

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – B (1)
DATE: June 26-27, 2024

SUBJECT

New Program Request – DSU – Minor in K-8 Teaching Content

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a minor in K-8 Teaching Content. The proposed minor would offer education majors an opportunity to delve deeply into foundational subjects important for effective teaching in grades K-8. Through courses tailored for teachers, students gain specialized knowledge and skills to excel in content areas essential for passing Praxis Content tests and becoming adept educators in K-8 settings.

IMPACT AND RECOMMENDATION

DSU plans to offer the minor in K-8 Teaching Content on campus and online. DSU does not request new state resources. No new courses will be required. DSU estimates 14 students enrolled and 10 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: DSU – Minor in K-8 Teaching Content

DRAFT MOTION 20240626_6-B(1):

I move to authorize DSU to offer a minor in K-8 Teaching Content, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
TITLE OF PROPOSED MINOR:	K-8 Teaching Content
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Elementary Education, Elementary Education-Special Education; Special Education
EXISTING RELATED MAJORS OR MINORS:	
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	13.0101
UNIVERSITY DEPARTMENT:	College of Education
BANNER DEPARTMENT CODE:	DED – 8E
UNIVERSITY DIVISION:	Education
BANNER DIVISION CODE:	DEDU

Please check this box to confirm that:

- The individual preparing this request has read [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

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.

DocuSigned by:

 A7475098D8114D1...

 President of the University

05/01/2024
 2/5/2024

 Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Do you have a major in this field (*place an "X" in the appropriate box*)?
Yes No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	SDCL § 13-59	BOR Policy 1:10:4
DSU:	SDCL § 13-59	BOR Policy 1:10:5
NSU:	SDCL § 13-59	BOR Policy 1:10:6
SDSMT:	SDCL § 13-60	BOR Policy 1:10:3
SDSU:	SDCL § 13-58	BOR Policy 1:10:2
USD:	SDCL § 13-57	BOR Policy 1:10:1
	Board of Regents Strategic Plan 2014-2020	

According to State Statute regarding DSU: This authorization includes the preparation of elementary and secondary teachers. Additionally, Elementary Education, Special Education, and Secondary Education are legacy programs for Dakota State University.

The minor in K-8 Teaching would typically be added by education majors who want to become an expert in teaching the content in grades K-8. These content courses provide supplemental support to help students pass their Praxis Content tests.

3. What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.

The K-8 Teaching Content Minor offers education majors an opportunity to delve deeply into foundational subjects important for effective teaching in grades K-8. Through courses tailored for teachers, students gain specialized knowledge and skills to excel in content areas essential for passing Praxis Content tests and becoming adept educators in K-8 settings.

4. How will the proposed minor benefit students?

The proposed minor equips students with specialized expertise in fundamental subjects important for teaching grades K-8, enhancing their preparation and confidence in content knowledge crucial for success in the classroom. By focusing on targeted content areas, students gain a competitive edge in their educational careers, fostering their ability to effectively teach diverse subjects to K-8.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

Graduates with expertise in K-8 teaching content are highly sought after nationally, as elementary and middle school teachers play a critical role in shaping students' foundational knowledge. Within South Dakota, the demand for qualified K-8 teachers remains consistently high, with ongoing opportunities in both public, private, and tribal educational institutions seeking educators with strong content knowledge and pedagogical skills to meet the needs of various student populations. Dakota State University's teacher preparation programs have experienced a nearly 100% placement rate for graduates of teacher preparation programs for many years in a row.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace "XX" in the table with the appropriate year*).

<i>Estimates</i>	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
	2024-2025	2025-2026	2026-2027	2027-2028
Students enrolled in the minor (fall)	8	10	12	14
Completions by graduates	0	0	8	10

*Do not include current fiscal year.

We believe there are two primary reasons why students pursue this minor: 1) to become a K-8 content expert, and 2) desire for supplemental courses that will help them be successful when taking the Praxis Content tests.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The curriculum redesign at Dakota State University aligns with national standards by prioritizing student success and coherence and adhering to high accreditation standards from the Council for the Accreditation of Educator Preparation. Encouraging students to complete Praxis Content exams early (most likely during their sophomore year) reflects a commitment to empowering students to pursue their academic interests.

8. Complete the tables below. Explain any exceptions to Board policy requested.

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

K-8 Teaching Content Minor	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor	0	%
Total	18	100

B. Required Courses in the Minor

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
ELED	303/303L	Earth & Physical Science for Elementary Teachers		4	No
ELED	361	Social Science for Elementary Teachers		2	No
ELED	455	Evidence-Based Reading (K-3)		3	No
ELED	456	Evidence-Based Reading (4-8)		3	No
MATH	341	Math Concepts for Teachers I	MATH 103 or 104 or 114 or 115 or 120 or 121 or 123 or 125 or 281	3	No
MATH	342	Math Concepts for Teachers II	MATH 103 or 104 or 114 or 115 or 120 or 121 or 123 or 125 or 281 or 341	3	No
Subtotal				18	

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
		None			Choose an item.
Subtotal					0

Note - If a student has already taken 6 credits that are listed within the K-8 Teaching Content minor, they must work with their advisor to substitute educational courses with the ELED, SPED, EPSY, or LIBM prefix.

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes			
	ELED 303/303L	ELED 361	MATH 341/342	ELED 455/456
Deep understanding of foundational science concepts for K-8 educators	X			
Knowledge of social science content vital for K-8 educators		X		
Enhanced numeracy skills and pedagogical strategies for K-8 educators			X	
Advanced literacy skills evidence-based reading strategies for K-8 educators				X

Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

10. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Instructors in the minor will employ a variety of pedagogical approaches including lectures, discussions, and hands-on activities to engage students in mastering content. Additionally, they may integrate instructional technologies such as multimedia presentations, Loom videos, Flip Grid, Quizzlet, and online resources to enhance learning experiences and provide additional support for student comprehension.

11. Delivery Location

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community Center for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	Intended Start Date
On campus	Yes	Fall 2024

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Asynchronous	Fall 2024

Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:
---	----	---------------------------------------

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning (e.g., as an online program)? This question responds to HLC definitions for distance delivery.

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."

None

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.

DSU does not anticipate any additional resources or one-time funds for this minor. The courses in this minor are currently being taught and are already in the course rotation with existing faculty.

14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).

- YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.
- NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.