



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. 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 Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
TITLE OF PROPOSED SPECIALIZATION:	Career and Technical Education
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Masters of Science in Education - Educational Studies
BANNER PROGRAM CODE:	
INTENDED DATE OF IMPLEMENTATION:	8/1/2026
PROPOSED CIP CODE:	13.1319 Technical Teacher Education
UNIVERSITY DEPARTMENT:	Teacher Education
BANNER DEPARTMENT CODE:	NTE
UNIVERSITY DIVISION:	Millicent Atkins School of Education
BANNER DIVISION CODE:	5E

Please check this box to confirm that:

- The individual preparing this request has read AAC Guideline 2.3.2.2.B, which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

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.

Erin Foubert

Institutional Approval Signature

President or Chief Academic Officer of the University

5/22/2026

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Level of the Specialization (*place an "X" in the appropriate box*):

Baccalaureate Master's Doctoral

2. What is the nature/purpose of the proposed specialization? Please include a brief (1-2 sentence) description of the academic field in this specialization.

The purpose of the Career and Technical Education (CTE) Specialization is to provide a comprehensive pathway through which individuals can earn initial certification in a CTE career cluster or pathway area to teach in the P-12 setting.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

According to the South Dakota Teacher Placement Center¹ and the South Dakota Association of Agricultural Educators Job Board², at least 10 CTE openings are currently posted in South Dakota for the upcoming school year. This does not include the number of currently employed alternatively certified CTE teachers who may also benefit from additional preparation, support, and full initial certification. While the South Dakota Department of Labor³ does not publish a CTE specific category, many occupations fit within CTE clusters, which will be supported in K-12 schools by CTE trained and certified individuals. Construction and Building/Skilled Trades is one of the fastest-growing industries in South Dakota, with 10.8% industry growth. Healthcare and Social Assistance (the Health Science CTE cluster) is projected to grow 12% by 2032. Because both state and national projections show strong growth in industries that rely on CTE pathways, school districts will need additional CTE teachers to prepare students for these expanding fields.

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
		Foundational Courses		
EDER	761	Graduate Research and Design	3	No
EPSY	742	Psychology of Learning	3	No
EDFN	540	Classroom Management	3	No
EPSY	528	Child & Adolescent Development	3	No
INED	511	South Dakota Indian Studies	3	No
SPED	704	Inclusive Education	3	No
EDAD	735	School Law	3	No
SEED	794	Internship: Secondary Teaching Experience	4	No
SEED	795	Pre-Student Teaching Practicum	1	No
		Core Courses		
CTE	500	Principles of CTE	3	No
CTE	502	Methods in CTE	2	No
CTE	550	Work-Based Learning Programs	3	No
		Additional Program Requirements: Praxis Content PLT		

¹ South Dakota Teacher Placement Center: <https://www.teachinsouthdakota.com>

² South Dakota Association of Agricultural Educators Job Board: <https://www.sdagteach.org/jobs>

³ South Dakota Department of Labor: [Labor Market Information Center - Menu for Occupational Projections](#)

Total number of hours required for completion of specialization	8
Total number of hours required for completion of major	26
Total number of hours required for completion of degree	34

5. Delivery Location

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.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off-campus location (e.g., USD - Sioux Falls, Black Hills State University - Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	Intended Start Term
On campus	Yes	Fall 2026

	Yes/No	If Yes, list location(s)	Intended Start Term
Off campus			

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Intended Start Term
Distance Delivery (online/other distance delivery methods)	Yes	HyFlex, Online Synchronous, Online Asynchronous	Fall 2026

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? This question responds to HLC definitions for distance delivery.

	Yes/No	If Yes, identify delivery methods	Intended Start Term
Distance Delivery (online/other distance delivery methods)			