are looking for additional online courses to take during their student teaching semesters. The MS in Educational Technology program is offered online and would give these students flexibility in their schedules and a jump start on their graduate degree.

Students in the program must meet the admissions requirements already established for this and other Fast Track programs at the university. This admissions requirement includes senior status by the time a student begins the undergraduate/graduate program and a cumulative GPA requirement of 3.25 or higher.