NEW ACADEMIC DEGREE PROGRAM – FULL PROPOSAL – TDX TEMPLATE

The template below is intended to be filled out by academic departments that are proposing a new program. This Word template will not be accepted as the full proposal form. All information below must be entered into TDX and submitted by the campus curricular contact to be considered for BOR office review.

Any questions that were previously included in the Intent to Plan form are highlighted in grey.

PROGRAM INFORMATION

- **University: Black Hills State University, Northern State University, South Dakota State University, and University of South Dakota**
- **Degree** *(BS, BA, MA, MS, PhD, etc…)* **AA or AS**
- **Is a new major being requested? Yes**
- **Name of Major: Career Pathways**
- **Specializations(s) Required (Y/N)? No**
- **College/Department** *(Banner Coding)* **BHSU: 6A, BGST, NSU: 5A, NGST, SDSU: 3S, SGST, USD: 2A, UGST**
- **Intended Implementation Date** *(Semester & Year)* **Fall 2025**
- **Planned CIP Code: 24.0102**
- **WICHE WRRGP Eligibility Yes**

PROGRAM DESCRIPTION

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

   Career Pathways provides resources and guidance to students at the beginning of their academic journey. This program allows students opportunities to explore various career options, aligns those options with the appropriate academic major, and supports students on this journey by providing them with intensive academic and career services. The goal is to help students identify the academic major that best prepares them for their future careers goals and then facilitating a seamless transfer into their major of choice.

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 institution program array, and academic priorities.**

BHSU:	*SDCL § 13-59*	*BOR Policy 1.2.1*
DSU:	*SDCL § 13-59*	*BOR Policy 1.2.2*
NSU:	*SDCL § 13-59*	*BOR Policy 1.2.3*

ASSOCIATE OF ARTS or ASSOCIATE OF SCIENCES DEGREE IN CAREER PATHWAYS (A.A./A.S.)
The Associate of Arts or Associate of Sciences in Career Pathways includes general education courses, a required certificate program, and an array of flexible electives, which together can serve as the first two years of a bachelor's degree within the SD regental system. The program can be provided in its entirety by distance to serve time- and place-bound individuals. The program meets the missions of all the South Dakota Board of Regent Universities.

    a. **If the program does not align to the strategic plan, provide a compelling rationale for the institution to offer the program.**

4. **How does the program connect to the [Board of Regents Strategic Plan](#)?**

The Career Pathways program aligns with SDBOR Strategic Plan Goal 2 Access and Affordability, Goal 3 Student Outcomes, and Goal 4 Workforce Development.

SDBOR Strategic Plan Goal 2 Access and Affordability pledges to increase SD high school enrollments by 5%. The Fast Track program will increase SD high school enrollments by facilitating access. Students with a high school GPA below a 2.6 will be admitted to and placed into the proposed Career Pathways program through the fast-track admission program. SDBOR Strategic Plan Goal 3 Student Outcomes focuses on student success and outcomes. The program supports students with intensive academic advising while helping them determine their best-fit academic program. This stackable program will allow students to earn a certificate on their way to completing the associates degree and will allow for a seamless transition for the student from associates into the bachelor's degree program. Finally, in alignment with SDBOR Strategic Plan Goal 4 Workforce Development, the program's focus on career advising places workforce development at the forefront of a student's academic journey.

PROGRAM SUMMARY

5. **If a new degree is proposed, what is the rationale?** This is not a new degree.

6. **What modality/modalities will be used to offer the new program?** *Note: the accreditation 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	Yes/No	Location(s)	Intended Start Date
	Yes	BHSU-RC, USD-SF, HCC-NSU	Fall 2025
Distance Delivery	Yes/No	Delivery Method(s)	Intended Start Date

On Campus	Yes/No	Intended Start Date	
	Yes	Fall 2025	
	Yes	Online, Some courses may use the HyFlex modality	Fall 2025

     a. **Does another BOR institution already have authorization to offer the program line? If so, identify the institution(s).**

     No

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

Most of these students will be taking this program on campus. There will be a smaller subset of students that may choose to take it online or complete courses offered in a Hyflex modality.

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

     1. Students will systematically explore issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments, and break down complex topics or issues into parts to gain a better understanding of them.
     2. Students will exhibit a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will exhibit both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
     3. Students will recognize and know when there is a need for information and identify, locate, evaluate and effectively and responsibly use and share that information to address the need or problem at hand.
     4. Students will analyze and compare scholarly sources to develop informed conclusions or judgments.
     5. Students will integrate available and reliable information to develop meaningful solutions.
     6. Students will articulate the development of their academic or career goals.

9. **For associates and bachelor's degree proposals, identify 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 alight to the selected ELOs (See BOR Policy 2.11 and Guideline 8.5)*

Essential Learning Outcomes (AAC&U)	Student Learning Outcomes
Inquiry and Analysis	**SLO 1**
Critical and Creative Thinking	**SLO 2**
Information Literacy	**SLO 3**
Teamwork	
Problem Solving	**SLO 4, SLO 5**
Civic Knowledge and Engagement	
Intercultural Knowledge	
Ethical Reasoning	
Foundational Lifelong Learning Skills	**SLO 6**
Integrative Learning	

10. **Enter the number of credit hours required to graduate.** 60 credits

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

    A. **Table 1.**

	Credit Hours in Program	
	Hours Per Requirement	**% of Total Hours**
System General Education Requirements	24	
Subtotal – Gen Ed Requirements	24	**40%**
Program Requirements		
Required Support Courses	**9-12**	
Major Requirements	**3-6**	
Major Electives	**0**	
Subtotal – Program Requirements	**12-18**	**20-30%**
Free Electives	**30-36**	
Subtotal – Free Electives	**30-36**	**30-40%**
Degree Total	**60**	

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

    B. **Table 2 – Insert Required Program Support Courses Impacting Other Programs (outside department). Do not include General Education courses.**
        The individual curriculum tables should be included as a word document attached to the TDX ticket. (TDX Attachment)
    C. **Table 3 – Insert Major Requirements (within department)**
        The individual curriculum tables should be included as a word document attached to the TDX ticket. (TDX Attachment)
    D. **Table 4 – Insert Major Electives**
        The individual curriculum tables should be included as a word document attached to the TDX ticket. (TDX Attachment)

12. **New Course Approval**

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

    No. However some BOR schools may be redesigning or creating up to 3 credit hours of student success courses to meet the needs of this program. There will not be additional resources at this time.

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.**

    University of Colorado, Boulder –Exploratory Studies
    https://www.colorado.edu/exploratorystudies/

    Purdue University – Exploratory Studies
    https://www.purdue.edu/exploratory/

    Oregon State University, Cascades – Exploratory Studies
    https://osucascades.edu/academics/university-exploratory-studies-program

    University of Wyoming – Exploratory Studies
    https://www.uwyo.edu/uw/degree-programs/exploratory-studies.html

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

    Specialized program accreditation is not available.

15. **Will the proposed program pursue accreditation or certifications?** No

    a. **If no, why has the department elected not to pursue accreditation for the program?**
       Specialized program accreditation is not available.

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 consultants and associations to the development of the curriculum?** *Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program, including*

content, courses, and experiences, etc. Universities are encouraged to discuss the selection of developmental consultants with Board staff.

No external consultants were used. Members of the system professional advising committee were consulted regarding the scope, sequence, and development of the student success coursework embedded in the program requirements.

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 associates 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 (Yes/No)
Capstone courses and projects	No
Collaborative assignments and projects	Yes
Common intellectual experiences	No
Diversity/global learning	No
ePortfolios	No
First Year Experiences	Yes
Internships	No
Learning communities	No
Service learning, community-based learning	No
Writing intensive courses	No
Undergraduate research	No

18. **For associates 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. (e.g. "students will be required to participate in an internship during their third year of enrollment in order to develop skills in…").*

All students will be required to complete 3-6 credits of first-year experience courses designed to support long-term college and career success. Additionally, students in the Career Pathways program will be required to identify and complete a career-related academic certificate as part of their program of study.

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
Students will apply systematically explore issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments, and break down complex topics or issues into parts to gain a better understanding of them.	General education and/or certificate courses.	Potential assessments (exit interview, survey, reflective writing, IR data) assessed at time of program completion.
Students will exhibit a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will exhibit both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.	General education and/or certificate courses.	Potential assessments (exit interview, survey, reflective writing, IR data) assessed at time of program completion.
Students will recognize and know when there is a need for information and identify, locate, evaluate and effectively and responsibly use and share that information to address the need or problem at hand.	General education and/or certificate courses.	Potential assessments (exit interview, survey, reflective writing, IR data) assessed at time of program completion.
Students will analyze and compare scholarly sources to develop informed conclusions or judgments.	General education and/or certificate courses.	Potential assessments (exit interview, survey, reflective writing, IR data) assessed at time of program completion.
Students will integrate available and reliable information to develop meaningful solutions.	General education and/or certificate courses.	Potential assessments (exit interview, survey, reflective

Program Learning Outcome	Course	Summative Assessment
		writing, IR data) assessed at time of program completion.
Students will articulate the development of their academic or career goals.	FYE and career explorations.	Potential assessments (exit interview, survey, reflective writing, IR data) assessed at time of program completion.

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.*

The AA/AS in Career Pathways is designed to help students stack credentials as they develop college success skills and develop their career goals. Certificate completions, AA/AS graduation rates, and transition to four-year degree programs will be tracked to assess program success.

DUPLICATION AND COMPETION

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.*

The General Studies (AA) is offered at BHSU, DSU, NSU, SDSMT, SDSU, and USD.
The General Studies (BGS) is offered at BHSU, DSU, NSU, SDSU, and USD.

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

Given that the existing General Studies programs are well-established and regularly used at BHSU and USD, the intent behind creating the Career Pathways (AA/AS) program is to serve students who have a HS GPA below 2.6 and have been admitted through the Fast Track direct admission program. That said, the program could be appropriate for any student interested in investigating career options before selecting a major.

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

Yes, Career Pathways will be available at BHSU, DSU, NSU, SDSU, SDSMT, and USD.

22. **Do any related programs exist at any non-Regental college or university within 100 miles of the university?** *List those programs here.*

Augustana University offers Exploratory Studies. That said, Interdisciplinary or Exploratory programs are designed to provide the supports students need to identify and be successful in

their future academic and career goals, so duplication is directly relevant to these types of programs as it is to other academic programs.

   d. **If yes, use IPEDS to identify the enrollment in those programs.**
      Ask Wendy to help here.

   e. **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?**
      Not applicable.

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.
    Not applicable
24. **What evidence, if any, suggests there are unfilled openings in South Dakota or nationally?**
    Not applicable
25. **What salaries can program graduates expect to earn in South Dakota and nationally?**

    Because the proposed degree program is not tied to a specific career or occupation, the data sources listed above are not applicable. However, the US Bureau of Labor Statistics provides evidence in support of the argument that students who complete an associates degree as well as students who complete "some college, no degree" both have higher median usual weekly earnings as well as lower unemployment rates than do individuals with only a high school diploma.

    https://www.bls.gov/careeroutlook/2023/data-on-display/education-pays.htm

    The data demonstrates that students who choose to leave college after completing their AA/AS in Career Pathways, or even those who leave after completing a certificate, can expect higher earnings than those who do not attend college at all.

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 enrollment at peer institutions that offer the same/similar program using data obtained from IPEDS.** *Choose programs no 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)
Black Hills State University	SD	General Studies (AA)	19	71
Dakota State University		General Studies (AA)	10	54
South Dakota Mines		General Studies (AA)	3	11
Northern State University		General Studies (AA)	14	52
South Dakota State University		General Studies (AA)	55	224
University of South Dakota		General Studies (AA)	22	81

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

The proposed program is an enrollment management strategy designed to allow students to stack credentials while investigating their best-fit academic major and career options.

ENROLLMENT

This section will be completed by Enrollment Management.

29. **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.*

Students are expected to be new to the university. Three school districts (Aberdeen, Sioux Falls, and Spearfish) are participating in the pilot student for Fast Track direct admission. High school graduates with a HS GPA below 2.6 will be directly admitted to BHSU, NSU, and USD-SF and placed into the Career Pathways program unless they follow the petition process.

30. **Complete the enrollment worksheet (TDX Attachment) to provide an enrollment project for the next six academic years. N/A**

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

Institutions are already offering the student success courses required by the AA/AS in Career Pathways and most either require those courses for all first-year students or strongly recommend students enroll.

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

The Career Pathways program is intended for students with a HS GPA below 2.6 who have been admitted to the regental system via the Fast Track program. Participating institutions may choose to place other students in the Career Pathways program and students themselves may choose the program as their major.

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

We expect most students will choose to transfer to a discipline-specific academic program after their first year in the AA/AS Career Pathways program. Given the program is designed to help students develop college success skills while investigating career options, low enrollment among could suggest that the design is not meeting student needs in those two areas, at which time we would reevaluate the curriculum for the student success courses as well as the certificate completion requirements.

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 Career Pathways program is intended for students with a HS GPA below 2.6 who have been admitted to the regental system via the Fast Track program. Marketing for the Fast Track program will include information about the AA/AS in Career Pathways.

FINANCIAL HEALTH

Each university already provides most of the necessary courses for the general studies program. Initial costs will involve reallocating faculty workloads to deliver courses. Budget worksheet is not required.

35. **Complete the budget worksheet (TDX Attachment) to provide a budget project for the next six academic years. Complete the summary in TDX.**

Financial Health Summary						
	1st FYxx	**2nd FYxx**	**3rd FYxx**	**4th FYxx**	**5th FYxx**	**6th FYxx**
Tuition & Fee Revenues						
Program Expenses						
NET						
Other Supporting Revenues						
NET (Other)						

36. **Explain the amount and source(s) of any one-time and continuing investments in personal, 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.*

As the Fast Track program grows to include more SD school districts, the number of students with a HS GPA below 2.6 matriculating into the regental system may increase in such a way that an institution will need to offer more sections of their student success courses. When that occurs, institutions may rely on faculty workload reassignment, the use of adjuncts (possibly from staff with student success experience and the appropriate academic credentials), or hiring instructors dedicated to supporting student success coursework.

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

   At this time, sufficient space is available in the existing student success courses identified by each institution.

38. **Is the university requesting or intending to request permission for a new fee, or to attach an existing fee to the program? If so, please provide an explanation for requesting a new fee.**

   No new state resources are requested. Each university already provides most of the necessary courses for the general studies program. Initial costs will involve reallocating faculty workloads to deliver courses. By year 4 if the program expands the current enrollment capacity at the university, we may need to allocate other university resources to the program.

39. **Use the table below to describe potential risks to the program's implementation over the next four years.** *For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium higher), and the institution's mitigation strategy for each risk.*

Risk	Severity	Probability	Mitigation Strategy
Not meeting enrollment projections.	Low	Low	The marketing plan will be adjusted based on student enrollment.
Balancing growth of the program with available advising resources.	Medium	Medium	Active communication with academic areas and VP of Finance to ensure needs for resources are satisfied.

EXTERNAL REVIEW

Not applicable for an undergraduate program.

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

Reviewer Name	Title	Institution/Organization

ADDITIONAL INFORMATION

41. **(Optional) Use this space to provide pertinent information note requested above that may assist in the Board in understanding the proposal.**

SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS

Proposed Curriculum Summary

UNIVERSITY:	BHSU, NSU, SDSU, USD
PROPOSED PROGRAM:	AA or AS- Career Pathways

Major Requirements

Choose 3-6 credits from the following combination of student success courses.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BHSU				
GS	100	University Experience	1	No
GS	102	Career Pathways	1-2	Yes
NSU				
FYS	101	First Year Seminar	2-3	No
IDL	101	Success in College	1	No
SDSU				
ACS	119	First Year Seminar	2	No
ACS	102	Exploratory Studies	2	No
ACS	143	Master Lifetime Learn Skills	2	No
USD				
ASC	100	First Year Seminar	2	No
ASC	101	Career Exploration	1	No
		Subtotal	**3-6**	

Choose one of the following undergraduate certificate programs:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
• Gateway to Teacher Education				
• Gateway to Business				
• Gateway to Agriculture				
• Gateway to Engineering				
• Gateway to Architecture and Construction				
• Gateway to Digital Technology				
• Gateway to Health Sciences				
• Gateway to STEM				
• Any other BOR approved undergraduate certificate program.				
		Subtotal	**9-12**	No