



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

Substantive Program Modification Form

UNIVERSITY:	USD
CURRENT PROGRAM TITLE:	USD Secondary Education - English Language Learning (MA) [U.MA.SEED-ELL]
CIP CODE:	13.1205
UNIVERSITY DEPARTMENT:	Curriculum & Instruction
UNIVERSITY DIVISION:	School of Education

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Elizabeth M. Freeburg

2/21/19

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 elective course work
- Program name
- CIP Code
- Total credits of supportive course work
- Total credits required for program
- Existing specialization
- Other (explain below)
Revise elective courses in the program.

2. Effective date of change: 2019-2020

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: **USD Secondary Education - Culturally & Linguistically Diverse (CLD) Learners**

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.
Required Courses:							
SEED	562	Teaching English as a New Language	2	SEED	562	Teaching English as a New Language	2
SEED	570	P-12 Reading Methods for ELLs	3	SEED	570	P-12 Reading Methods for ELLs	3
SEED	566	P-12 Curriculum, Instruction, & Assessment for ELLs	3	SEED	566	P-12 Curriculum, Instruction, & Assessment for ELLs	3
SEED	564	Linguistics & Language Acquisition for P-12 ELL Teachers	3	SEED	564	Linguistics & Language Acquisition for P-12 ELL Teachers	3
EDER	761	Graduate Research & Design	3	EDER	761	Graduate Research & Design	3
SEED	773	Research Based Methods in C&I	3	SEED	773	Research Based Methods in C&I	3
SEED	776	Theory & Pedagogy for Diverse Learners	3	SEED	776	Theory & Pedagogy for Diverse Learners	3
SEED	794	Practicum	3	SEED	794	Practicum	3
			Sub-total				23
				Choose 1 of the following courses:			
Free Electives			7	Language course (language other than English)			0-3*
				*Unless completed at the undergraduate level			
				Free Electives			4-7
			Sub-total				7
			Total Hours Required				30
							Sub-total
							Total Hours Required
							30

-All SEED courses in this specialization are cross-listed with their equivalent ELED courses.

7. Explanation of the Change:

This specialization is geared toward students who are interested in learning about effective practices for working with culturally and linguistically diverse (CLD) learners, including but not limited to English Language Learners (ELLs). The program name is being updated to reflect contemporary considerations in research and practice within the field. Updating the terminology also aligns with the School of Education’s mission of inclusive and culturally responsive education, which goes beyond language to include English-speakers from diverse cultural contexts.

The program electives have been updated to better align with updated program goals and values. In order to improve the competitiveness and enhance the effectiveness of our program, at least 3 credit hours of a language other than English will be required. This updated requirement is also inclusive of Native American languages and American Sign Language (ASL). Taking a language course in a language other than English helps teachers identify the skills that a student needs to learn languages effectively. This requirement will help our students develop a deeper understanding of the challenges involved with learning the linguistic and pragmatic structures of a language and its related culture(s) and better prepare them for teaching in contemporary classrooms.