

# Intent to Plan for a New Program

## South Dakota Board of Regents

### Academic Affairs Forms

Internal Ticket ID: 5767

Created: 1/13/2023

Modified: 3/10/2023

*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** BSED : Bachelor of Sci in Education

**Name of Major** NSED : Secondary Education

Yes

**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** 13.1205

## Program Description

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

Northern's BSEd Secondary Education provides students with a solid understanding of the discipline through theoretical and practical components of the curriculum. With 6 specializations available (social studies, history, math, chemistry, biology, and English), students are trained to be knowledgeable of their academic discipline and to create environments that will support the teaching and learning process in their content area. The flexible course delivery options are designed to meet the student's professional needs and the program focuses on the apprenticeship pathway to teacher certification.

## Strategic Impact

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

The primary purpose of Northern State University is the preparation of elementary and secondary teachers. The region, state, and nation face an emergency teacher shortage, specifically at the secondary level. The extreme urgency in providing highly qualified secondary teachers has been heightened by post-pandemic learning loss and the reality of the labor market, resulting in the need for creative problem-solving. NSU's unique mission also focuses on E-Learning and serving South Dakota, the region, and the nation. The development of a flexible (online and HyFlex) secondary education program elevates NSU's mission by combining E-Learning opportunities, a response to the teacher shortage crisis, and an innovative program that will open the profession to a broader pool of candidates.

**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?**

In December 2022, there were 176 statewide teacher openings which included 106 secondary, 36 special education, and 34 elementary (<https://teacher.asbsd.org/Jobs/Search>). The South Dakota Board of Regents Critical Needs Scholarship Board defines the following content areas as critical: K-12 Special Education, High School CTE, Secondary Language Arts, High School Math, High School Science, Secondary World Language, English as a New Language, and K-12 Music (<https://www.sdbor.edu/student-information/scholarships/CTNS/Pages/Critical-Teaching-Needs-Scholarship-FAQ.aspx>). The South Dakota Department of Education adds the following disciplines to the list of teacher shortage areas: Social Science and PE/Health (<https://doe.sd.gov/oatq/shortageareas.aspx>).

One of the fundamental beliefs of the SD Board of Regents states, "South Dakotans will need increased access to continuing education opportunities to upgrade their credentials while remaining in the workforce" ([https://www.sdbor.edu/the-board/StrategicPlan/Documents/StrategicPlan\\_22\\_27.pdf](https://www.sdbor.edu/the-board/StrategicPlan/Documents/StrategicPlan_22_27.pdf)).

Creating a flexible learning BSEd in Secondary Education focused on the apprenticeship pathway to teacher certification offers increased access to secondary education teacher training that is only currently available in a F2F environment in South Dakota. By encouraging participation in the apprenticeship program while enrolling in Northern's flexible learning BSEd in Secondary Education, schools can employ paraprofessionals who will earn their degree and complete authentic on-the-job training. In addition, students enrolled in this program will earn their education degree at no cost.

Northern's flexible learning BSEd in Secondary Education connects to Goal 2 of the Board of Regents Strategic Plan: Access and Affordability. The goal states, "The Board of Regents must prepare pathways for enrollment efforts to ensure this strategic plan." The development of this program in conjunction with the DOE apprenticeship program provides a way for South Dakotans to attend a post-secondary institution at no cost in a way that complements their current role in the workforce. The flexible learning options (Hy-Flex or online) allow students to facilitate their learning when and where it works for them, targeting post-traditional learners, underserved populations, and individuals in remote areas.

The proposed program also addresses Goal 3: Academic Excellence, Student Outcomes, and Educational Attainment. The proposed degree will require CAEP and DOE specialized accreditation of which the current NSU Teacher Education Program has been granted. In addition, the proposed program aligns specifically with workforce need. The teacher shortage in South Dakota has worsened over the last few years and districts across the state struggle to fill positions or in many cases, are unable to hire teachers.

Northern State University houses the E-Learning Center that serves students in 126 schools in South Dakota who utilize teachers virtually to fill the vacancies in secondary classrooms. Since the 2016-2017 school year, the number of students enrolled in E-Learning classes has more than doubled from 1479 students in 2016-2017 to 3034 students in 2022-2023. The flexible learning BSEd creates opportunities for students to earn on-the-job training, attend class in person, via Zoom, or online which will increase educational attainment.

Finally, the proposed program addresses Goal 4 of the BOR Strategic Plan: Workforce Development and Economic Development. The plan states, "Public post-secondary higher education serves as a critical pipeline for the workforce locally in South Dakota." Students who complete Northern's flexible BSEd in Secondary Education apprenticeship model will commit to teaching in South Dakota which directly addresses meeting the local workforce demand as articulated by the BOR Strategic Plan. Northern, the SD Department of Education, the SD Department of Labor, and the local school district will partner to facilitate the student's program and apprentice experience, thus strengthening business and industry partnerships and increasing the number of graduates who stay and work in South Dakota.

SB 55 Committee on Academics advises that the The BOR Program Demand Gap Analysis Summary should be a "central variable on decisions on proposals for new academic programs." The GAP summary notes an anomaly with education in South Dakota: while the data shows existing programs meets the needs of the state, school districts continue to face a teacher shortage emergency. This reality illustrates the need for an alternative approach to educating and training teachers which would be met with a flexible learning BSEd in Secondary Education from NSU.

## **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.*

N/A

### **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>	No		
	<b>Yes/No</b>	<b>Location(s)</b>	<b>Intended Start Date</b>
<b>Off Campus Location</b>	No		
	<b>Yes/No</b>	<b>Delivery Method(s)</b>	<b>Intended Start Date</b>
<b>Distance Delivery</b>	Yes	HyFlex, online	Fall 2023
	<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.**

The Teacher Education Program is currently accredited by CAEP and follows the InTASC Model Core Teaching Standards. The established education curriculum in place for the secondary education face-to-face program at NSU will serve as a guide in developing the curriculum for the flexible learning option.

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

CAEP (Council for the Accreditation of Educator Preparation) is available.

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

Yes

**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.*

USD offers the BSEd in Secondary Education with specializations.

SDSU offers discipline-specific degree programs (BS or BA) with Teaching specialization.

DSU offers BS in Education in specific secondary education disciplines, including mathematics and biology.

BHSU offers a BS in Math and Science Education.

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

There are no flexible learning BSEd in Secondary Education programs offered in South Dakota. None of the BOR institutions is using the Secondary Education CIP code of 13.1205 (the CIP code for the NSU BSEd in Secondary Education). Search CIP codes for Secondary Education; Teacher Education Multiple Levels; STEM Education; Agricultural Teacher Education; English/Language Arts Education; Science Teacher Education; and Social Studies Teacher Education, the full list of all graduates reported in IPEDs for 2021 and 2020 is reported here:

USD reports 5 graduates in 2021 and 7 in 2020 in the Secondary Education: English CIP code.  
BHSU reports 1 graduate in 2021 and 2 in 2020 in the Secondary Education: Social Studies CIP code.  
BHSU reports 0 graduates in 2021 and 1 in 2020 in the Secondary Education: English CIP code.  
DSU reports 1 graduate in 2021 and 1 graduate in 2020 in the Secondary Education: English CIP code.  
SDSU reports 12 graduates in 2021 and 20 in 2020 in the Agricultural Teacher Education CIP code.

The small number of students graduating from Secondary Education programs across BOR institutions is evidence of the need for a new, flexible learning pathway to earning a BSEd in Secondary Education.

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

Formal collaboration guidelines will not be required, but the program is intentionally built so students in Northern's BSEd in Secondary Education will have the option to select discipline-specific courses in their content area from all BOR institutions to meet the major requirements. For example, a student earning the BSEd in Secondary Education: English will be able to take their English content courses online from any BOR institution.

## **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.**

N/A

## **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?**

Competing programs do not exist. See below for unmet demand in general.

# **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.*

The South Dakota Department of Labor and Regulation ([https://dlr.sd.gov/lmic/menu\\_projections\\_occupation\\_statewide.aspx](https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx)) estimates an increase in secondary teacher employment of 6.55% by the year 2030. O-Net (<https://www.onetonline.org/link/summary/25-2031.00#WagesEmployment>) projects growth in secondary teachers as "average" from 2021-2031. The US Department of Labor Projections Central website (<https://projectionscentral.org/Projections/LongTerm>) projects a 6.3% increase in openings from 2020-2030.

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

The Associated School Boards of South Dakota's Teacher Placement website (<https://teacher.asbsd.org>) lists 106 secondary education positions open (February 8, 2022). In the next two months districts will experience retirements (generally around February 15th) and non-renewals (April 15th deadline).

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

In South Dakota Program graduates can expect to earn an average salary of \$41,113 (<https://doe.sd.gov/data/Teacher-Salary.aspx>). In the United States, secondary teachers earn an average of \$61,820.

**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...*

Please see the attached letters from: 1) Don Kirkegaard, former South Dakota educator and administrator and current education and recruitment specialist; 2) South Dakota Secretary of Education Joe Graves, and Kathryn Blaha, SD Department of Education Director of Accreditation and Certification.

## 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)
Fort Hays State University	KS : Kansas	Secondary Education	27	27
Keene State College	NH : New Hampshire	Secondary Education	16	16
Marshall University	WV : West Virginia	Secondary Education	54	54

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

Based on a search on the National Center for Education Statistics website, no secondary education programs that are flexible learning exist in the United States. The above schools grant credit for prior learning, which resembles the apprenticeship model associated with this proposed program.

The attached letters indicate support for a flexible way to train current paraprofessionals already employed in the district and also a need to provide highly qualified teachers across the state. The Department of Education strongly supports the addition of such a program in South Dakota and will be a strong advocate for recruiting potential students.

## 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 and NSU does not expect new students to be re-directed from other programs at the university.

**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.*

Given the needs in the state and the number of paraprofessionals who are place bound and currently working fulltime, we expect 20 students enrolled annually by year six. This type of program is not currently offered in the region, state, or even in the nation. The flexible learning modality combined with an intense support from the SD Department of Education and the Department of Labor will enable Northern State University's faculty who are training in e-learning and distance education to address the workforce need to educate individuals to become highly qualified secondary education teachers.