

Intent to Plan for a New Program
South Dakota Board of Regents
Academic Affairs Forms

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

University NSU - Northern State University

Degree BSED : Bachelor of Sci in
Education

Name of Major X999 : New Major Requested

**Career and Technical
Education**

No

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

College/Department 5E : NSU School of Education/NTE : Teacher Education

Intended Date of Full Proposal Fall 2025

Planned CIP Code 13.1319

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.

Strategic Impact

2. 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.

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

The proposed 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

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

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

N/A

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

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	Intended Start Date
On Campus	Yes	Fall 2025

	Yes/No	Location(s)	Intended Start Date
Off Campus Location	Yes	Aberdeen main campus, Huron	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	No, no other BOR institution offers a teacher preparation program specific to CTE.

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

Both / HyFlex

Academic Quality

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

The 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-ipt/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>

8. 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.

9. Will the proposed program pursue accreditation or certifications?

Yes

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

Duplication and Competition

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

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

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

11. 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

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

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

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 -0.8% 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

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

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

13. 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>

14. 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>

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

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

Student Demand

16. Provide evidence of student completers/graduates at that degree level at peer institutions that offer the same/similar program using data obtained from IPEDS.

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

University Name	State	Program Name	Number of Degrees Conferred in Program	Total Number of Conferrals at Level (Undergrad or Grad)
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

17. 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

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

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

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.

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

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

By year six, we anticipate steady and sustainable enrollment growth in Northern State University's BSEd in Career and Technical Education program. Drawing comparisons from similar regional programs, such as Valley City State University, which graduated 7 undergraduate students in 2023, and Wayne State, which graduated 5, we project that Northern will meet or exceed these outcomes due to several key factors.

First, Northern will offer the only program of its kind in South Dakota, creating an opportunity to serve students who would otherwise need to look out of state for this credential. Additionally, our partnership with Lake Area Technical Institute and the articulation agreement designed to attract dual-enrollment students specializing in trades provides a direct pipeline for new student enrollment. This intentional recruitment strategy positions us to reach students who may not have previously considered a four-year degree, particularly those already engaged in technical training.

Given these factors and considering the U.S. Department of Labor's projection of a 6.3% increase in demand for CTE teachers in South Dakota, we conservatively estimate that annual enrollment in the program will reach 10-12 students by year six. This projection reflects both the growing demand for qualified CTE teachers and the program's ability to attract new students through innovative partnerships and targeted recruitment efforts. With no other in-state competition and the established need for well-prepared CTE educators, we are confident these enrollment estimates are both realistic and attainable.