Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (2)
DATE: April 2-3, 2025

****

SUBJECT

Substantive Program Modifications Requiring Board Approval – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
AAC Guideline 2.3.2.3.A – Substantive Program Modifications

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) has submitted the following program modification proposals provided in Attachment I. Per AAC Guideline 2.3.2.3.A, 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.

Existing Program: Substantive Program Modifications Requiring Board Approval

- Early Childhood Education (BS) – Birth to Age 8 Specialization – *request to change total credits required within the discipline, total credits of supportive coursework, program name, existing specialization, and academic requirements*

- Sociology (MS) – *request to change total credits required within the discipline, total credits required for the program, and program name. This request is tied to the program reactivation request on the April Board agenda.*

- Sociology (PhD) – *request to change total credits required within the discipline, total credits required for the program, and program name. This request is tied to the program reactivation request on the April Board agenda.*

IMPACT AND RECOMMENDATION

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

ATTACHMENTS

Attachment I – SDSU: Substantive Program Modification Requests

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DRAFT MOTION 20250402_5-E(2):

I move to approve the substantive program modifications from SDSU, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

UNIVERSITY:	SDSU
CURRENT PROGRAM DEGREE:	B.S.
CURRENT PROGRAM MAJOR/MINOR:	Early Childhood Education
CURRENT SPECIALIZATION:	Birth to Age 8
CIP CODE:	13.1210
UNIVERSITY DEPARTMENT:	School of Education, Counseling and Human Development
BANNER DEPARTMENT CODE:	SECH
UNIVERSITY COLLEGE:	College of Education and Human Sciences
BANNER COLLEGE CODE:	3H

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.

Dennis D. Hedge	2/13/2025
Vice President of Academic Affairs or President of the University	Date

1. **This modification addresses a change in:**
   - ☒ 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: Academic Requirements
   - ☒ Modification requiring Board of Regents approval
     Must have prior approval from Executive Director or designee
2. **Effective date of change: 2025-2026 Academic Year**
3. **Program Degree Level:**
   Associate ☐   Bachelor's ☒   Master's ☐   Doctoral ☐
4. **Category:**
   Certificate ☐   Specialization ☒   Minor ☐   Major ☐
5. **If a name change is proposed, the change will occur:**
   ☐ 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: Early Childhood Education – Birth to Grade 3 (B.S.)
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:**

Existing Curriculum				*Proposed Curriculum (highlight changes)*			
Pref.	**Num.**	**Title**	**Cr. Hrs.**	**Pref.**	**Num.**	**Title**	**Cr. Hrs.**
System General Education Requirements			**31**	**System General Education Requirements**			**31**
System General Education Requirements - Electives			**6**	**System General Education Requirements - Electives**			**18**
						SGR #1 Written Communication	3
						SGR #1 Written Communication	3
		SGR #2 Oral Communication	3			SGR #2 Oral Communication	3
						SGR #3 Social Sciences	3
		SGR #4 Arts and Humanities	3			SGR #4 Arts and Humanities	3
						SGR #5 Mathematics	3
System General Education Requirements - Required			**25**	**System General Education Requirements - Required**			**13**
ENGL	101	Composition I (SGR #1)	3	ENGL	101	Composition I (SGR #1)	3
ENGL	201	Composition II (SGR #1)	3	ENGL	201	Composition II (SGR #1)	3
HDFS	210	Lifespan Development (SGR #3)	3	HDFS	210	Lifespan Development (SGR #3)	3
PSYC	101	General Psychology (SGR #3)	3	PSYC	101	General Psychology (SGR #3)	3
ENGL	240	Juvenile Literature (SGR #4) OR SGR #4 Modern Language Elective	3	ENGL	240	Juvenile Literature (SGR #4) OR SGR #4 Modern Language Elective	3
MATH	103	Mathematical Reasoning (3) or higher (SGR #5)	3	MATH	103	Mathematical Reasoning (3) or higher (SGR #5)	3
BIOL	101	Biology Survey I (SGR #6)	2	BIOL	101	Biology Survey I (SGR #6)	2
BIOL	101L	Biology Survey I Lab (SGR #6)	1	BIOL	101L	Biology Survey I Lab (SGR #6)	1
GEOG AND	131	Physical Geography: Weather & Climate (4)	4	GEOG AND	131	Physical Geography: Weather & Climate (3)	4
GEOG OR	131L	Physical Geography: Weather & Climate Lab (0)		GEOG OR	131L	Physical Geography: Weather & Climate Lab (1)	
GEOG AND	132	Physical Geography: Natural Landscapes (4)		GEOG AND	132	Physical Geography: Natural Landscapes (3)	
GEOG	132L	Physical Geography: Natural Landscapes Lab (0)		GEOG	132L	Physical Geography: Natural Landscapes Lab (1)	
EHS College Requirements			**4**	**EHS College Requirements**			**4**
EHS	119	First Year Seminar	2	EHS	119	First Year Seminar	2
EHS	319	Life, Love, and Money	2	EHS	319	Life, Love, and Money	2
Major Requirements			**60**	**Major Requirements**			**85**
ECE	150	Early Experience	1	ECE	150	Early Experience	1
ECE	150L	Early Experience Lab	1	ECE	150L	Early Experience Lab	1
ECE	196	Field Experience	1	ECE	196	Field Experience	1
ECE	240	Child Development I: Prenatal to 2	3	ECE	240	Child Development I: Prenatal to 2	3
ECE	241	Child Development II: 3 to 8 Years	3	ECE	241	Child Development II: 3 to 8 Years	3
ECE	320	Pedagogy and Curriculum	3	ECE	320	Pedagogy and Curriculum	3
ECE	320L	Pedagogy and Curriculum Lab	1	ECE	320L	Pedagogy and Curriculum Lab	1
ECE	321	Learner Centered Assessment	3	ECE	321	Learner Centered Assessment	3
ECE	322	Contemporary Curriculum Perspectives	3	ECE	322	Arts, Health, and Technology in ECE	3
ECE	325	Inclusion and the Diverse Learner	3	ECE	325	Inclusion and the Diverse Learner	3
ECE	455	Administration and Supervision of Early Childhood Setting	3	ECE	355	Administration and Supervision of Early Childhood Setting	3
ECE	360	Play and Inquiry	3	ECE	360	Play and Inquiry	3
ECE	360L	Play and Inquiry Lab	1	ECE	360L	Play and Inquiry Lab	1
ECE	475	Pedagogy and Guidance in ECE	3	ECE	375	Guidance in ECE	3
				ECE	400	Science, Social Studies, and Math in ECE	3
ECE	412	Kindergarten Education	2	ECE	412	Kindergarten Education	2
ECE	441	Professional Issues in ECE	2	ECE	441	Professional Issues in ECE	2
ECE	470	Early Childhood Inclusion Strategies	3	ECE	470	Early Childhood Inclusion Strategies	3
ECE	471	Foundations of Reading	3	ECE	471	Foundations of Reading	3
ECE	488	Student Teaching (6 credits required Pre-K, 10 credits required K-3)	16	ECE	488	Student Teaching (6 credits required Pre-K, 11 credits required K-3)	17
ECE	495	Practicum	2	ECE	495	Practicum	1
				EDFN	102	Introduction to Education	3

Existing Curriculum				*Proposed Curriculum (highlight changes)*			
Pref.	**Num.**	**Title**	**Cr. Hrs.**	**Pref.**	**Num.**	**Title**	**Cr. Hrs.**
				EDFN	461	Cultural and Psychological Perspectives in the Acquisition of English as a Second Language	3
				SPED	100	Introduction to Persons with Exceptionalities	3
Supporting Coursework			**25-26**	~~Supporting Coursework~~			**-**
AIS	211	South Dakota American Indian Culture and Education	3	AIS	211	South Dakota American Indian Culture and Education	3
ECE	466	Literacy in ECE	3	ECE	466	Literacy in ECE	3
EDFN	475	Human Relations	3	~~EDFN~~	~~475~~	~~Human Relations~~	~~3~~
EPSY	201	The Science of Learning	3	~~EPSY~~	~~201~~	~~The Science of Learning~~	~~3~~
HDFS	241	Family Relations	3	~~HDFS~~	~~241~~	~~Family Relations~~	~~3~~
MATH	245	Mathematics for Primary Grades I	3	MATH	245	Mathematics for Primary Grades I	3
MATH	345	Mathematics for Primary Grades II	3	MATH	345	Mathematics for Primary Grades II	3
MATH	345L	Mathematics for Primary Grades II Lab	1	~~MATH~~	~~345L~~	~~Mathematics for Primary Grades II Lab~~	~~1~~
CHEM AND	106	Chemistry Survey (3)	3-4	~~CHEM AND~~	~~106~~	~~Chemistry Survey & Lab (3)~~	~~3~~
CHEM OR	106L	Chemistry Survey Lab (1)		~~CHEM OR~~	~~106L~~	~~Chemistry Survey Lab (1)~~	
PHYS AND	101	Survey of Physics (3)		~~PHYS AND~~	~~101~~	~~Survey of Physics (3)~~	
PHYS OR	101L	Survey of Physics Lab (1)		~~PHYS OR~~	~~101L~~	~~Survey of Physics Lab (1)~~	
PHYS AND	185	Solar System Astronomy (2)		~~PHYS AND~~	~~185~~	~~Solar System Astronomy (2)~~	
PHYS OR	185L	Solar System Astronomy Lab (1)		~~PHYS OR~~	~~185L~~	~~Solar System Astronomy Lab (1)~~	
PHYS AND	216	Physical Science for Early Childhood (2)		PHYS AND	216	Physical Science for Early Childhood (2)	
PHYS	216L	Physical Science for Early Childhood Lab (1)		PHYS	216L	Physical Science for Early Childhood Lab (1)	
Electives			**0**	**Electives**			**0**
Summary of Credits Early Childhood Education – Birth to Grade 3 (B.S.)							
System General Education Requirements			**31**	**System General Education Requirements**			**31**
EHS College Requirements			**4**	**EHS College Requirements**			**4**
Major Requirements			**60**	**Major Requirements**			**85**
Supporting Coursework			**25-26**	**Supporting Coursework**			**-**
Electives			**0**	**Electives**			**0**
Total number of hours required for specialization			111-112	Total number of hours required for major			102
Total number of hours required for degree			120	Total number of hours required for degree			120

Academic Requirements

Current:
- A grade of "C" or better is required in CMST 101, ENGL 101, PSYC 101, and MATH 103 or higher (if these courses are in your plan of study), and all courses for the major (classes with department/program prefix).
- An overall GPA of 2.5 is required to enroll in any education courses.

Proposed:
- A grade of "C" or better is required in education coursework (classes with AIS, EDFN, ELED, ECE, EPSY, or SPED prefixes).
- An overall GPA of 2.5 is required.
- A GPA of 2.7 is required in both major and education courses.

Acceptance into Teacher Education
- A grade of "C" or better is required in education coursework (classes with AIS, EDFN, ELED, ECE, EPSY, or SPED prefixes).
- An overall GPA of 2.5 is required.
- A GPA in the academic major of 2.6 is required.
- Completion of program application and professional licensure location form.

Acceptance into Residency I

- A grade of "C" or better is required in education coursework (classes with AIS, EDFN, ELED, ECE, EPSY, or SPED prefixes).
- An overall GPA of 2.5 is required.
- A GPA of 2.7 is required in both major and education courses.
- The teacher candidate must take the Praxis content exam.
- The teacher candidate is also required to complete a criminal background check with field placements, a TB test with negative reading, and CPR and first aid certification.

Acceptance into Residency II
- A grade of "C" or better is required in education coursework (classes with AIS, EDFN, ELED, ECE, EPSY, or SPED prefixes).
- An overall GPA of 2.5 is required.
- A GPA of 2.7 is required in both major and education courses.
- The teacher candidate must take the Praxis PLT exam.
- Content methods instructor recommendation is required.

8. Explanation of the Change:

SDSU currently offers the Early Childhood Education (ECE) program, and students in this program are required to graduate with a specialization. Last year, SDSU received approval from the SDBOR to terminate the specialization for the Cooperative Elementary Education Program with DSU. At present, the only specialization available within the Early Childhood Education major is Birth to Age 8. The School of Education, Counseling, and Human Development has requested to discontinue the Birth to Age 8 specialization and instead offer a standalone major titled "Early Childhood Education – Birth to Grade 3."

In August 2024, the SDBOR approved the Gateway to Teacher Education Certificate. This 12-credit certificate provides a jumpstart for South Dakota high school students with a career interest in PK-12 teacher education and provides knowledge about teacher education degree programs within South Dakota Regental Institutions. In addition to six credits towards their general education requirements, students will complete EDFN 102 Introduction to Teaching (3 cr.) and SPED 100 Introduction to Persons with Exceptionalities (3 cr.). The certificate is intended to be stackable with elementary, secondary, and special education programs. The Early Childhood Education - Birth to Grade 3 curriculum and student learning outcomes for the program were evaluated by faculty to determine curricular adjustments that needed to be made to support the addition of six credits for the Gateway to Education Certificate. Key changes include:
- Added EDFN 102 Introduction to Education (3 cr.) and SPED 100 Introduction to Persons with Exceptionalities (3 cr.) to align with the Gateway to Education Certificate.
- Removed ECE 150-150L Early Experience and Lab (1, 1 cr.) and EDFN 475 Human Relations (3 cr.) from the program requirements. Course content for ECE 150-150L and EDFN 475 is integrated into other existing courses.
- Reduced ECE 495 Practicum from 2 to 1 credit, as faculty determined that 1 credit is sufficient to meet the desired SLOs.

In addition, the faculty reviewed and revised other sections of the curriculum. These revisions are intended to streamline the curriculum while maintaining alignment with accreditation standards and student learning outcomes.
- Replaced HDFS 241 Family Relations (3 cr.) with EDFN 461 Cultural and Psychological Perspectives in the Acquisition of English as a Second Language (3 cr.), providing more targeted coursework for teaching English Language Learners.
- Replaced EPSY 201 The Science of Learning (3 cr.) and MATH 345L Mathematics for Primary Grades II Lab (1 cr.) with ECE 400 Science, Social Studies, and Math in ECE (3 cr.). ECE 400 is an inquiry-based science, social studies, and math methods course that will explore teaching methods for birth to grade 3. Currently ECE 322 Contemporary Curriculum

in ECE covers both social studies and science, but due to the requirements of the Praxis certification exam, students need more in-depth coverage of these subjects to do well in those areas. ECE 322 teaches several other topics and content, not giving adequate time and information to students in both science and social studies. In addition, because the ECE program believes in using an inquiry-based philosophical approach as well as integrated forms of curriculum, it was clear that math methods should also be included so that STEAM and STEM could be addressed within this course as critical topics in today's classrooms and beyond.

- Removed CHEM 106-106L Chemistry Survey and Lab (3, 1 cr.), PHYS 101-101L Survey of Physics and Lab (3, 1 credits), and PHYS 185-185L Solar System Astronomy and Lab (2, 1 cr.) to require all ECE majors will complete PHYS 216-216L Physical Science for Early Childhood and Lab (2, 1 cr.).
- Increased ECE 488 Student Teaching (K-3rd grade) from 10 to 11 credits to provide students with additional time for planning, reflection, and participation in a professional learning community.
- Removed a specific course from SGR #1, SGR #3, and SGR #5 to allow students more flexibility in meeting their System General Education requirements.
- Minor changes in course titles and numbers for ECE 322 Contemporary Curriculum Perspectives, ECE 455 Administration and Supervision of Early Childhood Settings, and ECE 475 Pedagogy and Guidance in ECE have been modified with minor changes to their titles and/or course numbers.

Changes to academic requirements stem from changes to state level certification requirements. Language has been updated to reflect how students in teacher education programs progress through their program requirements toward graduation.

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.

TBD

10. Identify the program modification requested.

The School of Education, Counseling and Human Development has requested to update the existing Early Childhood Education (B.S.) - Birth to Age 8 Specialization. The changes requested include:
1) Discontinue the Birth to Age 8 Specialization [SBS.ECE-B8] and offer a standalone major titled "Early Childhood Education - Birth to Grade 3."
2) Revise the program's requirements to include coursework from the Gateway to Teacher Education Certificate, along with other necessary curriculum updates identified through a comprehensive program review, analysis of the Praxis certification exams, and feedback from alumni and the advisory group.

11. Provide justification for the desired modification.

SDSU currently offers the Early Childhood Education (ECE) program, and students in this program are required to graduate with a specialization. Last year, SDSU received approval from the SDBOR to terminate the specialization for the Cooperative Elementary Education Program

with DSU. At present, the only specialization available within the Early Childhood Education major is Birth to Age 8. The School of Education, Counseling, and Human Development has requested to discontinue the Birth to Age 8 specialization and instead offer a standalone major titled "Early Childhood Education - Birth to Grade 3." The proposed change from a specialization to a standalone major will enhance both student understanding and the visibility of the program, making it easier for students to navigate their academic and career goals while retaining the rigor and outcomes of the current program.

The Early Childhood Education - Birth to Grade 3 curriculum and student learning outcomes for the program were evaluated by faculty to determine curricular adjustments that needed to be made to support the addition of six credits for the Gateway to Education Certificate and streamline the curriculum while maintaining alignment with accreditation standards and student learning outcomes. Key changes include:

- Added EDFN 102 Introduction to Education (3 cr.) and SPED 100 Introduction to Persons with Exceptionalities (3 cr.) to align with the Gateway to Education Certificate.
- Removed ECE 150-150L Early Experience and Lab (1, 1 cr.) and EDFN 475 Human Relations (3 cr.) from the program requirements. Course content for ECE 150-150L and EDFN 475 is integrated into other existing courses.
- Reduced ECE 495 Practicum from 2 to 1 credit, as faculty determined that 1 credit is sufficient to meet the desired SLOs.
- Replaced HDFS 241 Family Relations (3 cr.) with EDFN 461 Cultural and Psychological Perspectives in the Acquisition of English as a Second Language (3 cr.), providing more targeted coursework for teaching English Language Learners.
- Replaced EPSY 201 The Science of Learning (3 cr.) and MATH 345L Mathematics for Primary Grades II Lab (1 cr.) with ECE 400 Science, Social Studies, and Math in ECE (3 cr.). ECE 400 is an inquiry-based science, social studies, and math methods course that will explore teaching methods for birth to grade 3. Currently ECE 322 Contemporary Curriculum in ECE covers both social studies and science, but due to the requirements of the Praxis certification exam, students need more in-depth coverage of these subjects to do well in those areas. ECE 322 teaches several other topics and content, not giving adequate time and information to students in both science and social studies. In addition, because the ECE program believes in using an inquiry-based philosophical approach as well as integrated forms of curriculum, it was clear that math methods should also be included so that STEAM and STEM could be addressed within this course as critical topics in today's classrooms and beyond.
- Removed CHEM 106-106L Chemistry Survey and Lab (3, 1 cr.), PHYS 101-101L Survey of Physics and Lab (3, 1 credits), and PHYS 185-185L Solar System Astronomy and Lab (2, 1 cr.) to require all ECE majors will complete PHYS 216-216L Physical Science for Early Childhood and Lab (2, 1 cr.).
- Increased ECE 488 Student Teaching (K-3rd grade) from 10 to 11 credits to provide students with additional time for planning, reflection, and participation in a professional learning community.
- Removed a specific course, PYSC 101 General Psychology (3 cr.), from SGR #3 to allow students more flexibility in meeting their System General Education requirements.
- Minor changes in course titles and numbers for ECE 322 Contemporary Curriculum Perspectives, ECE 455 Administration and Supervision of Early Childhood Settings, and ECE 475 Pedagogy and Guidance in ECE have been modified with minor changes to their titles and/or course numbers.

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

Yes, the catalog description would need to reflect the change in program name. The student learning outcomes will remain the same.

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

66 students

14. Describe the real impact to students.

In the past, students graduating from the Early Childhood Education (ECE) program were required to choose between two specializations: Birth to Age 8 or Cooperative Elementary Education Program with DSU. However, the Cooperative Elementary Education Program with DSU was terminated last year to be effective fall 2025. To eliminate confusion about the specific major students are earning, the program has decided to transition to a standalone major titled Early Childhood Education - Birth to Grade 3. This change will provide clearer guidance for students, ensuring they understand that the major is designed to meet the certification requirements for teaching and caring for children from birth through third grade.

15. Describe the real impact to the university.

The change from a Birth to Age 8 specialization to a standalone major will provide transparency to potential students considering early education and teacher certification within those ages and grades as a potential career choice.

16. Describe any cost associated with the program modification.

Beyond initial updates of marketing material, there are not any additional costs that the school foresees with this program modification.

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

No risks or unintended consequences are anticipated by changing this from a specialization to a standalone major.

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

This modification will be effective for new students in the 2025-2026 academic catalog. Following SDBOR Policy 2.6.2 existing students may elect a catalog of graduation that is later than their initial catalog.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

UNIVERSITY:	SDSU
CURRENT PROGRAM DEGREE:	M.S.
CURRENT PROGRAM MAJOR/MINOR:	Sociology
CURRENT SPECIALIZATION:	N/A
CIP CODE:	45.1101
UNIVERSITY DEPARTMENT:	School of Psychology, Sociology & Rural Studies
BANNER DEPARTMENT CODE:	SPSR
UNIVERSITY COLLEGE:	College of Arts, Humanities & Social Sciences
BANNER COLLEGE CODE:	3S

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.

Dennis D. Hedge	2/3/2025
Vice President of Academic Affairs or President of the University	Date

1. **This modification addresses a change in:**
   - ☒ 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
   - ☒ Modification requiring Board of Regents approval
     Must have prior approval from Executive Director or designee

2. **Effective date of change: 2025-2026 Academic Year**

3. **Program Degree Level:**
   Associate ☐   Bachelor's ☐   Master's ☒   Doctoral ☐

4. **Category:**
   Certificate ☐   Specialization ☐   Minor ☐   Major ☒

5. **If a name change is proposed, the change will occur:**
   ☐ 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: Social Science

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:**

		Existing Curriculum				*Proposed Curriculum (highlight changes)*	
Pref.	**Num.**	**Title**	**Cr. Hrs.**	**Pref.**	**Num.**	**Title**	**Cr. Hrs.**
				CD	604	Community Analysis	3
SOC	501	The Research Process	3	SOC	501	The Research Process	3
SOC	504	Sociological Inquiry	3	SOC	504	Sociological Inquiry	3
SOC	590	Seminar	1	SOC	590	Seminar	1
SOC	707	Sociological Practice and Public Policy	3	SOC	707	Sociological Practice and Public Policy	3
				SOC	710	Research Methods	3
				SOC	711	Qualitative Research Methods	3
		Select one of the following:				Select one of the following:	
		Option A: Thesis				*Thesis*	
SOC	798	Thesis	5	SOC	798	Thesis	5
		Electives	15			Electives	6
		Option B: Research/Design Paper				*Non-Thesis*	
SOC	788	Research Problems/Projects	3	~~SOC~~	~~788~~	~~Research Problems/Projects~~	~~3~~
		Electives	19			Electives	11
		Option C: Coursework Only				*~~Option C: Coursework Only~~*	
		Electives	25			~~Electives~~	~~25~~

Total number of hours required for degree	
Option A	30
Option B	32
Option C	35

Total number of hours required for degree	
Thesis	30
Non-Thesis	30

Additional Admission Requirements:
Current:
GRE: Required
TOEFL: Required score of 575 paper-based, 90 Internet-based
IELTS: 6.5

Each applicant is required to provide two signed letters of recommendation from individuals familiar with the student's academic record as part of the graduate school application process. In addition, we require that interested applicants submit a writing sample (past term paper for example) and a personal statement. The personal statement should outline the applicant's academic goals and describe how those goals connect with SDSU faculty expertise and interests.

Proposed:
GRE: Required
TOEFL: 90 Internet-based
TOEFL Essentials: 9.5
IELTS: 6.5
Duolingo: 115

Each applicant should have 2 signed letters of recommendation from individuals familiar with the student's academic record. It is required that applicants also include a writing sample and personal statement. The personal statement should identify the student's academic goals and describe how those goals fit with the faculty's expertise and interests.

8. **Explanation of the Change:**

SDSU requests approval to reactivate the M.S. in Sociology (SMS.SOC). To improve the reach of

this program, better serve the needs of students, and enhance transparency, the university also proposes the following changes:
- Rename the program (M.S. in Social Science).
- Eliminate Option A (Thesis Option), B (Research/Design Paper Option), C (Coursework Only) language and replace it with more streamlined Thesis/Non-Thesis Options.
- Align the curriculum for the M.S. and Ph.D. programs.

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.

1/3/2025

10. Identify the program modification requested.

SDSU requests approval to reactivate the M.S. in Sociology (SMS.SOC). To improve the reach of this program, better serve the needs of students, and enhance transparency, the university also proposes the following changes:
- Rename the program (M.S. in Social Science).
- Eliminate Option A (Thesis Option), B (Research/Design Paper Option), C (Coursework Only) language and replace it with more streamlined Thesis/Non-Thesis Options.
- Align the curriculum for the M.S. and Ph.D. programs.

11. Provide justification for the desired modification.

SDSU seeks to reactivate the M.S. (and Ph.D.) in Sociology, a move that will improve its ability to meet its goal of achieving R1 status as described in Pathway to Premier 2030. The proposed name change will help the program succeed in its second iteration. It will make the program more marketable by targeting a broader set of students, and it will allow SDSU to strengthen the program by tapping into faculty expertise in the social sciences in several of SDSU's colleges, including the College of Arts, Humanities & Social Sciences, the College of Education & Human Sciences, the College of Nursing, and the College of Pharmacy & Allied Health Professions.

The SDSU Graduate School has revised SDSU Policy 2:17 Credit Requirements for Graduate Credential Programs. The Graduate School adjusted the language to no longer refer to master's programs using Option A (Thesis Option), B (Research/Design Paper Option), C (Coursework Only), and D (Coursework Only – Professional Program) but to move forward with Thesis and Non-Thesis options that will require a minimum of 30 credits. The School of Psychology, Sociology and Rural Studies has updated the M.S. in Social Science program requirements to change the non-thesis option from 35 credits (Option B) and 35 credits (Option C) to 30 credits.

Finally, the third change aligns the M.S. and Ph.D. so that students can enter the doctoral program immediately after completing a bachelor's degree. Previously, the Ph.D. program required a completed master's degree for admission and SDSU's M.S. program had almost no curricular intersection with the Ph.D. This arrangement required the home unit to maintain two separate and non-overlapping curricula. Under the proposed modification, the M.S. curriculum will naturally align with the Ph.D. curriculum.

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

Yes, the catalog description and student learning outcomes will require minor modification to reflect the expanded scope of the reactivated program.

Student Learning Outcomes:
- Students receive intensive and extensive classroom and practical training in teaching in-class and online resources at the college/university level.
- Students receive intensive and extensive classroom and practical training in applied and public social sciences.
- Students acquire the skills to engage in the scholarship of teaching and learning (SoTL) so they can determine the extent to which their instruction makes a difference in their students' academic development.
- Students receive a solid grounding in the core areas of social science theory and both qualitative and quantitative research methods.
- Students develop research and practice and/or teaching expertise in an emphasis area.

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

There are no students currently enrolled in the M.S. in Sociology.

14. Describe the real impact to students.

The proposed name better represents the nature of the degree to potential employers. Students who graduate from this program will possess strong research skills that can be applied across the social sciences. The revised master's coursework will provide a more seamless fit with the doctoral program.

15. Describe the real impact to the university.

SDSU's strategic plan, Pathway to Premier 2030, places the university on a road toward R1 status. Reactivating the M.S. in Sociology and rebranding it with an interdisciplinary emphasis will substantially enhance SDSU's efforts to meet this goal.

16. Describe any cost associated with the program modification.

There are no costs associated with any of these modifications. Aligning the M.S. and Ph.D. curriculum in particular will allow the program to operate more efficiently.

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

The only risk of any note is that SDSU could be misjudging the market's perception of "social science" branding versus "sociology" branding. SDSU expects the downside cost of such a mistake to be minimal.

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

This modification would be effective for students who enroll following the change. There are no students currently enrolled in the M.S. in Sociology.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

UNIVERSITY:	SDSU
CURRENT PROGRAM DEGREE:	Ph.D.
CURRENT PROGRAM MAJOR/MINOR:	Sociology
CURRENT SPECIALIZATION:	N/A
CIP CODE:	45.1101
UNIVERSITY DEPARTMENT:	School of Psychology, Sociology & Rural Studies
BANNER DEPARTMENT CODE:	SPSR
UNIVERSITY COLLEGE:	College of Arts, Humanities & Social Sciences
BANNER COLLEGE CODE:	3S

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.

Dennis D. Hedge	2/3/2025
Vice President of Academic Affairs or President of the University	Date

1. **This modification addresses a change in:**
   ☒ 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
   ☒ Modification requiring Board of Regents approval
   Must have prior approval from Executive Director or designee

2. **Effective date of change: 2025-2026 Academic Year**

3. **Program Degree Level:**
   Associate ☐   Bachelor's ☐   Master's ☐   Doctoral ☒

4. **Category:**
   Certificate ☐   Specialization ☐   Minor ☐   Major ☒

5. **If a name change is proposed, the change will occur:**
   ☐ 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: Social Science

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:

Existing Curriculum   *Proposed Curriculum (highlight changes)*

Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
						60 Credit Plan	
SOC	707	Sociological Practice and Public Policy	3	~~SOC~~	~~707~~	~~Sociological Practice and Public Policy~~	~~3~~
SOC	710	Research Methods	3	~~SOC~~	~~710~~	~~Research Methods~~	~~3~~
SOC	711	Qualitative Research Methods	3	~~SOC~~	~~711~~	~~Qualitative Research Methods~~	~~3~~
SOC	712	Sociological Theory I	3	SOC	712	Sociological Theory I	3
SOC	713	Sociological Theory II	3	SOC	713	Sociological Theory II	3
				SOC	726	Teaching Sociology	2
				SOC	727	Teaching Sociology Practicum	1
				SOC	738	Scholarship of Teaching and Learning	2
				SOC	739	Scholarship of Teaching and Learning Practicum	1
SOC	790	Seminar: Orientation to Graduate Study	1	~~SOC~~	~~790~~	~~Seminar: Orientation to Graduate Study~~	~~1~~
				SOC	792	Topics	3
SOC OR	794	Internship (6-12)	6-12 or	~~SOC OR~~	~~794~~	~~Internship (6-12)~~	~~6-12 or~~
SOC AND	726	Teaching Sociology (2)	6-10	~~SOC AND~~	~~726~~	~~Teaching Sociology (2)~~	~~6-10~~
SOC AND	727	Teaching Sociology Practicum (1-3)		~~SOC AND~~	~~727~~	~~Teaching Sociology Practicum (1-3)~~	
SOC AND	738	Scholarship of Teaching and Learning (2)		~~SOC AND~~	~~738~~	~~Scholarship of Teaching and Learning (2)~~	
SOC	739	Scholarship of Teaching and Learning Practicum (1-3)		~~SOC~~	~~739~~	~~Scholarship of Teaching and Learning Practicum (1-3)~~	
				SOC	794	Internship	6
SOC	898	Dissertation	12	SOC	898	Dissertation	18
						Electives	21
		Social Science Statistics Coursework Select six credits from the following:	6			~~Social Science Statistics Coursework Select six credits from the following:~~	~~6~~
SOC	501	The Research Process	3	~~SOC~~	~~501~~	~~The Research Process~~	~~3~~
SOC	710	Research Methods	3	~~SOC~~	~~710~~	~~Research Methods~~	~~3~~
SOC	792	Topics	3	~~SOC~~	~~792~~	~~Topics~~	~~3~~
						90 Credit Plan	
				CD	604	Community Analysis	3
				SOC	501	The Research Process	3
				SOC	504	Sociological Inquiry	3
				SOC	590	Seminar	1
				SOC	707	Sociological Practice and Public Policy	3
				SOC	710	Research Methods	3
				SOC	711	Qualitative Research Methods	3
				SOC	712	Sociological Theory I	3
				SOC	713	Sociological Theory II	3
				SOC	726	Teaching Sociology	2
				SOC	727	Teaching Sociology Practicum	1
				SOC	738	Scholarship of Teaching and Learning	2
				SOC	739	Scholarship of Teaching and Learning Practicum	1
				SOC	792	Topics	3
				SOC	794	Internship	6
				SOC	898	Dissertation	18
						Electives	32
	Total number of hours required for degree		60		Total number of hours required for degree		60-90

Additional Admission Requirements
Current:
GRE: Not required
TOEFL: Required score of 575 paper-based, 90 Internet-based
IELTS: 6.5

Doctor of Philosophy students seeking entrance must have an approved Bachelor's and Master's degree (thesis option), not necessarily in Sociology. Each applicant should have 2 signed letters of recommendation from individuals familiar with the student's academic record.

It is required that applicants also include a writing sample and personal statement. The personal statement should identify the student's academic goals and describe how those goals fit with the faculty expertise and interests.

Proposed:
GRE: Not Required
TOEFL: 90 Internet-based
TOEFL Essentials: 9.5
IELTS: 6.5
Duolingo: 115

Each applicant should have 2 signed letters of recommendation from individuals familiar with the student's academic record. It is required that applicants also include a writing sample and personal statement. The personal statement should identify the student's academic goals and describe how those goals fit with the faculty's expertise and interests.

8. Explanation of the Change:

SDSU requests approval to reactivate the Ph.D. in Sociology (SPHD.SOC). To improve the reach of this program, better serve the needs of students, and enhance transparency, the university also proposes the following changes:
- Rename the program (Ph.D. in Social Science).
- Create both 60- and 90-credit options for the Ph.D.
- Align the curriculum for the M.S. and Ph.D. programs.

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.

1/3/2025

10. Identify the program modification requested.

SDSU proposes the following changes to the Ph.D. in Sociology:
- Rename the program (Ph.D. in Social Science).
- Create both 60- and 90-credit options for the Ph.D.
- Align the curriculum for the M.S. and Ph.D. programs.

11. Provide justification for the desired modification.

SDSU seeks to reactivate the Ph.D. (and M.S.) in Sociology, a move that will improve its ability to meet its goal of achieving R1 status as described in Pathway to Premier 2030. The proposed name change will help the program succeed in its second iteration. It will make the program more marketable by targeting a broader set of students, and it will allow SDSU to strengthen the program by tapping into faculty expertise in the social sciences in several of SDSU's colleges, including the College of Arts, Humanities & Social Sciences, the College of Education & Human Sciences, the College of Nursing, and the College of Pharmacy & Allied Health Professions.

The other two changes aim to align the M.S. and Ph.D. so that students can enter the doctoral program immediately after completing a bachelor's degree. Previously, the Ph.D. program required a completed master's degree for admission and SDSU's M.S. program had almost no curricular intersection with the Ph.D. This arrangement required the home unit to maintain two separate and non-overlapping curricula. Under the proposed modification, the M.S. curriculum will naturally align with the Ph.D. curriculum.

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

Yes, the catalog description and student learning outcomes will require minor modification to reflect the expanded scope of the reactivated program.

Student Learning Outcomes:
• Students receive intensive and extensive classroom and practical training in teaching in-class and online resources at the college/university level.
• Students receive intensive and extensive classroom and practical training in applied and public social sciences.
• Students acquire the skills to engage in the scholarship of teaching and learning (SoTL) so they can determine the extent to which their instruction makes a difference in their students' academic development.
• Students receive a solid grounding in the core areas of social science theory and both qualitative and quantitative research methods.
• Students develop research and practice and/or teaching expertise in an emphasis area.

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

One (1)

14. Describe the real impact to students.

The proposed name better represents the nature of the degree to potential employers. Students who graduate from this program will possess strong research skills that can be applied across the social sciences. The elimination of an earned master's degree as a requirement of admission opens the doctoral program up to a broader population of students.

15. Describe the real impact to the university.

SDSU's strategic plan, Pathway to Premier 2030, places the university on a road toward R1 status. Reactivating the Ph.D. in Sociology and rebranding it with an interdisciplinary emphasis will substantially enhance SDSU's efforts to meet this goal.

16. Describe any cost associated with the program modification.

There are no costs associated with any of these modifications. Aligning the M.S. and Ph.D. curriculum in particular will allow the program to operate more efficiently.

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

The only risk of any note is that SDSU could be misjudging the market's perception of "social science" branding versus "sociology" branding. SDSU expects the downside cost of such a mistake to be minimal.

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

This modification would be effective for students who enroll following the change. The one current student will still be able to graduate with a Ph.D. in Sociology, under the terms of the teach-out agreement.