

Use this form to propose a new degree program. 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 Academic Officer (through the online submission process).

Note: Within the proposal, all references to external sources should be documented with a footnote (including web addresses where applicable).

University NSU - Northern State University

Degree BSED : Bachelor of Sci in Education

Name of Major NSED : Secondary Education

Specialization Yes

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

Planned CIP Code 13.1205

WICHE WRRGP
Eligibility No

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 7 specializations available (social studies, history, science, chemistry, biology, math, 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. The program is part of the SD Teacher Apprenticeship Pathway to encourage and support paraprofessionals to become licensed teachers in South Dakota.

2. Does the university request any exceptions to any Board policy for this program?

Explain any requests for exceptions to Board Policy. If not requesting any exceptions, indicate "None."

None.

Strategic Impact

3. 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 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.

N/A

4. 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/theboard/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 face to face 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, synchronously online, or asynchronously 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 Northern's flexible learning BSEd in Secondary Education will provide.

Program Summary

5. 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

6. 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.

	Yes/No	Intended Start Date	
On Campus	No		
	Yes/No	Location(s)	Intended Start Date
Off Campus Location	No		
	Yes/No	Delivery Method(s)	Intended Start Date
Distance Delivery	Yes	HyFlex, online	Fall 2023
	Yes/No	Identify Institutions	

Does another BOR institution already have authorization to offer No

the program online?

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

Both / HyFlex

8. What are the student learning outcomes for this program?

Northern's Teacher Education programs are guided by the InTASC (Interstate Teacher Assessment and Support Consortium) model core teaching standards, and the BSEd in Secondary Education will follow the InTASC standards as well

(https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

9. For associate's and bachelor's degree proposals, identify the 3-5 AAC&U Essential Learning Outcomes that have been selected for this program.

Use the chart below to indicate the student learning outcomes that align to the selected ELOs (See BOR Policy 2.11 and Guideline 8.5).

Inquiry and Analysis

Critical and Creative Thinking

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Information Literacy

Teamwork

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Problem Solving

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Civic Knowledge and Engagement

Intercultural Knowledge

Ethical Reasoning

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Foundational Lifelong Learning Skills

Integrative Learning

10. Enter the number of credit hours required to graduate

Credit Hours 120

11. Complete the following tables to provide a degree program curriculum summary.

A. Table 1 –Total Program Degree Credit Hours

	Credit Hours In Program	
	Hours Per Requirement	%Total Hours
System General Education Requirements	30	
Subtotal - Gen Ed Requirements	30	%
Program Requirements		
Required Support Courses	0	
Major Requirements	63	
Major Electives	27	
Subtotal - Program Requirements	90	%
Free Electives		
Subtotal - Free Electives	120	%
Degree Total	120	%

*Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.

B. Table 2 – Insert Required Program Support Courses Impacting Other Programs (outside department). Do not include General Education courses.

The individual curriculum tables should be included as a word document attached to the TDX ticket.

C. Table 3 – Insert Major Requirements (within department)

The individual curriculum tables should be included as a word document attached to the TDX ticket.

D. Table 4 – Insert Major Electives

The individual curriculum tables should be included as a word document attached to the TDX ticket.

12. New Course Approval

New courses required to implement the new degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

No

Academic Quality

13. What peer institutions and current national standards will be referenced to develop the curriculum for this program?

Peer Institution: Regional and Competitive institutions. Include links to at least 3 comparable programs at peer institutions and links to national or accreditation standards, if any.

Northern's Teacher Education program is fully accredited by CAEP. The current national standards recognized by CAEP (Council for the Accreditation of Educator Preparation Programs) are the InTASC Model Core Teaching Standards that are currently governing the existing secondary education programs at Northern State University.

(https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf) Northern's established education curriculum for the secondary education face-to-face program is guiding the curriculum for the flexible learning program.

Twenty-one states are currently working on developing teacher apprenticeship pathways; South Dakota will be the 10th state with a registered teacher apprenticeship pathway, by the US Department of Labor. Tennessee, the first state in the nation with a registered apprenticeship program, worked with the University of Tennessee to develop various pathways. The University of Tennessee at Chattanooga, The University of Tennessee at Southern offer pathways for individuals to obtain a bachelor's degree in an approved content area. The coursework is "based on the subject specific to the bachelor's degree." https://www.tn.gov/content/dam/tn/education/grow-your-own/TDOE_GYO_Models_Overview.pdf

Universities, including those listed here in Tennessee, have not posted curriculum because it's so student specific and they want you to contact them for information. Northern State University's BSEd in Secondary Education curriculum is prescriptive to meet the needs of the SD DOE requirements for certification and the inTASC standards as recognized by CAEP.

Chadron State University in Nebraska offers a "Special Education Apprenticeship Program" as a pathway for paraprofessionals to work toward obtaining a degree and endorsements in multiple areas including Natural Science and Math: <https://www.csc.edu/academics/education/special-education-apprenticeship-program-seap>

Chadron State University lists the degree conferred in the Paraprofessional program as a Bachelor of Science in Education, and the curriculum is listed in the catalog:

<https://catalog.csc.edu/undergraduate/programs/education/bsed-secondary-pk-12-6-12-7-12/>

No specific curriculum for paraprofessionals is listed. Instead, Chadron State University explains, "Participants will move through the program courses on an individual basis and their assignments will be tailored to their non-traditional experience. SEAP students will be monitored, advised, and supported by a CSC SEAP coordinator and staff who will facilitate the students' progress."

Grand Canyon State University offers online secondary education programs including: Bachelor of Arts in English for Secondary Education, Bachelor of Arts in History for Secondary Education, and Bachelor of Science in Mathematics for Secondary Education. Grand Canyon's secondary education programs are online but not designed specifically for paraprofessionals.

The curriculum for Grand Canyon University's Bachelor degree programs is hidden behind a request for information, but a PDF of the catalog found through a web search shows the Bachelor of Arts in English for Secondary Education includes approximately 43 credits of English coursework and 37 credits of Education coursework. See page 133 of this PDF:

<https://www.gcu.edu/sites/default/files/media/documents/academics/academic-calendar/Academic-Catalog-July.pdf>

14. What program accreditation is available, if any?

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

15. Will the proposed program pursue accreditation or certifications?

Yes

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

All teacher preparation programs leading to licensure in Northern State University's Millicent Atkins School of Education are accredited by CAEP, and the BSEd in Secondary Education program will be, too. The cost of accrediting Northern's teacher preparation programs is already a foundational budget item for the Millicent Atkins School of Education.

16. Did the university engage any developmental consultants to assist with the development of the curriculum? Did the university consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of the curriculum?

Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program, including content, courses, and experiences, etc. Universities are encouraged to discuss the selection of developmental consultants with Board staff.

The curriculum is consistent with the traditional face-to-face content-specific secondary education programs offered at Northern State University as well as Northern's MEd in Educational Studies: Secondary Education, which leads to initial licensure. The education curriculum addresses the requirements set by the South Dakota Department of Education for secondary teacher certification. The content curriculum for each specialization is based on the SD Department of Education's requirements for content endorsement to ensure highly-qualified status of secondary teachers.

The curriculum for Northern's BSEd in Secondary Education was developed through rich conversations held in a working group, which includes Dr. Anna Schwan, Interim Dean of Northern State University Millicent Atkins School of Education and seven other individuals across the state (the Dean of Education at DSU, school superintendents, a member of the SD Board of Education, and a representative from the SD Department of Labor) who studied the teacher shortage in SD and developed the SD Teacher Apprenticeship Pathway. The advisory group analyzed research from other states with apprenticeship programs and worked together to develop a model that has proven success in other states, most notably Tennessee, the first state in the nation to establish a registered teacher apprenticeship program.

17. Inclusion of High Impact Practices (HIP) across all undergraduate programs is a strategic priority of the Board of Regents to enhance academic quality and increase student engagement. For associate's and bachelor's degree proposals, which HIPs will faculty embed into the program?

Mark all that apply. To be considered as a HIP program, two or more should be selected and required in the program.

High Impact Practices	Included
Capstone courses and projects	Yes
Collaborative assignments and projects	
Common intellectual experiences	
Diversity/global learning	
ePortfolios	
First year experiences	
Internships	Yes
Learning communities	
Service learning, community-based learning	Yes
Writing intensive courses	
Undergraduate research	

18. For associate's and bachelor's degree proposals, discuss how HIPs will be embedded into the program

Your discussion should provide examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required. (eg "students will be required to participate in an internship during their third year of enrollment in order to develop skills in...").

Northern's BSEd in Secondary Education will allow for utilization of the apprenticeship model for individuals working in the school districts as paraprofessionals. During the program, candidates will acquire and develop skills and strategies as they accomplish on-the-job training. This unique service-learning opportunity enables candidates to authentically practice the craft of teaching within the K-12 school setting.

Candidates will be required to complete a student teaching internship at the culmination of the program, which will allow for intentional, meaningful preparation for assuming the role of instructor of record in a secondary classroom. During the student teaching internship, candidates will create a Teacher Work Sample that serves as a capstone project for the purpose of demonstrating proficiency in lesson writing, data-driven decision making, and responsive teaching.

Student Success

This section outlines the university's plan to assess student achievement of the program learning outcomes.

19. Complete the table below to provide evidence of a preliminary assessment plan. Place an asterisk next to assessments that are national or state-level instruments.

Note: It is only necessary to indicate the summative assessment for each outcome, not the formative assessments used throughout the program.

Program Learning Outcome	Course	Summative Assessment
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	EDFN 440 Classroom Mgmt SEED 400 Curr & Instruction for Middle/Secondary EPSY 302 Educational Psychology EPSY 428 Child & Adolescent Development INED 411 SD Indian Studies SEED 496 Pre-Student Teaching SEED 488 Student Teaching	CPAST (Candidate Preservice Assessment of Student Teaching) Teacher Work Sample *PLT (Principles of Learning and Teaching) Praxis Exam
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	SPED 441 Inclusive Education SPED 100 Intro to Persons with Exceptionalities EPSY 302 Educational Psyc EDER 415 Educational Assessment EDFN 445 Methods of Teaching English & Academic Content to English Learners INED 411 SD Indian Studies EDFN 440 Classroom Mgmt	CPAST Teacher Work Sample *PLT Praxis Exam
The teacher works with others to create environments that support individual and collaborative learning,	EDFN 102 Intro to Education EDFN 440 Classroom Mgmt EPSY 302 Educational Psyc EDFN 445 Methods	CPAST Teacher Work Sample *PLT Praxis Exam

Program Learning Outcome	Course	Summative Assessment
and that encourage positive social interaction, active engagement in learning, and self-motivation.	of Teaching English & Academic Content to English Learners	
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	SEED 400 Curr & Instruction for Middle/Secondary ELRN 435 Instructional Design EDFN 445 Methods of Teaching English & Academic Content to English Learners SPED 441 Inclusive Education SEED 450 Reading & Content Literacy	CPAST Teacher Work Sample *PLT Praxis Exam *Content Praxis Exam
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	EDFN 102 Intro to Education ELRN 435 Instructional Design SEED 400 Curr & Instruction for Middle/Secondary EDFN 472 School Law & Ethics for Educators	CPAST Teacher Work Sample *PLT Praxis Exam *Content Praxis Exam

20. How will outcomes for graduates of the program be assessed?

Outcomes may include employment and placement rates, licensure examination pass rates, acceptance rates to graduate school, student or employer surveys, or other assessments of graduate outcomes.

Students will take a content Praxis exam in one of the 7 content specializations in the BSEd in Secondary Education, and the students will also take the principles of learning and teaching Praxis exam. The Millicent Atkins School of Education Office of Assessment will track student outcomes on these Praxis exams.

In addition, teachers who apply for certificates are traced in the educator portal through the Department of Education. It's public information, and we currently track data on this portal for accreditation purposes.

Duplication and Competition

21. 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.

BHSU offers degrees in Secondary Education disciplines, including Biology, Chemistry, English, English Composite, History, Math, Social Science Composite, Science, Theater, Speech, and Math/Science Education.

DSU offers degrees in Secondary Education disciplines, including Biology, Business, Computer, English, and Math.

SDSU offers degrees with a teaching specialization. Among the Secondary Education specializations SDSU offers are: English, Psychology, Sociology, History, Communication Studies/Speech, Biology, Chemistry, Math, and Physics.

USD offers degrees in Secondary Education with specializations. Among the secondary education specializations USD offers are: Biology, Communication Studies, English, History, and Math.

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.

Based on data provided by RIS, the total number of Secondary Education degrees awarded by each BOR institution in 2022 includes:

BHSU had 24 graduates in Secondary Education, including English, History, Math, Social Science, and Composite Science.

DSU had 5 graduates in Secondary Education, including Biology, English, and Math.

NSU had 9 graduates in Secondary Education, including Biology, Chemistry, English, History, Math, and Social Science.

SDSU had 24 graduates in Secondary Education, including Biology, Chemistry, English, History, Math, Social Science, and Physics.

USD had 27 graduates in Secondary Education, including Biology, English, History, and Math.

The small number of students graduating from Secondary Education programs across all 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?

Northern's BSEd in Secondary Education program is intentionally built so students 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. All students in Northern's BSEd in Secondary Education program will be advised by the same professional advisor who will create individualized plans of study for each student, depending on the number of credits they have already completed (if they are re-entry or transfer students), which of the 7 specializations they choose, and any prior learning credits they receive. Each plan of study will ensure that students meet Northern State University's residency requirement of completing 15 of the last 30 credits at Northern State University.

22. 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 from current paraprofessionals in the field.

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

23. 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) 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 Projects Central website (<https://projectionscentral.org/Projections/LongTerm>) projects a 6.3% increase in openings from 2020-2030.

24. 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).

25. 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.

26. 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.

The SD DOE sent information about the paraprofessional pathways at DSU and NSU on April 26, 2023 to every principal and superintendent in every accredited school district in South Dakota, and within 24 hours, 124 paraprofessionals expressed interest in the programs. The application will follow the beginning of May. We have received overwhelming support from the administrators at the region meetings and Dean Schwan is currently working with five individuals on creating sample plans of study for one of the content specializations.

Student Demand

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

Peer Institution: Regional and Competitive institutions. 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	42	42
University of Missouri St. Louis	MO : Missouri	Secondary Education	20	20
East Tennessee State University	TN : Tennessee	Secondary Education	68	68

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

The SD DOE sent information about the paraprofessional pathways at DSU and NSU on April 26, 2023 to every principal and superintendent in every accredited school district in South Dakota, and within 24 hours, 124 paraprofessionals expressed interest in the programs. The application will follow the beginning of May. We have received overwhelming support from the administrators at the region meetings and Dean Schwan is currently working with five individuals on creating sample plans of study for one of the content specializations.

Currently, in Tennessee, there are 30 school districts with established apprenticeship programs that are preparing over 200 candidates. "Since 2020, the program has served approximately 650 students and partnered with 63 school districts, destroying barriers and creating pathways for Tennessee students seeking careers in education." <https://tnfirefly.com/20230221/tennessee-expands-teacher-apprenticeship-program-with-5-million-subgrant/>

In Iowa, there are currently 1000 paraprofessionals participating in the teacher apprenticeship program. <https://www.thegazette.com/k/paraeducators-earn-teaching-degrees-in-new-state-funded-apprenticeship-model/>

Based on a search on the National Center for Education Statistics website, very few flexible learning (distance) bachelor's degrees in secondary education exist in the United States. Master's degrees in secondary education that are flexible learning (distance) are more common in the United States, and universities in SD already offer master's degrees with initial licensure to teach secondary education (including BHSU and NSU). Among the universities listed in question 27, Fort Hayes and University of Missouri St. Louis offer the Secondary Education degree fully by distance, and East Tennessee State University offers the degree on campus. Northern's BSEd in Secondary Education with 7 specializations is designed for paraprofessionals who have not already earned a bachelor's degree.

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

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

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.

30. Complete the enrollment worksheet to provide an enrollment projection for the next six academic years

Worksheet Completed

Yes

31. What is the minimum number of students required in this program to break even, with respect to the budget?

The minimum number of students required for the program to break even within respect to the budget is 28. Although Northern will allocate faculty workload to the program, the courses in the BSEd in Secondary Education are already taught at Northern, and the courses have capacity for students. No additional courses need to be added for NSU to offer the curriculum. Students will be empowered to take courses for the 27 credits of their content area from NSU or from other BOR institutions. The advisor for the program will work with each student to create an individualized plan of study to ensure they take the content area courses when they are offered and in the correct balance to not only meet SD Legislative Rule (reflected in the program curriculum) but also to prepare for success on the content area Praxis exam. Adding the BSEd Secondary Education program to NSU's program offerings will have less of an impact on faculty workloads than expressed in the Full Proposal Financial Health appendix, as seats are available in the courses required for Northern's BSEd in Secondary Education.

32. Discuss the assumptions informing your enrollment estimates.

(e.g. current enrollment and trends in similar programs, IPEDS data, recruitment strategies, partnerships)

In December 2022, there were 106 secondary teacher openings in South Dakota with nearly every secondary content identified as “high-need” by the South Dakota Department of Education or “critical” by the South Dakota Critical Needs Scholarship Board. The SD Department of Education and the SD Department of Labor are partnering with the Board of Regents to provide funding for apprentices in this flexible learning BSEd Secondary Education program. Other states who have implemented teacher apprenticeship programs include Tennessee and Wyoming. Austin Peay State University in Tennessee had the first cohort in the state's apprenticeship program, and they graduated about 40 students in the first cohort (<https://www.apsu.edu/news/september-2022-white-house-education.php>).

The SD DOE will open the application process for the apprenticeship program in spring 2023 and will accept applications. Given the relative popularity of elementary education among current education majors across the state, NSU is using a conservative estimate of 10 paraprofessional applicants matriculating to pursue the BSEd in Secondary Education in the first year of the program.

33. If projected program enrollment is not realized in year two, what actions is the university prepared to take?

Possible tools to grow program enrollment include:

- Work with SD DOE to promote the scholarships available for BSEd in Secondary Education majors.
- More deeply engage with the Millicent Atkins School of Education advisory committee to promote the program to school districts and paraprofessionals
- Communicate with paraprofessionals who work as e-mentors with NSU E-Learning's partner schools.
- Expand already strong partnerships with the superintendent organizations in South Dakota.
- Solicit feedback from paraprofessionals, superintendents, and principals on the program marketing.

34. Discuss the marketing and recruitment plan for the program

Include information on partnerships and pipelines (e.g. articulation agreements with BOTE, collaboration with partner university, community partnerships).

NSU has partnered with the DOE, BOR, and the DOL and will be involved in a targeted marketing approach set to launch in early summer 2023 with a message from the SD Secretary of Education. Marketing and recruitment for this proposed program will fall under the umbrella of the Dakota Dreams Apprenticeship program.

Over the past two months, Dr. Anna Schwan, Interim Dean of the Millicent Atkins School of Education, has traveled to five regional school administrator meetings across the state to introduce the paraprofessional program, answer questions, and welcome concerns, feedback, and suggestions.

Financial Health

35. Complete the budget worksheet to provide a budget projection for the next six academic years.

Worksheet Completed		Yes					
Financial Health Summary							
	1st FYxx	2nd FYxx	3rd FYxx	4th FYxx	5th FYxx	6th FYxx	
Tuition & Fee Revenues	40438	118619	183994	246674	270937	270937	
Program Expenses	73887	100264	111748	109748	109748	109748	
NET	-33449	18355	72246	136926	161189	161189	
Other Supporting Revenues							
NET (Other)	-33449	18355	72246	136926	161189	161189	

36. 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 and software, other operation and maintenance expenses, facilities, etc., needed to implement the proposed major.

Address off-campus or distance delivery separately.

Initial costs have already been incurred and are primarily related to the workload of the Dean to partner with the SD DOE, create a curriculum that meets state and CAEP standards, and lay out a plan of study that is taken at a pace that is achievable for paraprofessionals in the field.

Northern's BSEd Secondary Education requires commitment from the school district who recommends the paraprofessional as well as opportunities for support from the SD DOE in the short term. Developing the SD Teacher Apprenticeship Pathway has truly been a collaboration that has involved significant time and research efforts from the SD Board of Regents (NSU, DSU, and the Board Staff), the SD Department of Education (Office of Accreditation and Certification and the SD Secretary of Education), and the SD Department of Labor. These costs of time, resources, and expertise have already been incurred.

37. If new faculty are not requested, describe how existing faculty will be utilized and indicate whether this action will impact other existing programs.

No new faculty will be requested. Faculty who currently teach the content and education courses will remain in those roles. The education courses at Northern have ample capacity for more students. This action will not affect or impact other existing programs.

38. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program?.

Requesting Permission for	Yes, existing fee
---------------------------	-------------------

Fee?

Explanation

The university is requesting to attach a professional education senior field experience fee of \$352/student. This fee is established by the BOR and each candidate in the teacher education program is assessed this fee to offset the compensation for a university supervisor during the experience.

39. Use the table below to describe potential risks to the program's implementation over the next four years.

For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high) and the institution's mitigation strategy for each risk.

Risk	Severity	Probability	Mitigation Strategy
Enrollment	Low	Low	Marketing and recruitment
Initial Cost	Low	Low	External funding sources, specifically the DOE

External Review

40. If this proposal is for a graduate program, provide information below for at least five potential consultants who may be considered to conduct the external review.

Reviewer Name	Title	Institution
/		
/		
/		
/		
/		

Additional Information

41. (Optional) Use this space to provide pertinent information not requested above that may assist the Board in understanding the proposal.

See attached letters of support.

Approvals

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.

President of the University	Date
	1/1/0001

Academic Affairs, Provost	Date
	1/1/0001

Finance and Administration, Vice President

Date

4/28/2023

Veronica Paulson

Enrollment Management, Vice President

Date

5/3/2023

Marcus Garstecki