



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. 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 Baccalaureate Degree Minor 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 MINOR:	English as a New Language
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	None
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	13.1401
UNIVERSITY DEPARTMENT:	Teacher Education
BANNER DEPARTMENT CODE:	NESE
UNIVERSITY DIVISION:	College of Professional Studies 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 2.8](#), which pertains to new baccalaureate degree minor 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.



President (or Designee) of the University

4/30/2021

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. Do you have a major in this field (*place an “X” in the appropriate box*)? Yes No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU: [SDCL § 13-59](#) [BOR Policy 1:10:4](#)

DSU: [SDCL § 13-59](#) [BOR Policy 1:10:5](#)

NSU: [SDCL § 13-59](#) [BOR Policy 1:10:6](#)

SDSMT: [SDCL § 13-60](#) [BOR Policy 1:10:3](#)

SDSU: [SDCL § 13-58](#) [BOR Policy 1:10:2](#)

USD: [SDCL § 13-57](#) [BOR Policy 1:10:1](#)

[Board of Regents Strategic Plan 2014-2020](#)

Board Policy 1:10:6 establishes the mission of NSU is in part “to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation.” The proposed English as a New Language minor meets and supports the NSU mission, primarily by providing additional preparation for teachers wanting to effectively serve English Learners (ELs) and help them be successful in the classroom.

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

A minor in English as a New Language would allow Education majors to officially earn credentials in teaching English as a New Language that will provide an opportunity for graduates to specialize in a high-need area of education. The minor would allow non-Education majors the chance to pursue knowledge of working with English Learners in any given context.

4. How will the proposed minor benefit students?

According to the South Dakota Department of Education¹

- If Limited English Proficiency (LEP) is suspected, the school must identify and test the students.
- If there is at least one LEP student, the school must use a well thought out pedagogic approach based on sound educational practice and theory for each and every student.
- The school must provide sufficiently qualified human resources, bilingual material, and appropriate programs and methodologies which will ensure the learning of English and the curriculum to the same extent as native English speaking students.
- The school must evaluate the program to verify that it is providing effective instruction, similar to that of students without limitations in English.

¹ South Dakota Department of Education English Language Acquisition <https://doe.sd.gov/title/el.aspx> (Accessed December 10, 2020)

- After the evaluation, schools should amend programs to correct any deficiencies in meeting the educational needs of LEP students.

Under the Every Child Succeeds Act (ESSA), states must annually assess the language proficiency of English Learners, provide reasonable accommodations for them on state assessments, and develop new accountability systems that include long-term goals and measures of progress for ELs. School districts must meet the needs of ELs including providing knowledgeable and prepared staff to facilitate their learning.

Preparing general education teachers to work with English Learners will benefit students and allow for enhanced collaboration between classroom teachers, ESL teachers, and families of English Learners. The South Dakota Department of Education has recognized Northern State University's ability to offer coursework for the English as a New Language Endorsement.

A minor in English as a New Language will enhance the degree in Education and allow for graduates to increase their effectiveness as a classroom teacher certified to teach English Learners or obtain a position as an English as a Second Language teacher. South Dakota and neighboring states have experienced, or are experiencing, an influx in English Learners in the classroom, and teachers with credentials in English as a New Language are in high demand.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. *Provide data and examples; data sources 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 research by the *Economic Policy Institute*, the national teacher shortage could reach 200,000 by 2025.² While there are dozens of reasons for this shortage, one in particular is because teachers feel overwhelmed with working to meet students' needs. Specialized training such as in working with students whose native language is not English may improve teachers' self-efficacy.

In 2017-2018, there were more than 4.6 million English learners in school but only 78,000 teachers trained to address their needs. By 2025, an estimated 25% of students in public schools will be identified as English learners.³ As the number of English learners continues to rise, so will the demand for highly qualified teachers to serve them.

According to the US Bureau of Labor Statistics, "Employment of high school teachers is projected to grow 4 percent from 2019-2029, about as fast as the average for all occupations."⁴ Furthermore, "Many schools report that they have difficulty filling teaching positions for certain subjects, including math, science, English as a second language, and special education. As a result, teachers who specialize in these subject areas have the best job prospects."⁴ At this time,

² Economic Policy Institute <https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/> (accessed December 10, 2020).

³ National Center for Education Statistics, Digest for Education Statistics https://nces.ed.gov/programs/digest/d17/tables/dt17_209.10.asp?current=yes (accessed December 10, 2020).

⁴ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, High School Teacher <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm> (accessed December 10, 2020).

there are four positions for English as a Second Language teachers posted on the South Dakota Associated School Board Teacher Placement Website.⁵

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 21	FY 22	FY 23	FY 24
Students enrolled in the minor (fall)	4	6	8	12
Completions by graduates	0	3	5	7

*Do not include current fiscal year.

Estimates are based on conversations with our Department of Education faculty and the academic advisors for Teacher Education and content majors in Arts in Sciences. We have had conversations with undergraduate students in the Elementary Teacher Education, Special Education, and Secondary Education programs as well as with current in-service teachers and administrators.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The curriculum is consistent with South Dakota’s standards for obtaining English as a New Language certification. The state requires that five Strands are addressed with the chosen curriculum. The curriculum has been accepted by the State of South Dakota for the English as a New Language Endorsement.

24:15:06:25. K-12 English as a new language education endorsement. A K-12 English as a new language education endorsement requires 18 semester hours of coursework, to include linguistics, development of curriculum and instruction for new language acquisition, language and culture, program assessment, reading for students with limited English proficiency, and an English as a new language methodology course. Study in the developmental characteristics of K-12 learners and a practicum, internship, or student teaching inclusive of K-12 learners is required in addition to the 18 hours, if not previously completed. Verified teaching experience in K-12 English as a new language within the five-year period immediately preceding application may be accepted in lieu of the above field experiences at the equivalency of one year’s teaching experience for one semester hour credit for a maximum of three semester hours of the total credit hours required. No state test is required or available to validate this endorsement.

8. Complete the tables below. Explain any exceptions to Board policy requested.

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

⁵ Associated School Boards of South Dakota Teacher Placement <https://teacher.asbsd.org/Jobs> (accessed December 10, 2020).

A. Distribution of Credit Hours

[Insert title of proposed minor]	Credit Hours	Percent
Requirements in minor	19	100%
Electives in minor	0	0%
Total	19	100%

B. Required Courses in the Minor

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
LING	403	Introduction to Linguistics		3	No
EDFN	446	Curriculum and Instruction for Second Language Acquisition		3	No
LING	435	Second Language Development		3	No
EDER	415	Educational Assessment		2	No
EDFN	445	Methods of Teaching English and Academic Content to English Learners		3	No
EDFN	468	Literacy in the Content Area for English Learners		2	Yes*
EPSY	428	Child and Adolescent Psychology		3	No
Subtotal				19	

*New course request for EDFN 468 submitted November 11, 2020.

The curriculum for the proposed minor in ENL totals more than 18 credits because the plan of study both meets the South Dakota Department of Education’s requirements for certification in ENL⁶ and uses courses already in the Northern catalog and in the workload rotations of current Northern faculty. The curriculum for the ENL endorsement, minor, and proposed graduate certificate will be identical. The South Dakota Department of Education requires that English as a New Language coursework must include courses from each Strand totaling 18 or more credits. The Strands are: 1) Linguistics; 2) Development of curriculum and instruction for new language acquisition; 3) Language and Culture; 4) Program Assessment; 5) Reading for students with limited English proficiency; 6) English as a New Language methodology; 7) Study in the developmental characteristics of k-12 learners. Mapping the strands established by the State of South Dakota to courses Northern offers, the University can effectively and efficiently offer this program with a curriculum that totals 19 credits.

⁶ South Dakota Department of Education. English as a New Language. <https://doe.sd.gov/title/documents/ENLRequir.pdf> (Accessed February 10, 2021)

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
Subtotal					

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Program learning outcomes

- Demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics.
- Apply principles of second language acquisition to decisions regarding curriculum and instruction
- Analyze how cultural groups and individual cultural identities affect language learning and school achievement.
- Utilize evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.
- Employ a variety of performance-based assessment tools and techniques to inform instruction for in the classroom
- Evaluate the effectiveness of teaching materials, procedures, and curricula
- Know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing.
- Demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources, and advocate for English Learners.

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes						
	LING 403*	EPSY 428*	EDFN 445*	EDFN 446*	EDER 415*	EDFN 468*	LING 435*
Demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics.	X			X		X	X
Apply principles of second language acquisition to decisions regarding curriculum and instruction				X		X	X
Analyze how cultural groups and individual cultural identities affect language learning and school achievement.		X					X
Utilize evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.			X			X	
Employ a variety of performance-based assessment tools and techniques to inform instruction for in the classroom			X	X	X		
Evaluate the effectiveness of teaching materials, procedures, and curricula		X	X	X			
Know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing.			X			X	
Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs		X	X				X

Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

10. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Standard online instructional approaches of reading, videos, and discussion will be used in all courses, but certain courses will also employ practical application such as crafting lesson plans, presentations, and project-based learning.

11. 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 Community Center for 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 Date
On campus	Yes	Fall 2021

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 internet asynchronous	Fall 2021
Does another BOR institution already have authorization to offer the program online?	Yes	If yes, identify institutions: Dakota State University	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Choose an item.		Choose an item. Choose an item.

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."

NSU is requesting an exception to the 18-credit limit for minors in order to offer this program by using courses already in the Northern catalog that are taught in a reliable rotation and are already calculated in the workloads of current Northern faculty.

13. Cost, Budget, and Resources: 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 & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.

No. One current faculty member and one faculty member who is replacing a retiring faculty member and whose contract starts summer 2021 are qualified to teach courses required in the minor. In addition, the Linguistics courses are currently offered in the College of Arts and Sciences so no additional faculty will be needed. The coursework for the endorsement is currently offered and the faculty, facilities, and instructional technology are sufficient.

14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an “X” in the appropriate box*).

YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

15. Additional Information: *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*