

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

**Internal Ticket ID:** 24568  
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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** BSED : Bachelor of Sci in  
Education

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

**Career and Technical  
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** 13.1319

**WICHE WRRGP Eligibility**

**Program Description**

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

The BSEd in Career and Technical Education (CTE) equips future educators with the knowledge and skills to teach in career-focused fields at the secondary level. In addition to core secondary education coursework, the program includes specialized training in career and technical education history, authentic assessment, work-based learning coordination, and curriculum development. Graduates will be prepared to design industry-aligned instruction, manage work-based learning experiences, and support workforce development through high-quality teaching. Successful completion leads to secondary education certification with a CTE specialization.

**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 career and technical education teacher preparation program at Northern State University aligns closely with the university's mission, strategic plan, program array, and academic priorities by expanding access to academic programs that prepare students for workforce-ready careers. The program supports the institutional mission by combining professional education with experiential learning opportunities that strengthen South Dakota's economy and meet regional workforce demands. It enhances student success by integrating real-world applications, work-based learning coordination, and career-focused instruction, ensuring graduates are engaged professionals equipped with high-impact teaching strategies. Furthermore, the program aligns with NSU's strategic goal of growing collaborative partnerships by fostering community-based projects, internships, and industry connections, directly benefiting both students and the region.

**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 Bachelor of Science in Education (BSEd) in Career and Technical Education (CTE) at Northern State University (NSU) directly aligns with multiple strategic priorities and goals outlined in the South Dakota Board of Regents (SDBOR) 2022-2027 Strategic Plan.

#### Goal 4: Workforce and Economic Development

The BSEd in CTE addresses critical workforce shortages, specifically in the area of secondary-level career and technical education. South Dakota faces a significant demand for qualified CTE teachers who can provide industry-aligned instruction in high-demand fields such as healthcare, skilled trades, technology, and business.

By preparing educators to deliver career-focused, hands-on instruction and coordinate work-based learning experiences, the program strengthens South Dakota's workforce pipeline. This supports the SDBOR's emphasis on aligning academic programming with workforce needs and ensuring that graduates are prepared for gainful employment in high-demand areas, including STEM and teacher education.

The program's focus on community partnerships and industry collaboration complements the Board's objective to increase partnerships with business and industry and foster innovative work-based learning opportunities. Northern's developing collaborations with Lake Area Technical Institute and the already established partnership with Southeast Technical College exemplify the cross-sector partnerships encouraged by the strategic plan.

#### Goal 3: Academic Excellence, Student Success, and Educational Attainment

The program includes high-impact educational practices such as authentic assessment, curriculum development, and coordination of internships and apprenticeships, addressing the strategic objective to increase the percentage of program proposals incorporating high-impact practices.

The CTE degree supports educational attainment by offering a new pathway to certification for professionals transitioning from industry into teaching, thereby expanding access for non-traditional and adult learners, consistent with the plan's focus on increasing degree attainment for diverse populations.

#### Goal 2: Access and Affordability

The BSEd in CTE provides access to an affordable, high-quality education for South Dakota residents, including underserved and non-traditional populations. The flexible delivery models under consideration will support working professionals seeking teaching certification, advancing the Board's emphasis on enhanced educational quality through additional academic delivery models.

## Goal 1: Governance

The development of the BSEd in CTE supports the Board's mission of providing an accessible, equitable, and efficient public university system that enriches South Dakota's civic and economic life. By addressing regional workforce needs through innovative programming, NSU is fulfilling its role within the system to provide targeted, workforce-aligned teacher education.

### 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.*

On Campus	Yes/No	Intended Start Date	
	Yes	Fall 2025	
Off Campus Location	Yes/No	Location(s)	Intended Start Date
	Yes	Aberdeen main campus, Huron	Fall 2025
Distance Delivery	Yes/No	Delivery Method(s)	Intended Start Date
	Yes	online, HyFlex	Fall 2025
Does another BOR institution already have authorization to offer the program online?	Yes/No	Identify Institutions	
	No	No, no other BOR institution offers a teacher preparation program specific to CTE.	

#### 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:

1. Design and deliver standards-based, industry-aligned instruction that integrates technical skills, content literacy, and real-world relevance to promote student career readiness.
2. Facilitate and manage effective work-based learning experiences by coordinating school-to-career opportunities that connect classroom learning to workplace applications.
3. Apply knowledge of educational psychology, development, and motivation to plan instruction that is age-appropriate, engaging, and responsive to how students learn.

Create well-managed learning environments that support academic, behavioral, and developmental needs through the use of classroom routines, behavioral supports, and student-centered strategies.

4. Demonstrate professional and ethical competence by applying legal knowledge, ethical reasoning, and collaborative practices in support of effective teaching and workforce development.
5. Analyze the history, philosophy, and evolving trends in CTE to inform curriculum design, instructional decision-making, and program development.
6. Engage in reflective practice and integrative learning to connect educational theory, field experiences, and professional standards in preparation for licensure and lifelong teaching.

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	
Critical and Creative Thinking	Design and deliver standards-based, industry-aligned instruction that integrates technical skills, content literacy, and real-world relevance to promote student career readiness.
Information Literacy	
Teamwork	
Problem Solving	
Civic Knowledge and Engagement	Facilitate and manage effective work-based learning experiences by coordinating school-to-career opportunities that connect classroom learning to workplace applications.
Intercultural Knowledge	
Ethical Reasoning	Demonstrate professional and ethical competence by applying legal knowledge, ethical reasoning, and collaborative practices in support of effective teaching and workforce development.
Foundational Lifelong Learning Skills	
Integrative Learning	Engage in reflective practice and integrative learning to connect educational theory, field experiences, and professional standards in preparation for licensure and lifelong teaching.

10. Enter the number of credit hours required to graduate

Credit Hours	120
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## 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
<b>System General Education Requirements</b>	30	
<i>Subtotal - Gen Ed Requirements</i>	30	%
<b>Program Requirements</b>		
Required Support Courses	0	
Major Requirements	46	
Major Electives	28	
<i>Subtotal - Program Requirements</i>	74	%
<b>Free Electives</b>	16	
<i>Subtotal - Free Electives</i>	16	%
<b>Degree Total</b>	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:*

Yes

## 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.*

The proposed Bachelor of Science in Education in Career and Technical Education at NSU will be informed by both peer institution programs and current national standards for CTE teacher preparation. These references will ensure the program is aligned with best practices in teacher preparation, industry relevance, and state and national licensure requirements.

#### Peer Institutions Referenced

Bemidji State University (Career & Technical Education Core Certificate): Bemidji State offers a 9-credit CTE Core Certificate designed to provide foundational knowledge in CTE pedagogy, curriculum development, and compliance with federal Perkins V regulations. The structure of this program, which includes a focus on authentic assessment, safety, and strategic planning, will serve as a valuable benchmark for developing NSU's program, particularly in areas of curriculum design and portfolio-based assessment. [1]

Wayne State College (Skilled and Technical Sciences Education): Wayne State College offers a Skilled and Technical Sciences Education program. This undergraduate program prepares candidates to teach skilled and technical subjects at the secondary level. Wayne State's focus on industry-aligned instruction and preparation for licensure in Nebraska will inform NSU's alignment with workforce needs and credentialing standards. [2]

Valley City State University (Career and Technical Education): Valley City State University offers coursework in Career and Technical Education aimed at professionals transitioning from industry into education. Their model provides flexibility for non-traditional students and emphasizes real-world experience, which will be considered when designing flexible delivery models and credit for prior learning opportunities at NSU. [3]

#### National Standards and Accreditation Referenced

The curriculum for the BSEd in CTE will be developed in alignment with recognized national standards and best practices in CTE teacher preparation:

#### Council for the Accreditation of Educator Preparation (CAEP) Standards

As a CAEP-accredited institution, NSU's program will adhere to CAEP's expectations for teacher preparation, including content and pedagogical knowledge, clinical partnerships, candidate quality, and continuous improvement. [4]

#### National Board for Professional Teaching Standards (NBPTS) – Career and Technical Education Standards

These advanced teaching standards emphasize knowledge of learners, instructional design, and reflection—core elements of the proposed NSU CTE program. [5]

#### Association for Career and Technical Education (ACTE) – High-Quality CTE Program of Study Framework

ACTE's framework outlines the components of high-quality CTE programming, including effective teaching practices, professional development, and industry alignment. These elements will directly influence curriculum development at NSU. [6]

#### Advance CTE – Vision 2030

Advance CTE's strategic vision advocates for high-quality CTE instruction, equitable access, and strong industry partnerships. These priorities will inform the structure of NSU's program. [7]

#### InTASC Model Core Teaching Standards

These standards provide guidance on essential teaching practices, including learner development, instructional strategies, and professional responsibility, and will be foundational in shaping NSU's pedagogical components. [8]

[1] <https://www.bemidjistate.edu/academics/catalog/20255/programs/certctec>

[2] <https://www.wsc.edu/state-authorization-and-licensure/skilled-technical-sciences-education-certification>

[3] <https://catalog.vcsu.edu/undergraduate-catalog/programs/majors/career-technical-education/>

[4] <https://caepnet.org/standards/2022-itp/introduction>

[5] <https://www.nbpts.org/wp-content/uploads/2021/09/EAYA-CTE.pdf>

[6] <https://www.acteonline.org/professional-development/high-quality-cte-tools/high-quality-cte-development/>

[7] <https://careertech.org/career-clusters/about-the-national-career-clusters-framework/>

[8] <https://753a0706.flowpaper.com/INTASCLearningProgressionsforTeachers/#page=1>

#### **14. What program accreditation is available, if any?**

The CAEP accreditation will serve as the primary program accreditation, ensuring the highest quality in teacher preparation. Additional quality assurance comes through state licensure approval by the South Dakota Department of Education. Opportunities for advanced distinction include National Board Certification in CTE and industry certifications, which provide further validation of teacher competence and expertise in specialized fields.

State Licensure Approval (South Dakota Department of Education):

Upon successful completion of the BSEd in CTE, graduates will be eligible for South Dakota Secondary Teacher Certification with a CTE endorsement. Approval by the South Dakota Department of Education ensures that the program aligns with state-specific content, pedagogy, and clinical practice requirements.

National Board Certification (Optional for Advanced Teachers):

After gaining teaching experience, graduates of the program may choose to pursue National Board Certification in Career and Technical Education through the National Board for Professional Teaching Standards (NBPTS). This advanced certification is a nationally recognized distinction for accomplished teachers.

Industry-Recognized Credentials (Optional for Content Areas):

Depending on the specific CTE teaching area (e.g., health science, business, skilled trades), CTE educators often pursue industry certifications that validate their technical expertise. While not program accreditations, these certifications enhance the qualifications of graduates and may be encouraged or required by hiring districts or for dual-credit course instruction.

#### **15. Will the proposed program pursue accreditation or certifications?**

Yes

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

Yes. The proposed Bachelor of Science in Education in Career and Technical Education at Northern State University will pursue program accreditation through the Council for the Accreditation of Educator Preparation (CAEP). As part of NSU's commitment to high-quality teacher education, the program will be included in the university's existing CAEP accreditation process, ensuring it meets rigorous national standards for educator preparation.

In addition, the program will be reviewed and approved by the South Dakota Board of Education Standards, as part of the process for qualifying graduates for South Dakota Secondary Teacher Certification with a CTE endorsement.

While the program itself will not pursue additional accreditations beyond CAEP and state approval, students will receive guidance and support in obtaining industry-recognized certifications that enhance their qualifications in specific career and technical fields. These certifications are often required or preferred by school districts and industry partners but are pursued at the individual level based on the student's area of



expertise and career goals. These industry credentials will be integrated into coursework when appropriate, and students will be encouraged to pursue them to enhance employability and instructional relevance.

**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.*

Yes, Northern State University engaged developmental consultants during the design and development of the BSEd in Career and Technical Education program. Two key experts contributed significantly to the creation of the curriculum: Dr. Sean VanAacken and President Tiffany Sanderson of Lake Area Technical College.

Dr. Sean VanAacken was selected as a developmental consultant based on his extensive and highly relevant experience in Career and Technical Education leadership at both the secondary and postsecondary levels. Dr. VanAacken holds a Doctor of Education in CTE Leadership from the University of Wisconsin-Stout and currently serves as the Director of Career and Technical Education at REAL Journey Academies in California. His responsibilities include oversight of multiple CTE pathways, development of work-based learning initiatives, articulation agreements, curriculum alignment, and professional development. He has managed multi-million-dollar CTE budgets, led federal and state grant initiatives, and designed middle and high school CTE programs aligned with state and national standards. Dr. VanAacken's contributions to NSU's program included advising on curriculum structure, alignment to CTE frameworks, and integration of work-based learning and CTSOs (Career and Technical Student Organizations). His national leadership and deep understanding of CTE practice ensured that the program reflects current trends and prepares graduates for high-demand teaching roles.

President Tiffany Sanderson of Lake Area Technical College was consulted as a strategic partner to ensure alignment between South Dakota's technical education landscape and the university's teacher preparation efforts. As a former Secretary of the South Dakota Department of Education and now president of a leading technical college, President Sanderson brings a comprehensive understanding of the state's workforce needs and the importance of cultivating CTE educators who are both industry- and pedagogy-ready. Her insights guided the design of articulation agreements, dual enrollment opportunities, and the program's responsiveness to the pipeline of technical college graduates interested in entering the teaching profession. President Sanderson's involvement helped ensure the program would serve not only the needs of school districts but also those of students transitioning from trade-based associate programs to careers in education.

**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	Yes
Common intellectual experiences	Yes
Diversity/global learning	
ePortfolios	
First year experiences	
Internships	Yes
Learning communities	
Service learning, community-based learning	

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...").*

The BSEd in Career and Technical Education program intentionally integrates multiple High-Impact Practices as required and embedded components of the curriculum to enhance student learning, professional preparation, and workforce readiness.

**Internships (Required – Final Year):**

A required, semester-long student teaching placement serves as the program's culminating internship experience, typically completed during the final year of enrollment. This experience places teacher candidates in secondary classrooms where they apply pedagogical knowledge, manage instruction, and develop classroom leadership skills. In addition, students are introduced to coordinating work-based learning programs, providing practical exposure to school-to-work transitions and career readiness.

**Capstone Courses and Projects (Required – Final Year):**

In conjunction with student teaching, students complete CTE 402 CTE Methods, where they design and deliver a comprehensive, standards-based instructional unit aligned with industry practices. This course serves as a capstone, synthesizing content knowledge, instructional strategies, and field experience.

**Collaborative Assignments and Projects (Embedded Throughout Program):**

Collaborative learning is embedded in courses such as CTE 420 5-12 Philosophy and Pedagogy and SPED 441 Inclusive Methods for Diverse Learners, where students work in teams to co-design lesson plans, solve instructional challenges, and participate in classroom simulations. These experiences mirror real-world collaboration among educators and foster teamwork and reflective practice.

**Common Intellectual Experiences (Embedded Throughout Program):**

The BSEd in Career and Technical Education program incorporates common intellectual experiences through a purposeful sequence of core courses that introduce and revisit central themes in CTE, such as the relationship between education and workforce development, the evolution of vocational education, and the ethical responsibilities of CTE educators. Courses like EDFN 102 Introduction to Education and CTE 400 Principles and Current Trends in CTE serve as anchor experiences, establishing a shared intellectual foundation for all students.

These courses are intentionally structured to introduce enduring questions: "What is the purpose of CTE in modern education?" "How should educators respond to evolving industry and societal needs?", which are revisited and deepened in later coursework and field experiences. Faculty collaboration ensures that concepts introduced in foundational courses are reinforced across the curriculum, fostering a sense of intellectual continuity and community among students. This shared inquiry not only supports student engagement and reflection but also builds a cohesive knowledge base that prepares candidates for complex, real-world teaching and learning environments in CTE.

## 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
Design and deliver standards-based, industry-aligned instruction that integrates technical skills, content literacy, and real-world relevance to promote student career readiness.	CTE 402 CTE Methods, SEED 460 Elevating Content Literacy, CTE 420 5-12 Philosophy and Pedagogy	Final Unit Plan and Instructional Delivery Project evaluated with a standards-based rubric.
Facilitate and manage effective work-based learning experiences by coordinating school-to-career opportunities that connect classroom learning to workplace applications.	CTE 450 Work-Based Learning Program,	Work-Based Learning Program Design Portfolio, including alignment to industry standards and career readiness goals.
Apply knowledge of educational psychology, development, and motivation to plan instruction that is age-appropriate, engaging, and responsive to how students learn.	EPSY 302 Educational Psychology, EPSY 428 Child & Adolescent Development	Developmentally-appropriate lesson planning assignment with annotated rationale connecting to key theories of learning and motivation.
Create well-managed learning environments that support academic, behavioral, and developmental needs through the use of classroom routines, behavioral supports, and student-centered strategies.	EDFN 440 Classroom Management, SPED 100 Introduction to Persons with Exceptionalities, INED 211/411 SD Indian Studies	Comprehensive Learning Environment Plan
Demonstrate professional and ethical competence by applying legal knowledge, ethical reasoning, and collaborative practices in support of effective teaching and workforce development.	EDFN 472 School Law & Ethics, EDFN 102 Introduction to Education	Case Study Analysis and Reflection

### 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.*

Graduate outcomes will be assessed using multiple measures that reflect career readiness, professional competence, and program effectiveness. These include:

- The program will track employment and placement rates by monitoring the percentage of graduates employed in career and technical education teaching positions within six months of graduation. This data will be collected annually through alumni surveys and institutional reporting systems.
- Licensure examination pass rates will be monitored and reported for graduates seeking South Dakota teacher certification. This includes tracking performance on required exams such as the Praxis II content and the Praxis PLT Pedagogy assessment to ensure graduates are meeting state credentialing standards.
- The program will gather employer feedback by distributing surveys to school administrators and CTE directors who hire program graduates. These surveys will collect insights on graduate preparedness, instructional effectiveness, and professionalism.
- Graduate follow-up surveys will be conducted one and three years after program completion to collect

information on employment status, satisfaction with the program, continuing education, and perceived readiness for the classroom.

- Final evaluations from cooperating teachers and university supervisors during student teaching placements will be analyzed to assess graduate competence in real-world teaching environments.
- Feedback from the program's advisory board—composed of industry professionals, school partners, and alumni—will help assess how well the program aligns with workforce needs and evolving expectations in the field of CTE.

## 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. While other public universities in South Dakota offer secondary education programs, none currently offer a secondary teacher preparation program specifically geared toward Career and Technical Education. The proposed BSEd in CTE at Northern State University would be the only program in the state's public university system specifically designed to prepare educators for teaching in CTE fields at the secondary level. This program addresses a distinct need for qualified CTE teachers in South Dakota, aligning with regional workforce development priorities and filling a critical gap in teacher preparation offerings within the state.

#### **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:*

No, not within 100/150 miles of Aberdeen.

#### **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?**

There is strong evidence of unmet demand for a CTE teacher preparation program in South Dakota. Currently, no SDBOR public university offers a secondary education program specifically designed to prepare CTE teachers. Existing secondary education programs focus on traditional academic subjects, leaving a significant gap in the preparation of educators for CTE fields such as skilled trades, health sciences, business, agriculture, and information technology.

According to the South Dakota Department of Education, nearly 200 school districts in the state offer CTE programs, yet many report difficulty in hiring qualified CTE teachers, particularly in high-demand areas like skilled trades and healthcare. [9] The SD Vision for Career and Technical Information reports that in any given year, half the state's 9-12 student population participates in at least one CTE course. [10] The plan identifies a persistent shortage of qualified CTE instructors, particularly in rural areas where workforce development is critically tied to local economic growth. This gap has been recognized as a priority area for improvement under the state's CTE strategy.

The proposed CTE teacher preparation program is designed to attract students who are passionate about hands-on learning and eager to make a meaningful impact in their future classrooms. Many prospective students are drawn to career and technical education because it offers a more applied, practical approach to teaching. These students are often interested in helping others develop real-world skills that lead directly to employment opportunities, and they want to play a role in preparing the next generation of South Dakota's workforce.

This program will appeal to a broad range of students, from traditional undergraduates to non-traditional students who may already have experience in industry and are seeking a second career in education. Many of these individuals have completed technical programs at institutions like Lake Area Technical Institute or Southeast Technical College and are looking for a clear pathway to transition into teaching. President Tiffany Sanderson at LATI has identified the need for a CTE teacher preparation pathway and has expressed that there

is strong interest from her students in pursuing this opportunity. These students are already highly skilled in their technical fields and are seeking the credentials that will allow them to share their expertise as educators in South Dakota schools.

By providing specialized coursework in areas like work-based learning coordination and industry-aligned curriculum development, NSU's program offers these students an opportunity to build on their technical expertise while gaining the pedagogical knowledge required for certification. Students are also drawn to the flexibility and variety of career options a CTE teaching credential can provide. Teaching in CTE fields allows individuals to stay connected to industries they care about, whether it's agriculture, business, healthcare, or skilled trades, while making a difference in their communities. Additionally, many are aware of the demand for dual-credit instructors in CTE areas, and completing this program positions them for expanded opportunities, whether in secondary schools or postsecondary settings.

The BSEd in CTE offers students the chance to pursue a career that is dynamic, impactful, and aligned with the growing need for practical, career-focused education. It appeals to those who want a rewarding teaching career that combines their passion for industry with the opportunity to make a lasting difference in students' lives.

The evidence strongly suggests there is unmet student and workforce demand for the proposed CTE teacher preparation program. South Dakota needs more certified secondary CTE teachers to meet both K-12 education and regional workforce development goals. Northern State University's proposed program will fill a critical gap without drawing students away from existing programs—because no comparable program currently exists in the state.

[9] <https://doe.sd.gov/cte/>

[10] <https://doe.sd.gov/cte/documents/StatePlan-24.pdf>

## 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.*

There is a well-documented and growing demand for Career and Technical Education teachers both in South Dakota and across the nation. The need for qualified CTE teachers is driven by the continued expansion of career and technical education programs at the secondary level, the push for career readiness initiatives, and the increasing number of CTE instructors approaching retirement.

According to the South Dakota Department of Labor and Regulation, secondary school teachers (which include CTE teachers) are expected to see consistent demand through 2030. Specifically, DLR's 2020-2030 Long-Term Occupational Projections estimate that approximately 88 annual job openings for secondary school teachers, including CTE teachers, across South Dakota. [11]

Projected employment for secondary school teachers is expected to remain steady, with replacement needs being the primary driver of job openings. This is particularly true in rural areas where schools struggle to recruit and retain CTE educators. O\*NET Online, which aggregates data from the U.S. Department of Labor, identifies a 7% growth estimation for Career/Technical Education Teachers in the state of South Dakota. [12]

The US Department of Labor Projections identifies a 6.3% projected increase for CTE teachers in South Dakota. Of all 50 states, only two (Virginia and Michigan) project a decrease in demand with -.8% and -1.3% respectively. States with positive increases range from 14.5% (Tennessee) to 1.4% (Illinois). [13]

[11] [https://dlr.sd.gov/lmic/menu\\_projections\\_occupation\\_statewide.aspx](https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx)

[12] <https://www.onetonline.org/link/summary/25-2032.00>

[13] <https://projectionscentral.org/longterm>

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

As of now, there are 26 open Career and Technical Education teaching positions listed on the South Dakota Teacher Placement system, underscoring the need for qualified educators in this field. South Dakota currently does not offer a dedicated CTE teacher preparation program within its public university system, leaving school districts with limited options to fill these vacancies. [14] At present, alternative certification remains the only available pathway, typically serving as a last resort when schools are unable to hire a fully certified CTE teacher. While alternative certification can provide a temporary solution in emergency situations, it is often reactive and lacks the comprehensive preparation needed to ensure long-term success in the classroom. By establishing a proactive, structured CTE teacher preparation program at Northern State University, South Dakota can provide a sustainable, forward-thinking approach that prepares educators in advance—offering schools a steady pipeline of qualified, well-prepared CTE teachers who are ready to meet the state's growing workforce and educational needs.

[14] <https://teachers.cometeachinsd.com/Home/Login>

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

In South Dakota, CTE teachers, according to the Bureau of Labor and Statistics wage tables, earn an average of \$53,300. The national average is \$70,810.

[15] <https://www.bls.gov/oes/tables.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...*

**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)
Valley City State University	ND : North Dakota	BS in Education: Career and Technical Education	7	237
Wayne State College	NE : Nebraska	BS in Skilled and Technical Sciences Education	5	634

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

While formal data collection regarding prospective student interest is still forthcoming, there is clear and growing momentum that indicates a need and enthusiasm for this program. The most compelling evidence lies in the readiness and eagerness of President Sanderson at Lake Area Technical Institute to partner with Northern State University on this articulation agreement and dual-enrollment opportunity. This collaboration is a direct response to student interest in pathways that allow them to both practice their trade and pursue careers as educators in career and technical education. LATI has recognized that many of their students are not only passionate about their trades but are also eager to give back by teaching and mentoring the next generation of skilled workers.

Additionally, this program addresses a well-documented need in the field: the preparation of CTE teachers through high-quality teacher preparation programs (TPPs). Research shows that alternatively certified teachers—who often enter the classroom without the benefit of a comprehensive TPP—frequently struggle with lesson planning, classroom management, and differentiating instruction to meet the needs of diverse learners (Bowen & Thomas, 2024). Darling-Hammond (1992) notes that these quick-entry pathways often leave candidates underprepared in pedagogical content knowledge and student motivation, factors that directly impact student learning outcomes.

By offering a seamless dual-enrollment pathway that combines hands-on technical training at LATI with the pedagogical preparation provided by Northern’s Bachelor of Science in Education in CTE, we are responding to both student interest and the critical need for well-prepared CTE educators. As Bowen and Thomas (2024) emphasize, ensuring teachers complete a comprehensive TPP equips them with the tools necessary to be successful in the classroom from day one. The strong institutional commitment from LATI and NSU, paired with national research supporting the need for this kind of program, suggests there is both interest and urgency for offering this opportunity to students.



## Enrollment

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

We anticipate that the majority of students enrolling in this program will be new to Northern State University. Most are expected to begin their journey at Lake Area Technical Institute (adding other technical colleges in the future), pursuing an associate degree in a trade or technical field while simultaneously completing dual-enrollment coursework that leads them toward a Bachelor of Science in Education in Career and Technical Education at Northern. This partnership creates a unique pathway that attracts students who may not have previously considered a four-year degree but are now motivated by the opportunity to become educators in their area of expertise.

While the program is designed to bring in new students through this articulation agreement with LATI, it is also possible that current Northern students—particularly those in the Secondary Education program—may choose to transition into this option if they discover a passion for teaching within the CTE fields. Additionally, students from other programs may see this pathway as an opportunity to align their existing skills and interests with a rewarding teaching career. However, the program's primary focus is on expanding access and attracting a new population of students interested in becoming highly qualified CTE teachers.

### 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 students

### 32. Discuss the assumptions informing your enrollment estimates.

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

Students in this program will likely have earned a AAS in a CTE content area from a Board of Technical Education institution or a BS/BA in a CTE content area. Students may also have some college and no degree from Northern or another Board of Regents institution.

Northern is pursuing articulation agreements with Lake Area Technical College (LATC) and will pursue articulation agreements with other BOTE institutions to create clear pathways to the BSED in CTE. Following our experience the secondary education apprenticeship program, we are assuming the students will be full time, as they will be keen to move into this new career field as quickly as possible. School districts have openings are often paying sign-on bonuses for CTE teachers; so, students are incentivized to learn full time to enter this field as licensed teachers.

### 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 school districts and BOTE institutions.
- \* Engaging Northern's Teacher Education Advisory Council 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.
- \* Working with the SD Department of Education and the Department of Labor to promote the program to those who have had successful careers in a CTE field and are looking for a new career opportunity.

### 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 BSEd in Career and Technical Education is designed to reach both traditional and nontraditional students through a focused, multi-audience strategy. Efforts will target two primary groups: students interested in skilled trade careers who may be enrolled in or considering technical colleges, and individuals currently working in trade fields who are exploring a transition into teaching.

To reach students in technical colleges, the program will be promoted through direct outreach, coordinated advising sessions, and campus visits. Articulation agreements with BOTE (Board of Technical Education) institutions will provide a clear and seamless transfer pathway for students who wish to build upon their associate-level technical training and earn a four-year teaching degree. For those already employed in trade industries such as welding, construction, manufacturing, and healthcare, the marketing plan will include tailored messaging that highlights the opportunity to leverage their expertise in a classroom setting and make a meaningful impact as educators. Outreach strategies for this audience will include social media campaigns, radio advertisements, and features in trade publications.

Community and industry partnerships will be central to recruitment efforts. The program will collaborate with workforce development organizations, chambers of commerce, local economic development offices, and trade associations to share information with working adults interested in advancing their careers.

Recruitment will also focus on high school students currently enrolled in career and technical education programs. Northern State University will work closely with high school CTE teachers and counselors to share program information, emphasizing how students can pursue a professional teaching license while staying connected to their trade interests. The university will continue to explore partnerships with other institutions offering relevant coursework and credentials, building pathways that support student mobility and success.

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		6935	16644	36292	52243	58715	65650
Program Expenses		4876	7503	10620	14996	15050	18756
	NET	2059	9114	25673	37247	43665	43665
Other Supporting Revenues							
	NET (Other)	2059	9114	25673	37247	43665	46894

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.

Northern is paying a one time stipend to Dr. VanAacken, the developmental consultant who has a EDD in CTE Education, to develop the two CTE courses for this program. He is slated to teach the two courses for NSU as an adjunct starting fall 2025. After summer 2025, no additional new costs will be associated for the development of the program. Northern is predicting a number of new students each year that we can absorb into current secondary education courses that are already taught in multiple modalities.

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 BSED in Career and Technical Education includes courses already taught by NSU School of Education faculty in secondary education.

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, new fee
Explanation	Requesting a new fee for the CTE courses to support the technologies needed to make the online courses as engaging as possible, for example new video teaching units that enable much more engaging animations and demonstrations.

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, outreach to technical colleges, and partnerships with K-12 districts, will be intensified. Flexible enrollment options, online HyFlex modalities, also promoted to attract non-traditional rural students.
Retention challenges for students in the program	Medium	Medium	Tailored academic advising and outreach, personalized plans of study for each student in the program. Connecting students with Student Success Center and Student Affairs supports.

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.

Letters of support from:  
Tiffany Sanderson, President, Lake Area Technical College  
Laura Scheibe, Director of Division of College, Career, and Student Success, SD Department of Education

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
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1/1/1970

Academic Affairs, Provost	Date
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1/1/1970

Finance and Administration, Vice President	Date
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5/13/2025

Veronica Paulson

Enrollment Management, Vice President	Date
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5/12/2025

Eric D Kline

April 29, 2025

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

Dear Executive Director Lukkes,

I would like to convey our full support for Northern State University's proposal to offer a Bachelor of Science in Education (BSEd) in Career and Technical Education (CTE). This unique program will directly address a critical need in our state – the dearth of well-prepared CTE teachers, educators who bring both deep content knowledge in industry and technical fields and strong pedagogical expertise grounded in educational best practices.

Currently, South Dakota lacks a comprehensive preparation pathway for all CTE teaching endorsement areas. While there are existing programs for limited CTE Career Clusters, such as Agriculture and Family and Consumer Sciences, other high-demand areas—including Architecture and Construction, Manufacturing, and Health Science—do not have dedicated educator preparation programs. Northern State's proposal provides an innovative solution to address this long-time gap. The proposed comprehensive BSEd program will not only integrate cluster-specific content but also provide specialized coursework in essential areas such as work-based learning coordination, authentic assessment, curriculum development, and CTE-specific instructional strategies. This approach ensures future educators are equipped to deliver high-quality, industry-aligned instruction and opens opportunities across the full range of CTE Career Clusters.

The South Dakota Department of Education fully supports this initiative and recognizes it as an essential step toward building a stronger pipeline of qualified teachers to lead students in career-focused learning environments. Northern State University's proposal is timely, appropriate, and necessary to meet the demands of our workforce and the needs of our schools. I look forward to the positive impact this program will have across South Dakota.

Sincerely,



Laura K. Scheibe  
Director  
Division of College, Career, and Student Success



# SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

## Proposed Curriculum Summary

<b>UNIVERSITY:</b>	NSU
<b>PROPOSED PROGRAM:</b>	BSEd in Career and Technical 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 <i>(add or delete rows as needed)</i>	General Education Goal

### Required Support Courses Outside the Major

*(Not general education requirements)*

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

### Major Requirements

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
FYS	101	First Year Seminar	2	No
EDFN	102	Introduction to Education	3	No
SPED	100	Intro to Persons with Exceptionalities	3	No
EPSY	302	Educational Psychology	3	No
EPSY	296	Field Experience	0	No
EDFN	440	Classroom Management	3	No
EPSY	428	Child & Adolescent Development	3	No
EDFN	472	School Law and Ethics for Educators	2	No
INED	211/411	SD Indian Studies	3	No
SPED	441	Inclusive Methods for Diverse Learners	2	No
SEED	460	Elevating Content Literacy	3	No

CTE	420	5-12 Philosophy and Pedagogy	3	Yes*
CTE	402	CTE Methods	2	Yes*
CTE	496	Field Experience	2	Yes*
CTE	488	Student Teaching	6	Yes*
CTE	400	Principles and Current Trends of CTE	3	Yes^
CTE	450	Work-Based Learning Program	3	Yes^
Subtotal			46	

\*These courses currently exist under the SEED prefix within the BSEd in Secondary Education program. New courses with the CTE prefix are being proposed alongside the new program request and will be cross-listed with the SEED courses to support schedule and workload management.

^ These courses are intentionally developed as unique to the BSEd in CTE program and will not be cross-listed with SEED courses.

**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				

Students will be required to complete coursework in an approved CTE cluster area, as defined by the South Dakota Department of Education. The Department recognizes 15 career clusters, with required coursework varying by endorsement. Students will work closely with their advisor to develop a plan of study that aligns with the current CTE content requirements established by the South Dakota Department of Education.





ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
Students new to the university	3	3	5	5	5	6
Students from other university programs						
Students off-campus or distance	2	3	3	3	5	6
continuing students		4	9	14	15	17
<b>Total students in the program (fall)</b>	<b>5</b>	<b>10</b>	<b>17</b>	<b>22</b>	<b>25</b>	<b>29</b>
Program credit hours (major Courses)**	30	72	157	226	254	284
Graduates	--	--	--	4	4	4

\*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.

NSU, BSEd in CTE

FINANCIAL HEALTH SUMMARY						
	1st FY24	2nd FY25	3rd FY26	4th FY27	5th FY28	6th FY29
TUITION & FEE REVENUES	6,935	16,644	36,292	52,243	58,715	65,650
PROGRAM EXPENSES	4,876	7,530	10,620	14,996	15,050	18,756
NET (T&F REVENUES LESS PROGRAM EXPENSES)	2,059	9,114	25,673	37,247	43,665	46,894
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	2,059	9,114	25,673	37,247	43,665	46,894

FINANCIAL HEALTH SUMMARY - EXPANDED						
	1st FY24	2nd FY25	3rd FY26	4th FY27	5th FY28	6th FY29
<b>PROGRAM TUITION AND FEE REVENUES</b>						
<i>Estimated # of Students Enrolled</i>	5	10	17	22	25	29
Tuition (Net of HEFF)	6,935	16,644	36,292	52,243	58,715	65,650
Program Fees	-	-	-	-	-	-
Total Program Tuition and Fee Revenues	6,935	16,644	36,292	52,243	58,715	65,650

<b>PROGRAM EXPENSES</b>						
<i>Personal Services</i>						
FTE - Faculty	0.02	0.04	0.07	0.09	0.10	0.12
FTE - NFE / CSA	0.02	0.04	0.05	0.07	0.08	0.09
# of Adjunct Course	1	1	1	2	1	2
# of GA's	0	0	0	0	0	0
Salary	3,477	5,637	7,917	11,394	11,157	14,154
Benefits	899	1,693	2,503	3,402	3,693	4,402
Sub-Total Personal Services	4,376	7,330	10,420	14,796	14,850	18,556
Chk	-	-	-	-	-	-
<i>Operating Expenses (OE)</i>						
Travel	-	-	-	-	-	-
Contractual Services	-	-	-	-	-	-
Supplies and Materials	500	200	200	200	200	200
Grants and Contracts	-	-	-	-	-	-
Capital Assets	-	-	-	-	-	-
Faculty Start-Up	-	-	-	-	-	-
Sub-Total Personal Services	500	200	200	200	200	200
Chk	-	-	-	-	-	-
Total Program Expenses	4,876	7,530	10,620	14,996	15,050	18,756
Chk	-	-	-	-	-	-

NET (T&F Revenues less Program Expenses)	2,059	9,114	25,673	37,247	43,665	46,894
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<b>OTHER SUPPORTING REVENUES</b>						
General Funds - New	-	-	-	-	-	-
General Funds - Redirect	-	-	-	-	-	-
Institutional Support	-	-	-	-	-	-
Private / Gifts	-	-	-	-	-	-
Industry Support	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Other Supporting Revenues	-	-	-	-	-	-
NET AFTER OTHER SUPPORT REVENUES	2,059	9,114	25,673	37,247	43,665	46,894
Chk	-	-	-	-	-	-

NSU, BSEd in CTE

NEW TUITION AND FEE REVENUE PROJECTIONS

1st 2nd 3rd 4th 5th 6th  
FY24 FY25 FY26 FY27 FY28 FY29

ENROLLMENT PROJECTIONS

Full-Time

Pgy 1	5	6	8	8	10	12
Pgy 2	-	4	5	6	6	8
Pgy 3	-	-	4	4	5	5
Pgy 4	-	-	-	4	4	4
<b>Sub-Total</b>	<b>5</b>	<b>10</b>	<b>17</b>	<b>22</b>	<b>25</b>	<b>29</b>

Notes:

Part-Time

Pgy 1	-	-	-	-	-	-
Pgy 2	-	-	-	-	-	-
Pgy 3	-	-	-	-	-	-
Pgy 4	-	-	-	-	-	-
Pgy 5	-	-	-	-	-	-
<b>Sub-Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

<b>Total</b>	<b>5</b>	<b>10</b>	<b>17</b>	<b>22</b>	<b>25</b>	<b>29</b>
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PROGRAM CREDITS TAKEN (MAJOR, IN DISCIPLINE)

Full-Time

Pgy 1	6	6	6	6	6	6
Pgy 2	-	9	9	9	9	9
Pgy 3	-	-	16	16	16	16
Pgy 4	-	-	-	15	15	15
<b>Total</b>	<b>6</b>	<b>15</b>	<b>31</b>	<b>46</b>	<b>46</b>	<b>46</b>

Notes:

Part-Time

Pgy 1	-	-	-	-	-	-
Pgy 2	-	-	-	-	-	-
Pgy 3	-	-	-	-	-	-
Pgy 4	-	-	-	-	-	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

TOTAL CREDIT HOURS GENERATED (MAJOR, IN DISCIPLINE)

Full-Time

Pgy 1	30	36	48	48	60	72
Pgy 2	-	36	45	54	54	72
Pgy 3	-	-	64	64	80	80
Pgy 4	-	-	-	60	60	60
<b>Sub-Total</b>	<b>30</b>	<b>72</b>	<b>157</b>	<b>226</b>	<b>254</b>	<b>284</b>

Notes:

Part-Time

Pgy 1	-	-	-	-	-	-
Pgy 2	-	-	-	-	-	-
Pgy 3	-	-	-	-	-	-
Pgy 4	-	-	-	-	-	-
<b>Sub-Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

<b>Total</b>	<b>30</b>	<b>72</b>	<b>157</b>	<b>226</b>	<b>254</b>	<b>284</b>
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NSU, BSEd in CTE

PROGRAM EXPENDITURES - PERSONAL SERVICES

1st 2nd 3rd 4th 5th 6th  
FY24 FY25 FY26 FY27 FY28 FY29

**FACULTY**

Faculty / Administrator - 12 Mos

Annualized

FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salary	-	-	-	-	-	-	-
Benefits		-	-	-	-	-	-
Total		-	-	-	-	-	-

Notes:

Faculty - 12 Mos

Annualized

FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salary	-	-	-	-	-	-	-
Benefits		-	-	-	-	-	-
Total		-	-	-	-	-	-

Notes:

Faculty - 9 Mos

Annualized

FTE	1.00	0.02	0.04	0.07	0.09	0.10	0.12
Salary	60,000	1,200	2,400	4,200	5,400	6,000	7,200
Benefits		413	827	1,447	1,860	2,067	2,480
Total		1,613	3,227	5,647	7,260	8,067	9,680

Notes:

Adjunct

Avg Per Course

# of Courses

	1	1	1	2	1	2	
Salary	1,317	1,317	1,317	2,634	1,317	2,634	
Benefits		105	105	211	105	211	
Total		1,422	1,422	2,845	1,422	2,845	

Notes:

**Faculty Sub-Total**

FTE  
Adjunct Course Count  
Salary  
Benefits

Total

FTE	0.02	0.04	0.07	0.09	0.10	0.12	
Adjunct Course Count	1	1	1	2	1	2	
Salary	2,517	3,717	5,517	8,034	7,317	9,834	
Benefits	519	932	1,552	2,071	2,172	2,691	
Total	3,036	4,649	7,069	10,105	9,489	12,525	

**NFE / CSA**

Program Advisor

Annualized

FTE	1.00	0.02	0.04	0.05	0.07	0.08	0.09
Salary	48,000	960	1,920	2,400	3,360	3,840	4,320
Benefits		380	760	951	1,331	1,521	1,711
Total		1,340	2,680	3,351	4,691	5,361	6,031

Notes:

Program Assistant

Annualized

FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salary	-	-	-	-	-	-	-
Benefits		-	-	-	-	-	-
Total		-	-	-	-	-	-

Notes:

Other

Annualized

FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salary	-	-	-	-	-	-	-

Notes:

NSU, BSEd in CTE

PROGRAM EXPENDITURES - PERSONAL SERVICES

		1st FY24	2nd FY25	3rd FY26	4th FY27	5th FY28	6th FY29
Benefits		-	-	-	-	-	-
Total		-	-	-	-	-	-

<b><i>NFE / CSA Sub-Total</i></b>							
FTE		0.02	0.04	0.05	0.07	0.08	0.09
Salary		960	1,920	2,400	3,360	3,840	4,320
Benefits		380	760	951	1,331	1,521	1,711
Total		1,340	2,680	3,351	4,691	5,361	6,031

		Avg Stipend Amount					
<b><i>GA's</i></b>							
# of GA's		0	0	0	0	0	0
Salary	-	-	-	-	-	-	-
Benefits		-	-	-	-	-	-
Total		-	-	-	-	-	-

<b>TOTAL PERSONAL SERVICES</b>							
FTE - Faculty		0.02	0.04	0.07	0.09	0.10	0.12
FTE - NFE / CSA		0.02	0.04	0.05	0.07	0.08	0.09
# of Adjunct Course		1	1	1	2	1	2
# of GA's		0	0	0	0	0	0
Salary		3,477	5,637	7,917	11,394	11,157	14,154
Benefits		899	1,693	2,503	3,402	3,693	4,402
Total		4,376	7,330	10,420	14,796	14,850	18,556

NSU, BSEd in CTE

PROGRAM EXPENDITURES - OPERATING EXPENSES (OE)

1st 2nd 3rd 4th 5th 6th  
FY24 FY25 FY26 FY27 FY28 FY29

**TRAVEL**

Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
<b>Total</b>	-	-	-	-	-	-

Notes:

**CONTRACTUAL SERVICES**

Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
<b>Total</b>	-	-	-	-	-	-

Notes:

**SUPPLIES AND MATERIALS**

Description	500	200	200	200	200	200
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
<b>Total</b>	<b>500</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>

Notes:

**GRANTS AND CONTRACTS**

Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
<b>Total</b>	-	-	-	-	-	-

Notes:

**CAPITAL ASSETS**

Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-

Notes:

NSU, BSEd in CTE

PROGRAM EXPENDITURES - OPERATING EXPENSES (OE)

	1st FY24	2nd FY25	3rd FY26	4th FY27	5th FY28	6th FY29
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
<b>Total</b>	-	-	-	-	-	-

***FACULTY START-UP***

Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
<b>Total</b>	-	-	-	-	-	-

Notes:

**TOTAL OPERATING EXPENSES (OE)**

TRAVEL	-	-	-	-	-	-
CONTRACTUAL SERVICES	-	-	-	-	-	-
SUPPLIES AND MATERIALS	500	200	200	200	200	200
GRANTS AND CONTRACTS	-	-	-	-	-	-
CAPITAL ASSETS	-	-	-	-	-	-
FACULTY START-UP	-	-	-	-	-	-
<b>Total</b>	500	200	200	200	200	200

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OTHER RESOURCE IMPLICATIONS

PLEASE PROVIDE NARRATIVE REGARDING ANY NEW NEEDS OR IMPACT TO THE FOLLOWING 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 are also responsible for one-time field experience fees assessed during the semesters in which these experiences occur. The fee for the Sophomore and Junior Field Experience is \$179.00 per semester.