New Academic Degree Program
Full Proposal Application
South Dakota Board of Regents
Academic Affairs Forms

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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	AS : Associate of Science	
Name of Major	X999 : New Major Requested	**Education**
Specialization Required?	No	
	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/NTE : Teacher Education	
Planned CIP Code	13.0101	
WICHE WRRGP Eligibility	No	

Program Description

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

The Associate of Science in Education degree offers foundational preparation for individuals aspiring to pursue a career in education or related fields. This two-year program emphasizes core principles in teaching, learning, and child development, blending theoretical knowledge with hands-on experiences in classroom settings. Graduates will be equipped with essential skills in educational practices, classroom management, and student support, preparing them to enter the workforce in support roles, such as paraprofessionals/educational assistants, or seamlessly transition to a four-year degree in education.

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 stackable Associate of Science in Education degree supports Northern State University's mission by providing various academic opportunities that would prepare students for future endeavors in education and help them build a foundation in essential teaching skills, fostering a professional journey that benefits both the student and the Aberdeen/regional community. This degree has the potential to increase the preparedness and retention of educational assistants and substitute teachers in Aberdeen and outlying communities. NSU's mission emphasizes preparing students for meaningful careers and service within their communities, and an Associate of Science in Education degree would directly support this by offering a streamlined, accessible pathway for students to enter the education field, particularly beneficial for rural and underserved areas where educators are in high demand.

Northern State University's vision emphasizes delivering transformational educational experiences and expanding partnerships that serve the public good. A stackable Associate of Science in Education degree supports this vision by creating accessible, flexible pathways for students interested in education. By creating a seamless transition to a 4-year Bachelor of Science degree in elementary, special, or secondary education, the program provides an educationally transformative pathway for students and, ultimately, for the K-12 schools in South Dakota. Graduates are better equipped to meet community needs as engaged, well-prepared educators. This program deepens opportunities for continued collaborative partnership with local school districts, which will benefit from the creation of a pipeline of paraprofessionals and future teachers who are ready to support the state's educational infrastructure.

The Associate of Science in Education degree builds on Northern State University's established legacy in teacher education and complements the successful design and implementation of the Associate of Science in Early Childhood Education. By introducing a broader Associate of Science in Education degree that also transitions into a Bachelor of Science in Education, Northern State University can continue to attract students who are interested in teaching but who may initially seek an associate degree before committing to a full 4-year program.

In addition, with the implementation of this program, NSU can attract students who may not have otherwise considered higher education, encouraging them to continue their studies in teaching and ultimately return to their communities to meet critical educational needs. One of the program's goals is to attract and recruit individuals who have completed some college coursework but have not earned a degree, providing them with an opportunity to obtain a practical, postsecondary credential. Additionally, recruiting individuals within the 28% of high school graduates in South Dakota who choose not to seek additional education at a university or technical college [1] aligning with Northern State University's strong commitment to develop the workforce for Aberdeen and other South Dakota communities. By creating flexible and accessible educational pathways, NSU strengthens its collaborative efforts to produce meaningful social, economic, and educational impacts in Aberdeen and the surrounding region.

[1] South Dakota News Watch. https://www.sdnewswatch.org/south-dakota-universities-enrollment-change-data/

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?

The Associate of Science in Education program promotes access and affordability (BOR Strategic Plan Goal 2) by offering an entry-level associate degree pathway into a 4-year Bachelor of Science in Education. This stackable approach is financially accessible, allowing students to begin their education at a lower cost before committing to a full bachelor's program. By easing the financial burden and time commitment, the Associate of Science in Education encourages a broader range of South Dakotans to enter the education field. Additionally,

this program supports non-traditional students and those in rural areas who may need flexible, affordable pathways to achieve higher education credentials through its HyFlex and online delivery modalities. Full-time, degree-seeking students in this program could qualify for various scholarships, as well. In turn, this ensures that more South Dakotans can pursue careers in education without facing financial barriers, aligning with the regental system's mission to make higher education accessible across the state.

At its core, the Associate of Science in Education degree is designed with academic excellence and student success, which aligns with BOR Goal 3. By providing foundational coursework in teaching methods, child and adolescent development, educational psychology, and classroom management, the program ensures that students are well-prepared for the demands of the education field. The program also supports student outcomes by offering early exposure to hands-on teaching experiences, which improves educational attainment by enhancing students' preparedness and confidence as they move into the field as educational assistants or substitute teachers or as they advance into a 4-year Bachelor of Science in Education program. Furthermore, the seamless transition into a bachelor's degree encourages students to continue their education, thereby supporting higher levels of educational attainment and producing well-qualified, knowledgeable teachers for South Dakota's schools.

The Associate of Science in Education program directly contributes to workforce and economic development in South Dakota by addressing the critical need for educational assistants and substitute teachers, as well as another pathway for additional, well-trained and highly qualified teachers to enter the field, particularly in rural and underserved areas.

Federal guidelines set forth by the ESSA (Every Student Succeeds Act) require paraprofessionals working in Title I programs or Title I schoolwide programs must have [2]:
• completed two years of study at an institution of higher education; or
• obtained an associate's (or higher) degree; or
• met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

According to the South Dakota Department of Education, there are 272 Title I schools statewide, requiring all paraprofessionals to meet the aforementioned requirements [3]. The Associate of Science in Education program would provide a formally recognized credential and equip individuals with the necessary training to effectively serve as paraprofessionals.

By creating a pathway that responds to the state's projected educational workforce needs, the Associate of Science in Education aligns with South Dakota's long-term economic development goals, which aligns with BOR Goal 4. This program ensures that future teachers are trained in skills that meet state and national standards, equipping them to succeed in diverse classroom environments. Additionally, by encouraging students to complete their degrees and enter the workforce as skilled professionals, the program helps address work force shortages and strengthens the educational infrastructure, which is foundational to economic growth. As Northern State University prepares these educational professionals, it also fosters a stronger public education system that contributes to the state's broader workforce and economic stability for the future.

Through this program, Northern State University provides an affordable, quality, and strategically responsive education pathway that strengthens the future of South Dakota's schools and communities.

[2] Every Student Succeeds Act. https://www.everystudentsucceedsact.org/
[3] SD Department of Education Title I Schools. https://doe.sd.gov/title/index.aspx

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	Yes	Fall 2025	

	Yes/No	Location(s)	Intended Start Date
Off Campus Location	Yes	Huron Community Campus	Fall 2025

	Yes/No	Delivery Method(s)	Intended Start Date
Distance Delivery	Yes	Online, HyFlex	Fall 2025

	Yes/No	Identify Institutions
Does another BOR institution already have authorization to offer the program online?	No	N/A

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?

Students will:
• Analyze historical, legal, and philosophical influences on the U.S. education system.
• Demonstrate an understanding of cognitive, social, and emotional development from childhood through adolescence.
• Apply principles of educational psychology to enhance instruction and student engagement.
• Design and develop instructional methods for students with exceptionalities and diverse cultural backgrounds.
• Use research-based strategies such as differentiation, collaboration, and Response to Intervention (RTI) to support student success.
• Interpret and apply education laws, professional ethics, and student/teacher rights.
• Uphold ethical standards while fostering equitable, safe, and supportive learning environments.
• Reflect on classroom experiences to improve teaching effectiveness.
• Apply classroom behavior management strategies that foster social-emotional growth and that are tailored to students' developmental needs.

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).

Essential Learning Outcomes (AAC&U)	Student Learning Outcomes
Inquiry and Analysis	Analyze the historical, legal, and philosophical influences on the U.S. education system.
Critical and Creative Thinking	
Information Literacy	
Teamwork	
Problem Solving	Apply classroom behavior management strategies that foster social-emotional growth and that are tailored to students' developmental needs.
Civic Knowledge and Engagement	
Intercultural Knowledge	
Ethical Reasoning	Uphold ethical standards while fostering equitable, safe, and supportive learning environments.
Foundational Lifelong Learning Skills	
Integrative Learning	

10. Enter the number of credit hours required to graduate

Credit Hours
60

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	24	
Subtotal - Gen Ed Requirements	24	%
Program Requirements		
Required Support Courses		
Major Requirements	29	
Major Electives	0	
Subtotal - Program Requirements	29	%
Free Electives	7	
Subtotal - Free Electives	7	%
Degree Total	60	%

*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 program is modeled after a peer institution, the University of Wisconsin – Superior: Associate of Science in Teaching:

Northern's AS in Education will follow these standards provided by accreditors and major education leaders:
- InTASC: InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 | CCSSO
- CAEP: 2022 CAEP Standards - Council for the Accreditation of Educator Preparation

14. What program accreditation is available, if any?

No. Accreditation is not available for this 2 year degree in education.

15. Will the proposed program pursue accreditation or certifications?

No

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

Since this program does not lead to initial teacher certification, it will not require CAEP accreditation. However, it is a stackable program, with the potential to lead to our accredited 4-year BSED programs. All of NSU's BSED programs are accredited by CAEP.

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.

No.

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	No
Collaborative assignments and projects	Yes
Common intellectual experiences	Yes
Diversity/global learning	Yes
ePortfolios	No
First year experiences	Yes
Internships	No
Learning communities	No
Service learning, community-based learning	Yes
Writing intensive courses	Yes

High Impact Practices	Included
Undergraduate research	No

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…").

The Associate of Science in Education program at Northern State University incorporates multiple High-Impact Practices to enhance student learning, engagement, and career preparation. These practices are embedded throughout the curriculum, ensuring that students gain hands-on experience, develop critical thinking skills, and engage in meaningful collaborative learning opportunities.

Students begin their academic journey with first-year experiences, including EDFN 102 (Intro to Education), where they explore foundational educational philosophies and engage in classroom observations. Common intellectual experiences in the Associate of Science in Education program are not simply shared courses, but intentionally designed, thematically connected learning experiences that help students engage with foundational ideas across the program. For example, students examine the concept of learner development from multiple angles across EDFN 102 Introduction to Education, EPSY 302 Educational Psychology, and SPED 100 Introduction to Persons with Exceptionalities. These courses are not only required, but are intentionally sequenced and integrated around enduring questions such as: "How do students learn and grow?" and "What responsibilities do educators have to support that development across varied needs?"

Faculty across these courses collaborate to reinforce core themes like developmental theory, inclusive education, and ethical classroom practices. Assignments and discussions often reference prior coursework or preview concepts that will be expanded in later courses, creating a cohesive intellectual journey rather than isolated experiences. This deliberate structure encourages students to revisit, refine, and expand their understanding over time—foundational aspects of a true common intellectual experience.

Writing-intensive coursework is integrated throughout the Associate of Science in Education program to promote critical thinking, professional communication, and reflective practice. In EDFN 472 School Law & Ethics, students engage with real-world legal and ethical case studies through structured analytical writing assignments that challenge them to interpret education policies and articulate reasoned responses. Similarly, in EDFN 440 Classroom Management, students develop detailed classroom management plans supported by research and reflective writing that justifies their strategies in light of student needs and teaching philosophy.

These writing experiences are designed not only to build technical writing skills but to help students engage deeply with complex educational topics. Assignments emphasize revision, feedback, and clarity of thought, mirroring the kind of reflective, precise communication educators use in parent communications, behavior plans, and professional documentation. These writing-intensive experiences prepare students for the expectations of advanced teacher preparation programs and professional practice in the field.

Experiential learning is a key component of the program, with service learning and community-based learning incorporated into EPSY 296 (Field Experience) and EDFN 240 (Responsive Early Childhood Setting). These courses provide opportunities for students to apply their knowledge in real-world educational settings, gaining valuable hands-on experience while supporting local schools and communities. Writing proficiency is also emphasized through Writing-Intensive Courses, such as EDFN 472 (Law & Ethics), where students analyze legal cases and ethical dilemmas in education and EDFN 440 (Classroom Management), identified as the program's writing intensive course.

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
Analyze the historical, legal, and philosophical influences on the U.S. education system	EDFN 102, EDFN 472	papers
Demonstrate an understanding of cognitive, social, and emotional development from childhood through adolescence.	EPSY 428, EPSY 302	projects
Design and implement instructional methods for students with exceptionalities and diverse cultural backgrounds.	SPED 100, SPED 441, INED 211	lesson plans
Use research-based strategies such as differentiation, collaboration, and Response to Intervention (RTI) to support student success.	SPED 100, SPED 441, MLED 480, INED 211	exams
Interpret and apply education laws, professional ethics, and student/teacher rights.	EDFN 472	paper

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.

Graduates of the Associate of Science in Education program will be assessed through the following measures to evaluate the program's effectiveness and impact:
•   Employment and placement rates—tracking the percentage of graduates securing employment in education-related roles, such as paraprofessionals, substitute teachers, or educational assistants.
•   Licensure examination pass rates—evaluating pass rates for the ParaPro Praxis assessment.
•   Transition numbers to bachelor's programs—measuring the number of AS in Education graduates who transition into a Bachelor of Science in Education program at Northern State University or other institutions.
•   Student surveys—conducting surveys of program graduates to assess their preparedness for the workforce or further education.
•   Employer surveys—collecting feedback from school administrators and employers on the job performance and preparedness of AS in Education graduates.
•   Graduate follow-up and alumni tracking—identifying graduates who return to earn additional credentials or certifications in education.

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.***

No.

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

N/A

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

N/A

22. Do any related programs exist at any non-Regental college or university within 150 miles of the university?
List those programs here:

Not within 150 miles.

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?

N/A

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.

Recent data underscore a critical and growing need for paraprofessionals in both South Dakota and across the nation. In South Dakota, the projected growth rate for paraprofessionals is 6.3%, representing approximately 122 unfilled positions mid-year [4]. This shortage has forced some schools to operate with fewer paraprofessionals from the start of the academic year, while others have reopened vacancies just a few months into the term. Nationally, an estimated 155,000 paraprofessional openings arise each year [5], reflecting a consistent demand and an urgent need for qualified candidates. When left unaddressed, these gaps impede student achievement, increase the strain on current staff, and compromise the overall effectiveness of educational programs.

Creating a structured program to educate and prepare paraprofessionals is a proactive solution to current workforce shortages. It also strengthens classroom support and lays the groundwork for a sustainable pipeline of well-qualified individuals to meet growing demand. Meanwhile, data from the U.S. Census Bureau's American Community Survey [6] indicate that roughly 20% of South Dakota adults (25 and older) have some college experience but no degree. According to the U.S. Bureau of Labor Statistics 2022 Annual Averages [7] an individual with:
- High school diploma, no college: median weekly earnings = $809
- Some college, no degree: median weekly earnings = $877
- Associate degree: median weekly earnings = $963

Clearly, obtaining an associate degree not only increases lifetime earning potential but can also serve as a direct pathway to more advanced educational credentials.

An Associate of Science in Education can be tailored to meet critical state needs by offering a route to certified teaching roles while also providing an intermediary paraprofessional option. Paraprofessionals are essential in supporting student learning and classroom management. A well-trained, educated paraprofessional can significantly enhance the educational environment by offering targeted instructional support, fostering effective classroom management, and working seamlessly with certified teachers—resulting in a more inclusive setting that benefits both students and the broader school community. In special education contexts, paraprofessionals also address student behavior and safety, medical needs, academic support, and specialized disability services.

Although an associate degree is not always mandatory in schools that are not designated as "School-Wide Title Schools," formal education greatly enhances paraprofessional effectiveness. In many districts, such as Aberdeen Public School District, candidates must have either 48 transcripted college credits or pass a proficiency exam to qualify for teacher assistant or substitute teaching positions. The intentional preparation provided by an Associate of Science in Education can improve job satisfaction and self-efficacy among paraprofessionals by equipping them with the skills and confidence needed to excel, thereby reducing burnout and turnover. School systems similarly benefit by cultivating a stable, highly skilled workforce, ultimately creating an environment where staff and students alike can thrive.

In essence, developing an associate degree program in education not only addresses critical workforce shortages but also raises the caliber of paraprofessional support available in K–12 settings. This initiative bolsters retention, fosters stronger schools, and enriches educational outcomes for students—all while offering a valuable credential that increases the earning potential and career opportunities for individuals who may later pursue a bachelor's degree in elementary, special, or secondary education.

[4] South Dakota Department of Labor and Regulation. (search for paraprofessionals revealed 122 open jobs in South Dakota in January 2025). https://www.southdakotaworks.org
[5] Projections Central. https://projectionscentral.org/longterm
[6] U.S. Census Bureau American Community Survey. https://data.census.gov/table/ACSST1Y2023.S1501?q=south%20dakota%20some%20college
[7] U.S. Bureau of Labor Statistics. https://www.bls.gov/

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

The SD Department of Labor currently reports 122 unfilled openings for paraprofessionals in South Dakota. [8] Given the time of the school year, mid-year, this is alarming, as it shows that either these positions went unfilled from the beginning of the school year or attrition within the first quarter of the school year has caused re-openings of positions. These positions span 29 school districts across the state, including Rapid City, Aberdeen, Sioux Falls, Custer, West Central, Vermillion, and Pierre.

According to the National Center for Education Statistics, data released on the School Pulse Panel Dashboard [9] indicates that 32% of schools nationwide report being understaffed in the area of teachers assistants as of October 2024.

While schools that are not designated as Title I Schools have fewer qualifications needed to be a paraprofessional, entering the classroom to work with students without knowledge or preparation does not create a successful learning environment. Paraprofessionals' attrition rates have increased over time. The attrition rate for paras in the 2021-22 school year was 23%, up sharply from 8% in the 2008-09 school year.

[8] South Dakota Department of Labor and Regulation. (search for paraprofessionals revealed 122 open jobs in South Dakota in January 2025). https://www.southdakotaworks.org

[9] National Center for Education Statistics. https://nces.ed.gov/whatsnew/press_releases/12_12_2024.asp

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

Salaries in South Dakota range between $23,910 and $33,580 annually. [10]
Nationally, wages are $35,550 for teacher assistants according to the US Bureau of Labor Statistics. [11]

[10] https://dlr.sd.gov/lmic/documents/wages/sd_statewide_occupational_wages_2023.pdf
[11] https://www.bls.gov/ooh/education-training-and-library/teacher-assistants.htm#

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...

Aberdeen School Superintendent, Becky Guffin, notes that Aberdeen, like many others faces significant challenges in ensuring that substitutes and paraprofessionals are confident and ready to meet the demands of their roles, "Graduates would be prepared to work as educational assistants, supporting teachers in creating an effective learning environment. The availability of qualified substitute teachers, familiar with classroom management and instructional strategies, addresses a critical need in our schools."

Although paraprofessionals in schools represent the primary occupational focus of this program, graduates would also be qualified for a variety of other roles. As YMCA CEO Mike Quast explains, "I can confidently affirm that an Associate Degree in Education would qualify an individual to serve as a lead teacher in our YDC classrooms."

*Please see Superintendent Guffin's attached letter of support.
*Please see CEO Michael Quast's attached letter of support.

Student Demand

27. Provide evidence of student completers/graduates at that degree level 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)
University of Wisconsin Superior	WI : Wisconsin	Education and Teaching	2	2
Blackhawk Technical College	WI : Wisconsin	Teacher Assistant	8	22
Gateway Technical College	WI : Wisconsin	Teacher Assistant	11	30

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

Recent enrollment figures and market research strongly indicate a growing demand for an Associate of Science in Education program. In just its second year, the associate degree in Early Childhood at NSU already has 21 students—clear evidence that learners value the quicker, more affordable pathway such programs provide to obtain specialized skills and enter the workforce promptly. Offering coursework in a HyFlex modality further enhances accessibility by enabling students to pursue immediate employment or balance other responsibilities, which a traditional four-year, on-campus model may not allow.

In addition, even though scholarships are available for the AS in Early Childhood Education, student enrollment more than doubles the number of available awards, pointing to the persistent need for two-year degree options. This preference aligns with recent studies on "stackable credentials"—an educational trend that allows individuals to accumulate qualifications progressively. Research from the RAND Corporation shows that 32–43 percent of certificate earners later re-enroll in college to attain further credentials, often advancing to degrees [12]. Similarly, the National Student Clearinghouse reported a 3.9 percent increase in undergraduate attainment due to students pursuing additional credentials [13]. These findings demonstrate a clear shift toward credential stacking and underscore students' growing interest in two-year programs that serve as both a stand-alone credential and a stepping-stone to advanced degrees.

[12] Stacking Certificates and Degrees. https://www.insidehighered.com/opinion/blogs/beyond-transfer/2023/08/03/stacking-certificates-and-degrees-lessons-learned-so-far
[13] Some College No Credential Student Outcomes. https://nscresearchcenter.org/some-college-no-credential/

Enrollment

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

A substantial number of students entering this program are expected to be new to the university. Because the Associate of Science in Education fully transfers into any bachelor's degree in education at NSU—including elementary, special, physical, art, music, or secondary education—it offers a versatile pathway for prospective educators who are not yet ready to commit to a specific area of teaching.

By leveraging the existing Gateway to Teacher Education certificate and creating an associate degree as a second milestone, increased persistence toward preparation program completion could be the result. This approach offers tangible proof of progress, which reinforces student engagement and validates their investment in higher education. An associate degree further delivers immediate labor market value through better job prospects or higher wages for those who must work while pursuing additional studies. Students who exit with an associate degree are also more likely to re-enroll later and complete their bachelor's degree than those who leave without any credential, ultimately strengthening return rates and overall degree attainment.

Institutional data from Fall 2018 through Fall 2023 indicate that 35% of first-time, full-time students who initially majored in education at Northern State University left without completing a degree. Of the original 471 students, 135 departed while still declared as education majors. Notably, 50 of those students (37%) had earned at least 50 credit hours—just ten credits short of qualifying for an associate degree.

Introducing a two-year Associate of Science in Education will allow these students to complete a recognized credential, enabling them to pursue roles such as teacher assistants or substitute teachers immediately. This credential also provides a solid foundation for returning to complete a four-year degree in the future.

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?

fewer than 4.

32. Discuss the assumptions informing your enrollment estimates.
  (e.g. current enrollment and trends in similar programs, IPEDS data, recruitment strategies, partnerships)

To estimate enrollments, Northern used the information included in question #28, above, and analyzed the trajectory of enrollments in Northern's AS in Early Childhood Education. We assumed that a few second year students who decide to leave college will move into this program. We examined the number of paraprofessionals applying for the Teacher Apprenticeship Program and considered the proportion of these prospective students who have a relatively few number of credits earned and who have not been accepted into the program. Northern expects that a number of adult learners working in education in the region who have some college no degree will choose to complete their degree at Northern with the flexible delivery of courses - because all courses in the 60 credit major are currently offered online or HyFlex by Northern State University.

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

If projected program enrollments are not realized in year two Northern State University will grow program enrollments by:
* Expanding already strong partnerships with area schools districts
* Engaging Northern's Teacher Education Advisory Committee to develop leads for possible students in the program and to spread the word/marketing materials about the program.
* Soliciting feedback from students in the program to develop testimonials for marketing materials and drip

campaigns.
* Purchasing names to grow the funnel of potential students.

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).

The marketing and recruitment plan for the Associate of Science in Education program at Northern State University focuses on reaching high school graduates, current paraprofessionals, and non-traditional learners through digital campaigns, high school outreach, and workforce partnerships. By leveraging NSU's existing marketing infrastructure, the program will be promoted through social media, direct outreach, and scholarship opportunities. Strategic partnerships with K-12 school districts, technical institutes, and community organizations will create clear pathways for students to enter the education field, while seamless transfer options into NSU's Bachelor of Science in Education programs ensure continued academic and career advancement. Additionally, the program will align with state workforce initiatives and rural education needs, offering an accessible and flexible option through on-campus, online, and HyFlex modalities to strengthen South Dakota's educational workforce.

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	12581	21118	27633	39090	45830	54142
Program Expenses	5874	7386	9669	13429	17626	22665
NET	6707	13732	17964	25661	28204	31477
Other Supporting Revenues	0	0	0	0	0	0
NET (Other)	6707	13732	17964	25661	28204	31477

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.

The implementation of the Associate of Science in Education program at Northern State University will not require additional one-time or continuing investments beyond the existing institutional supports. As no new faculty positions are being requested, the program will be delivered utilizing current faculty and resources within the Millicent Atkins School of Education. Standard instructional support, professional development opportunities, and existing instructional technology and software will be sufficient to meet the needs of both on-campus and distance delivery students. The program will integrate seamlessly into NSU's established infrastructure, ensuring a cost-effective and sustainable implementation.

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

The Associate of Science in Education program will be delivered by existing faculty within the Millicent Atkins School of Education, utilizing their expertise in foundational education courses, child development, and instructional strategies. No new courses are required, as all courses in the program are already being offered, and current capacity is sufficient to meet enrollment projections. Faculty assignments will be adjusted as needed within existing teaching loads, ensuring that the program integrates seamlessly without negatively impacting other programs. This approach allows for efficient course scheduling and faculty utilization while maintaining the quality and integrity of all education programs at NSU.

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 Fee?	Yes, existing fee
Explanation	Fees as already authorized for courses in the program.

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
Lower-than-expected enrollment in the initial years	Medium	Medium	Targeted marketing efforts, including digital campaigns, high school outreach, and partnerships with K-12 districts, will be intensified. Flexible enrollment options, including online and HyFlex modalities, will also be promoted to attract non-traditional and rural students.

Risk	Severity	Probability	Mitigation Strategy
Retention challenges for students in the associate program	Medium	Medium	Enhanced academic advising, mentorship programs, and structured pathways into NSU's bachelor's degree programs will be emphasized to support student persistence. Additionally, outreach to paraprofessionals and other working students will focus on balancing coursework with employment to improve retention rates.

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.

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
	1/1/1970

Academic Affairs, Provost	Date
	1/1/1970

Finance and Administration, Vice President	Date
	3/18/2025

Veronica Paulson

Enrollment Management, Vice President	Date
	3/18/2025

Eric Kline

ABERDEEN
PUBLIC SCHOOL DISTRICT
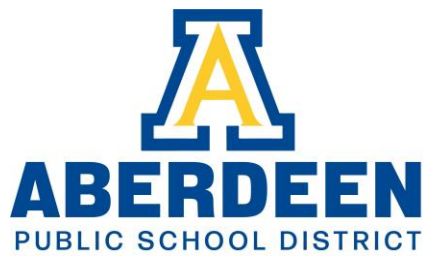
Dr. Becky Guffin, Superintendent
1224 South 3rd Street
Aberdeen, SD 57401
Becky.Guffin@k12.sd.us
605-725-7111 – Phone; 605-725-7199 – Fax

November 7, 2024

Dear Members of the Board of Regents,

On behalf of the Aberdeen School District, I am writing to express our strong support for the proposal to add an Associate of Science in Education degree at Northern State University. This program has the potential to address significant needs within our district and surrounding communities, particularly by producing more qualified educational assistants and substitute teachers who can make an immediate, positive impact in our classrooms.

Our district, like many others, has faced challenges in ensuring that substitute teachers and educational assistants are well-prepared to support student learning. The Associate of Science in Education degree would create a pathway for local individuals interested in education to gain foundational skills in an accredited program. Graduates would be prepared to work as educational assistants, supporting teachers in creating an effective learning environment. The availability of qualified substitute teachers, familiar with classroom management and instructional strategies, addresses a critical need in our schools. The HyFlex model, allowing students to complete their degree online, enables individuals to work full-time while earning their credentials, meeting our community's need for career flexibility.

Our district has a longstanding, positive history of collaboration with Northern State University. Together, we have worked on numerous initiatives aimed at enhancing educational opportunities and outcomes for students, and this proposed degree program represents another opportunity to further that partnership in ways that benefit both our district and the university. By supporting this initiative, the Board would be making a meaningful investment in the future of education in our community, enabling the development of a highly skilled, locally sourced educational workforce that meets the needs of our students and schools.

In summary, we are excited by the prospect of this new Associate of Science in Education degree program at Northern State University and fully support its development and implementation. We believe it will not only increase the number of qualified educational assistants and substitute teachers available to school districts like ours but also offer a pathway to higher education and career advancement for local individuals committed to the field of education. We look forward to continuing our partnership with Northern State University in strengthening educational opportunities in our region.

Respectfully,

Becky Guffin, Ed.D.
Superintendent

January 21, 2025

South Dakota Board of Regents
306 E. Capitol Avenue, Suite 200
Pierre, SD 57501

Dear South Dakota Board of Regents,

On behalf of the Aberdeen Family YMCA and the Glenna & Rodney Youth Development Center (YDC), I am writing to express my enthusiastic support for the development of an Associate Degree in Education at Northern State University (NSU). As the CEO of the YMCA, I can confidently affirm that an Associate Degree in Education would qualify an individual to serve as a lead teacher in our YDC classrooms.

The YDC is proud to provide high-quality care and early learning opportunities for over 535 children daily, supporting hundreds of families in our community each year. NSU graduates have been instrumental in our success, consistently demonstrating the professionalism, expertise, and commitment required to meet the diverse needs of our children and families. Their contributions have elevated the quality of care and education we provide, leaving a meaningful and lasting impact on the children we serve.

We are deeply grateful for NSU's ongoing efforts to advance educational opportunities that align with the needs of our community. The introduction of an Associate Degree in Education will further strengthen the talent pipeline for our organization, ensuring that we can continue to provide exceptional care and education in our classrooms. We are confident that this program will not only benefit the YDC but also contribute to the broader community by addressing critical workforce needs in education and early childhood development.

The YMCA and YDC are thankful for the positive influence NSU has on our organization and the region. NSU's commitment to developing programs that empower future educators is a testament to its dedication to improving lives and fostering growth within our community and beyond.

Sincerely,

Michael Quast
CEO

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Proposed Curriculum Summary

UNIVERSITY:	NSU
PROPOSED PROGRAM:	**Associate of Science in Education**

Required General Education Courses Specific to Major
(Please list if any general education courses are required for the proposed major. If not, leave blank.)

Prefix	Number	Course Title *(add or delete rows as needed)*	General Education Goal
GEOG	210	World Regional Geography	Goal 3
HIST	151/152	US History I or US History II	Goal 3
MATH	103	Mathematical Reasoning	Goal 5

Required Support Courses Outside the Major
(Not general education requirements)

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
				Choose an item.
				Choose an item.
				Choose an item.
		Subtotal	0	

Major Requirements

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
FYS	101	First Year Seminar	2	No
EDFN	102	Introduction to Education	3	No
SPED	100	Introduction to Persons with Exceptionalities	3	No
INED	211	SD American Indian Culture & Education	3	No
EDFN	240	The Responsive Early Childhood Setting	3	No
EPSY	302	Educational Psychology	3	No
EPSY	296	Field Experience	0	No

New Program Request – Curriculum Summary

SPED	441	Inclusive Methods for Diverse Learners	2	No
EPSY	428	Child & Adolescent Psychology	3	No
MLED	480	Middle Level Methods	2	No
EDFN	440	Classroom Management	3	No
EDFN	472	Law & Ethics for Educators	2	
		Subtotal	29	

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
		Subtotal		

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
Students new to the university	2	2	3	4	4	5
Students from other university programs						
Students off-campus or distance	2	2	3	4	5	6
continuing students	--	3	3	5	6	7
Total students in the program (fall)	**4**	**7**	**9**	**13**	**15**	**18**
Program credit hours (major Courses)**	56	94	123	174	204	241
Graduates	--	3	3	5	6	7

Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.*

Northern State University, AS in Education

FINANCIAL HEALTH SUMMARY						
	1st	2nd	3rd	4th	5th	6th
	FY24	FY25	FY26	FY27	FY28	FY29
TUITION & FEE REVENUES	12,581	21,118	27,633	39,090	45,830	54,142
PROGRAM EXPENSES	5,874	7,386	9,669	13,429	17,626	22,665
NET (T&F REVENUES LESS PROGRAM EXPENSES)	**6,707**	**13,732**	**17,964**	**25,661**	**28,204**	**31,478**
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	**6,707**	**13,732**	**17,964**	**25,661**	**28,204**	**31,478**

FINANCIAL HEALTH SUMMARY - EXPANDED

	1st	2nd	3rd	4th	5th	6th
	FY24	FY25	FY26	FY27	FY28	FY29
PROGRAM TUITION AND FEE REVENUES						
Estimated # of Students Enrolled	**4**	**7**	**9**	**13**	**15**	**18**
Tuition (Net of HEFF)	**12,581**	**21,118**	**27,633**	**39,090**	**45,830**	**54,142**
Program Fees	**-**	**-**	**-**	**-**	**-**	**-**
Total Program Tuition and Fee Revenues	**12,581**	**21,118**	**27,633**	**39,090**	**45,830**	**54,142**
PROGRAM EXPENSES						
Personal Services						
FTE - Faculty	*0.05*	*0.06*	*0.08*	*0.11*	*0.15*	*0.20*
FTE - NFE / CSA	*0.02*	*0.04*	*0.05*	*0.07*	*0.08*	*0.09*
# of Adjunct Course	*0*	*0*	*0*	*0*	*0*	*0*
# of GA's	*0*	*0*	*0*	*0*	*0*	*0*
Salary	**3,960**	**5,280**	**6,960**	**9,720**	**12,600**	**16,320**
Benefits	**1,414**	**1,906**	**2,509**	**3,509**	**4,526**	**5,845**
Sub-Total Personal Services	**5,374**	**7,186**	**9,469**	**13,229**	**17,126**	**22,165**
Chk	-	-	-	-	-	-
Operating Expenses (OE)						
Travel	-	-	-	-	-	-
Contractual Services	-	-	-	-	-	-
Supplies and Materials	**500**	**200**	**200**	**200**	**500**	**500**
Grants and Contracts	-	-	-	-	-	-
Capital Assets	-	-	-	-	-	-
Faculty Start-Up	-	-	-	-	-	-
Sub-Total Personal Services	**500**	**200**	**200**	**200**	**500**	**500**
Chk	-	-	-	-	-	-
Total Program Expenses	**5,874**	**7,386**	**9,669**	**13,429**	**17,626**	**22,665**
Chk	-	-	-	-	-	-
NET (T&F Revenues less Program Expenses)	**6,707**	**13,732**	**17,964**	**25,661**	**28,204**	**31,478**
OTHER SUPPORTING REVENUES						
General Funds - New	-	-	-	-	-	-
General Funds - Redirect	-	-	-	-	-	-
Institutional Support	-	-	-	-	-	-
Private / Gifts	-	-	-	-	-	-
Industry Support	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Other Supporting Revenues	**-**	**-**	**-**	**-**	**-**	**-**
NET AFTER OTHER SUPPORT REVENUES	**6,707**	**13,732**	**17,964**	**25,661**	**28,204**	**31,478**
Chk	-	-	-	-	-	-

Northern State University, Associate of Science in Education

NEW TUITION AND FEE REVENUE PROJECTIONS

	1st FY 26	2nd FY27	3rd FY28	4th FY29	5th FY30	6th FY31	
ENROLLMENT PROJECTIONS							
Full-Time							
Pgy 1	4	4	6	8	9	11	Notes:
Pgy 2	-	3	3	5	6	7	
Pgy 3	-	-	-	-	-		
Pgy 4	-	-	-	-	-	-	
Sub-Total	**4**	**7**	**9**	**13**	**15**	**18**	
Part-Time							
Pgy 1	-	-	-	-	-	-	
Pgy 2	-	-	-	-	-	-	
Pgy 3	-	-	-	-	-	-	
Pgy 4	-	-	-	-	-	-	
Pgy 5	-	-	-	-	-	-	
Sub-Total	**-**	**-**	**-**	**-**	**-**	**-**	
Total	**4**	**7**	**9**	**13**	**15**	**18**	
PROGRAM CREDITS TAKEN (MAJOR, IN DISCIPLINE)							
Full-Time							
Pgy 1	14	13	14	13	14	13	Notes:
Pgy 2	-	14	13	14	13	14	
Pgy 3	-	-	-	-	-	-	
Pgy 4	-	-	-	-	-	-	
Total	**14**	**27**	**27**	**27**	**27**	**27**	
Part-Time							
Pgy 1	-	-	-	-	-	-	
Pgy 2	-	-	-	-	-	-	
Pgy 3	-	-	-	-	-	-	
Pgy 4	-	-	-	-	-	-	
Total	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL CREDIT HOURS GENERATED (MAJOR, IN DISCIPLINE)							
Full-Time							
Pgy 1	56	52	84	104	126	143	Notes:
Pgy 2	-	42	39	70	78	98	
Pgy 3	-	-	-	-	-	-	
Pgy 4	-	-	-	-	-	-	
Sub-Total	**56**	**94**	**123**	**174**	**204**	**241**	
Part-Time							
Pgy 1	-	-	-	-	-	-	
Pgy 2	-	-	-	-	-	-	
Pgy 3	-	-	-	-	-	-	
Pgy 4	-	-	-	-	-	-	
Sub-Total	**-**	**-**	**-**	**-**	**-**	**-**	
Total	**56**	**94**	**123**	**174**	**204**	**241**	

Northern State University, AS in Education

PROGRAM EXPENDITURES - PERSONAL SERVICES

		1st FY26	2nd FY27	3rd FY28	4th FY29	5th FY30	6th FY31	
FACULTY								
Faculty / Administrator - 12 Mos	Annualized							
FTE	*0.00*	*0.00*	*0.00*	*0.00*	*0.00*	*0.00*	*0.00*	Notes:
Salary		-	-	-	-	-	-	
Benefits		-	-	-	-	-	-	
Total		-	-	-	-	-	-	
Faculty - 12 Mos	Annualized							
FTE	*0.00*	*0.00*	*0.00*	*0.00*	*0.00*	*0.00*	*0.00*	Notes:
Salary	-	-	-	-	-	-	-	
Benefits		-	-	-	-	-	-	
Total		-	-	-	-	-	-	
Faculty - 9 Mos	Annualized							
FTE	*1.00*	*0.05*	*0.06*	*0.08*	*0.11*	*0.15*	*0.20*	Notes:
Salary	60,000	3,000	3,600	4,800	6,600	9,000	12,000	
Benefits		1,033	1,240	1,653	2,273	3,100	4,134	
Total		**4,033**	**4,840**	**6,453**	**8,873**	**12,100**	**16,134**	
Adjunct	Avg Per Course							
# of Courses		*0*	*0*	*0*	*0*	*0*	*0*	Notes:
Salary	-	-	-	-	-	-	-	
Benefits		-	-	-	-	-	-	
Total		-	-	-	-	-	-	
Faculty Sub-Total								
FTE		*0.05*	*0.06*	*0.08*	*0.11*	*0.15*	*0.20*	
Adjunct Course Count		*0*	*0*	*0*	*0*	*0*	*0*	
Salary		**3,000**	**3,600**	**4,800**	**6,600**	**9,000**	**12,000**	
Benefits		**1,033**	**1,240**	**1,653**	**2,273**	**3,100**	**4,134**	
Total		**4,033**	**4,840**	**6,453**	**8,873**	**12,100**	**16,134**	
NFE / CSA								
Program Advisor	Annualized							
FTE	*1.00*	*0.02*	*0.04*	*0.05*	*0.07*	*0.08*	*0.09*	Notes:
Salary	48,000	960	1,680	2,160	3,120	3,600	4,320	
Benefits		380	665	856	1,236	1,426	1,711	
Total		**1,340**	**2,345**	**3,016**	**4,356**	**5,026**	**6,031**	
Program Assistant	Annualized							
FTE	*0.00*	*0.00*	*0.00*	*0.00*	*0.00*	*0.00*	*0.00*	Notes:
Salary	-	-	-	-	-	-	-	
Benefits		-	-	-	-	-	-	
Total		-	-	-	-	-	-	
Other	Annualized							
FTE	*0.00*	*0.00*	*0.00*	*0.00*	*0.00*	*0.00*	*0.00*	Notes:
Salary	-	-	-	-	-	-	-	

Northern State University, AS in Education

PROGRAM EXPENDITURES - PERSONAL SERVICES

		1st FY26	2nd FY27	3rd FY28	4th FY29	5th FY30	6th FY31
Benefits		-	-	-	-	-	-
	Total	-	-	-	-	-	-
NFE / CSA Sub-Total							
FTE		*0.02*	*0.04*	*0.05*	*0.07*	*0.08*	*0.09*
Salary		960	1,680	2,160	3,120	3,600	4,320
Benefits		380	665	856	1,236	1,426	1,711
	Total	1,340	2,345	3,016	4,356	5,026	6,031
	Avg Stipend Amount						
GA's							
# of GA's		*0*	*0*	*0*	*0*	*0*	*0*
Salary	-	-	-	-	-	-	-
Benefits		-	-	-	-	-	-
	Total	-	-	-	-	-	-
TOTAL PERSONAL SERVICES							
FTE - Faculty		*0.05*	*0.06*	*0.08*	*0.11*	*0.15*	*0.20*
FTE - NFE / CSA		*0.02*	*0.04*	*0.05*	*0.07*	*0.08*	*0.09*
# of Adjunct Course		*0*	*0*	*0*	*0*	*0*	*0*
# of GA's		*0*	*0*	*0*	*0*	*0*	*0*
Salary		3,960	5,280	6,960	9,720	12,600	16,320
Benefits		1,414	1,906	2,509	3,509	4,526	5,845
	Total	5,374	7,186	9,469	13,229	17,126	22,165

Northern State University, AS in Education

PROGRAM EXPENDITURES - OPERATING EXPENSES (OE)

	1st FY26	2nd FY27	3rd FY28	4th FY29	5th FY30	6th FY31	
TRAVEL							
Description	-	-	-	-	-	-	Notes:
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Total	**-**	**-**	**-**	**-**	**-**	**-**	
CONTRACTUAL SERVICES							
Description	-	-	-	-	-	-	Notes:
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Total	**-**	**-**	**-**	**-**	**-**	**-**	
SUPPLIES AND MATERIALS							
Misc supplies	500	200	200	200	500	500	Notes:
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Total	**500**	**200**	**200**	**200**	**500**	**500**	
GRANTS AND CONTRACTS							
Description	-	-	-	-	-	-	Notes:
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	
Total	**-**	**-**	**-**	**-**	**-**	**-**	
CAPITAL ASSETS							
Description	-	-	-	-	-	-	Notes:
Description	-	-	-	-	-	-	
Description	-	-	-	-	-	-	

Northern State University, AS in Education

PROGRAM EXPENDITURES - OPERATING EXPENSES (OE)

		1st FY26	2nd FY27	3rd FY28	4th FY29	5th FY30	6th FY31	
Description		-	-	-	-	-	-	
Description		-	-	-	-	-	-	
Description		-	-	-	-	-	-	
Description		-	-	-	-	-	-	
Description		-	-	-	-	-	-	
	Total	**-**	**-**	**-**	**-**	**-**	**-**	

FACULTY START-UP

		1st FY26	2nd FY27	3rd FY28	4th FY29	5th FY30	6th FY31	
Description		-	-	-	-	-	-	Notes:
Description		-	-	-	-	-	-	
Description		-	-	-	-	-	-	
	Total	**-**	**-**	**-**	**-**	**-**	**-**	

TOTAL OPERATING EXPENSES (OE)

		1st FY26	2nd FY27	3rd FY28	4th FY29	5th FY30	6th FY31
TRAVEL		-	-	-	-	-	-
CONTRACTUAL SERVICES		-	-	-	-	-	-
SUPPLIES AND MATERIALS		500	200	200	200	500	500
GRANTS AND CONTRACTS		-	-	-	-	-	-
CAPITAL ASSETS		-	-	-	-	-	-
FACULTY START-UP		-	-	-	-	-	-
	Total	500	200	200	200	500	500

OTHER RESOURCE IMPLICATIONS

PLEASE PROVIDE NARRATIVE REGARDING ANY NEW NEEDS OR IMPACT TO THE FOLLWING SUPPORT AREAS

CLASSROOMS:

Capacity exists to meet enrollment projections.

OTHER PHYSICAL FACILITIES: Faculty offices, student space, labs, seminar rooms, etc.

Capacity exists to meet enrollment projections.

TECHNOLOGY RESOURCES: Computer labs, software, network/internet, Audio-visual / telecommunications, wireless connectivity, etc.

No new technology resources are required.

LIBRARY SERVICES: Staffing, collections (books, ebooks, journals, subscriptions), study space, etc.

No new library resources are required.

REGISTRAR: Student records support, classroom scheduling support, etc.

No new services required.

MARKETING & ENROLLMENT SERVICES: program marketing, program recruitment, etc.

The foundational infrastructure for marketing the program is already in place.

STUDENT SUPPORT: International student support, health counseling, career services, housing, scholarship, etc.

No new needs identified.

OTHER

Students will pay a one-time field experience fee of $176.00. This is not a re-occuring fee so not included in the tabulations.