

# Intent to Plan for a New Program

## South Dakota Board of Regents

### Academic Affairs Forms

Internal Ticket ID: 5480

Created: 12/29/2022

Modified: 2/2/2023

*Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related full proposal request for a new program. The Executive Director and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the System Academic Officer through the proper process. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director, System Academic Officer or designee. This form is meant to capture critical elements for stakeholders to review prior to a full proposal.*

**University** NSU - Northern State University

**Degree** MSED : Master of Science In Education

**Name of Major** X999 : New Major Requested

**Teaching English as a New Language**

No

**Specialization Required?** *Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.*

**College/Department** 5E : NSU School of Education/NESE : Elementary and Secondary Ed

**Intended Date of Full Proposal** Spring 2023

**Planned CIP Code** 13.1401

## Program Description

### 1. Provide the working program description that may appear in the university catalog.

The master's in Teaching English as a New Language (ENL) will equip teachers with skills and applicable knowledge to effectively teach the growing number of students P-12 who are English as a New Language learners. NSU's Teaching English as a New Language program prepares teachers to support students to not only improve English literacy in speaking, listening, reading, and writing, but also to progress academically in content areas through instruction that is in English.

## Strategic Impact

### 2. Describe how the program fits in with the institutional mission, strategic plan, existing institutional program array, and academic priorities.

NSU is statutorily authorized to offer university academic programs in accordance with SDCL § 13-59.1 in the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. NSU has the authority to credential certificates, associate degrees, baccalaureate degrees, and master's degrees provided formal approval by the Board of Regents. NSU offers several master's degrees in education, all with robust enrollments, and this program meets a critical need in South Dakota.

**If the program does not align to the strategic plan, provide a compelling rationale for the institution to offer the program.**

### 3. How does the program connect to the Board of Regent's Strategic Plan?

NSU's MEd in Teaching English as a New Language supports Goal 4 of the SDBOR's Strategic Plan, Workforce Development and Economic Development, "South Dakota public universities shall create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030; promote strategic engagement and investment designed to enhance and drive the state's long-term economy."

As of Fall 2019, 4.9% of students in South Dakota's public schools were identified as English Learners. There is a striking need for South Dakota to produce certified, qualified teachers in the area of ENL. Since the 2019-2020 school year, SDBOR has identified Teaching English as a Second Language or English Language Learners as a critical teaching need. [https://www.sdbor.edu/the-board/StrategicPlan/Documents/StrategicPlan\\_22\\_27.pdf](https://www.sdbor.edu/the-board/StrategicPlan/Documents/StrategicPlan_22_27.pdf)

## Program Summary

### 4. If a new degree is proposed, what is the rationale?

*This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.*

### 5. What modality/modalities will be used to offer the new program?

*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.*

	<b>Yes/No</b>	<b>Intended Start Date</b>	
<b>On Campus</b>	Yes	Fall 2024	
	<b>Yes/No</b>	<b>Location(s)</b>	<b>Intended Start Date</b>
<b>Off Campus Location</b>	Yes	Huron Community Campus	Fall 2024
	<b>Yes/No</b>	<b>Delivery Method(s)</b>	<b>Intended Start Date</b>
<b>Distance Delivery</b>	Yes	Online and HyFlex	Spring 2024

	<b>Yes/No</b>	<b>Identify Institutions</b>
<b>Does another BOR institution already have authorization to offer the program online?</b>	No	

### 6. If the program will be offered through distance delivery, identify the planned instructional modality:

Both / HyFlex

## Academic Quality

### 7. What peer institutions and current national standards will be referenced to develop the curriculum for this program? Include links to at least 3 comparable programs at peer institutions and links to national or accreditation standards, if any.

1. Valley City State University – M.Ed. in Teaching ELLs <http://catalog.vcsu.edu/graduate-catalog/programs/master-education-concentration-teaching-english-language-learners/#courserotationtext>
2. University of Texas Permian Basin – MA in ESL <https://online.utpb.edu/programs/master-of-arts/bilingual-esl/#courses>
3. Indiana University Southeast M.S.Ed. in ESL/ENL - <https://www.ius.edu/graduate-education/masters-degrees/elementary/concentrations/enl-esl.php>

### 8. What program accreditation is available, if any?

TESOL accreditation <https://www.tesol.org/advance-the-field/standards>

### 9. Will the proposed program pursue accreditation or certifications?

**If no, why has the department elected not to pursue accreditation for the program?**

## Duplication and Competition

### 10. Do any related programs exist at other public universities in South Dakota?

*A list of existing programs is available through the university websites and the RIS Reporting: Academic Reports Database. If there are no related programs within the Regental system, indicate none.*

There is not a related master's program at any other public university in South Dakota. The University of South Dakota offers a minor in K-12 English as a New Language and Dakota State University offers an English as a New Language minor. However, there are currently no opportunities for in depth study of and preparation for teaching K-12 students learning English as a new language. Several universities in nearby states offer Teaching English to Speakers of Other Languages (TESOL) master's degrees. However, these programs are designed to prepare teachers to go outside of the U.S. to teach English to students, rather than preparing teachers to teach students in South Dakota who are learning English as a new language. TESOL programs generally focus on helping teachers to support students as they develop functional, daily English language proficiency while still receiving much of their instruction in their primary language(s). Teaching English as a New Language programs seek to prepare teachers to support students to not only to learn to speak English, but also to progress academically in various content areas through instruction that is in English.

**A. If yes, defend the need for an additional program within the state, Include IPEDS enrollment data and additional data as needed.**

**B. If yes, would this program be a candidate for Regental system collaboration?**

### 11. Do any related programs exist at any non-Regental college or university within 100 miles of the university?

*List those programs here:*

No

**A. If yes, use IPEDS to identify the enrollment in those programs.**

**B. What evidence suggests there is unmet student demand for the proposed program, or that the proposed program would attract students away from the existing program?**

## Market Demand

This section establishes the market demand for the proposed program (eg Regental system need, institutional need, workforce need). Use the following sources for your data:

- [South Dakota Department of Labor & Regulation](#)
- [O-Net](#)
- [US Department of Labor Projections Central](#)
- SDBOR Workforce and Degree Gap Analysis Report

### 12. What is the expected growth of the industry or occupation in South Dakota and nationally?

*Include the number of openings, as well as the percentage of growth when possible.*

This program will benefit teachers already working in the classroom while boosting the number of certified ENL teachers which is a scarcity in South Dakota. There is a striking need for South Dakota to produce certified, qualified teachers in the area of ENL. Since the 2019-2020 school year, SDBOR has identified Teaching English as a Second Language or English Language Learners as a critical teaching need.

In South Dakota, the population of English Learners has increased significantly in recent years due to factors such as increased employment opportunities, initiatives, and refugee resettlement. The number of students completing the English Language Proficiency Assessment increased by over 1,000 students between 2012 and 2017 and has continued to increase since 2017. As of Fall 2019, 4.9% of students in South Dakota's public schools were identified as English Learners. While this increase benefits all students in preparation for a diverse workforce, it can provide challenges for educators who are not trained or experienced in how to strategically meet the unique needs of English Learners.

### 13. What evidence, if any, suggests there are unfilled openings in South Dakota or nationally?

Further highlighting the need for this program is the number of English Learners receiving Title III services in each South Dakota school district in the 2013-2014 school year, including 2,083 in Sioux Falls, 664 in Huron, and 54 in Aberdeen (1). In the same school year, there were only 24 certified teachers working in the Title III language instruction programs, yet it was projected that an additional 150 certified teachers would be needed in the next five years to meet the growing demands.

According to the US Bureau of Labor Statistics, overall employment of kindergarten and elementary school teachers is projected to grow 7% from 2020 to 2030, which is about as fast as the average for all occupations (2). Employment of middle school teachers is also projected to grow 7% from 2020 to 2030 (3). In South Dakota, employment of elementary school teachers and middle school teachers is expected to grow by 6% from 2018 to 2028 (4). In North Dakota, the Education Standards and Practices Board declared that there is a critical shortage of teachers for all content areas for the 2022-23 school year (5). As new teachers enter the profession and current teachers continue teaching, there is a need for them to be prepared to teach an increasingly diverse population, including students learning English as a new language.

The number of US residents speaking a language other than English at home increased 67.3 million by 2018. Since 2010, the number of foreign language speakers increased over twice as quickly as English speakers (6). North Dakota has had the largest percentage increase in the number of those speaking a foreign language at home since 2010 at 63 percent. Thirteen other states have seen increases of over 20 percent: Utah (up 29 percent), Iowa (up 24 percent), Florida, Minnesota, Oklahoma, Washington, Maryland, and Nevada (each up 23 percent), Oregon and Tennessee (each up 22 percent), North Carolina and Kentucky (each up 21 percent), and South Carolina (up 20 percent).

(1) <https://ncela.ed.gov/t3sis/SouthDakota.php>

(2) <https://www.bls.gov/ooh/education-training-and-library/child-care-and-elementary-school-teachers.htm>

(3) <https://www.bls.gov/ooh/education-training-and-library/middle-school-teachers.htm>

(4) <https://www.onetonline.org/link/localtrends/25-2022.00?st=SD&g=Go>

(5) <https://www.nd.gov/espb/critical-shortage>

(6) Zeigler, K. and Camarota, S. A. (2019, Oct. 29). 67.3 million in the United States spoke a foreign

### 14. What salaries can program graduates expect to earn in South Dakota and nationally?

The US Bureau of Labor Statistics estimates the mean annual wage at \$60,650. <https://www.bls.gov/ooh/education-training-and-library/adult-literacy-and-ged-teachers.htm>

### 15. Optional: Provide any additional evidence of regional demand for the program.

*e.g. prospective student interest survey data, letters of support from employers, community needs...*

## Student Demand

### 16. Provide evidence of student enrollment at peer institutions that offer the same/similar program using data obtained from IPEDS.

*Choose programs not already listed in question 11. Use the most recent year available.*

University Name	State	Program Name	Number of Degrees Conferred in Program	Total Number of Conferrals at Level (Undergrad or Grad)
Northeastern Illinois	IL : Illinois	MA Teaching English to Speakers of Other Languages	24	24
Emporia State University	KS : Kansas	MA Teaching English as a Second Language	7	7
University of Alabama Birmingham	AL : Alabama	MAEd in English as a Second Language	30	30

### 17. What evidence suggests there is interest from prospective students for this program at the university?

Current undergraduate education students and current teachers are representative of prospective students for the MEd in ENL program. Among these groups, there is an increasing awareness of the need for more teachers to support the growing population of English Learners in South Dakota schools. This concern has been emphasized on numerous occasions by the superintendent of the Aberdeen School District. For example, at a Teacher Education Council meeting held on February 15th, 2022 at NSU, when voicing what supports are needed from the university, the superintendent identified the need for more opportunities for teachers to learn skills to support the English Learners within the district. Attendees of this meeting included faculty from various colleges, students, teachers, administrators, and community members, all of whom could be prospective students for this program. Additionally, our SOE undergraduates have reported being in conversations with the superintendent in which she expressed the district looks for applicants with ENL course experience. As such statements are made and conversations are had around the critical need for more well-trained ENL teachers, the interest will only continue to grow.

## Enrollment

### **18. Are students enrolling in this program expected to be new to the university or redirected from existing programs at the university?**

*Include the number of openings, as well as the percentage of growth when possible.*

The students in this program are expected to be new to the university or undergraduates continuing into the graduate program. Northern State University does not expect to redirect students from other master's degrees in the School of Education. The initial enrollment projections are based on part-time students who are expected to complete two graduate classes each semester during the year and additional courses and practicum credits in the summer. The enrollment in the initial cohort of the MEd. in Teaching English as a New Language is expected to be approximately seven students. Allowing for some attrition, NSU expects to graduate 10 students after the program has been in existence for two years. It is projected that by year five, approximately 10-12 new students will enroll in the program each fall.

### **19. Narrative Description of the preliminary estimates on annual enrollment in this program by year six**

*Include all students within the program, not just those new to the program.*

By year six of the program, we estimate that a cohort of 12-15 students will be admitted to the program on an annual basis. Therefore, the ENL program would maintain an annual enrollment of at least 25-30 students. These numbers include those new to NSU as well as NSU alumni continuing their education with us. This program will attract students locally and across South Dakota as it is the first MEd in ENL offered in the state and can be completed online. Students will likely come from surrounding states as well as a limited number of universities offer a master's program of this nature despite the evident need for one.