SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Graduate Certificate Request – NSU – Principal and Building Leadership

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION
Northern State University (NSU) requests authorization to offer a graduate certificate in Principal and Building Leadership. The graduate certificate in Principal and Building Leadership creates an opportunity for NSU to prepare educators who have already earned a master's degree in education from Northern or another university to meet the coursework required by the South Dakota Department to of Education to obtain the principal endorsement. Northern already offers all the coursework for the principal endorsement within the master's degree in education. A candidate's completion of that coursework can be transcripted in a clear and transparent manner with a graduate certificate.

IMPACT AND RECOMMENDATION
NSU plans to offer the Principal and Building Leadership certificate on campus, online, and at Huron Community Campus. NSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS
Attachment I – New Certificate Request Form: NSU – Principal and Building Leadership

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DRAFT MOTION 20230621_7-E(3):
I move to authorize NSU to offer a graduate certificate in Principal and Building Leadership, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). 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 Certificate 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 CERTIFICATE:	GR CERT- Principal and Building Leadership
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	13.0401
UNIVERSITY DEPARTMENT:	Teacher Education
BANNER DEPARTMENT CODE:	NESE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	5E

☒ **Please check this box to confirm that:**

- The individual preparing this request has read AAC Guideline 2.7, which pertains to new certificate 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.

_____	5/3/2023
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

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

1. **Is this a graduate-level certificate or undergraduate-level certificate (*place an "X" in the appropriate box*)?**

<div align="center">

Undergraduate Certificate   ☐   Graduate Certificate   ☒

</div>

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

The fundamental purpose of NSU as established in South Dakota Statute is to prepare teachers and school leaders. The graduate certificate in Principal and Building Leadership creates an opportunity for NSU to prepare educators who have already earned a master's degree in education from Northern or another university to meet the coursework required to obtain the principal endorsement according to the SD Department of Education (https://doe.sd.gov/Effectiveness/Principal.aspx and https://sdlegislature.gov/Rules/Administrative/29705). Northern already offers all of the coursework for the principal endorsement for students who have completed a master's degree in education. A candidate's completion of that coursework can be transcripted in a clear and transparent manner with a graduate certificate.

3. **If you do not have a major in this field, explain how the proposed certificate 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

4. **Provide a justification for the certificate program, 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 National Association of Secondary School Principals (NASSP), the demand for principals is growing as the population increases (https://www.nassp.org/principal-shortage/). South Dakota's population continues to grow through birth rates and migration to the state from other regions of the United States and the world (South Dakota Workforce Report 2021: https://dlr.sd.gov/lmic/publications/labor_market_reports/workforce_report_2021.pdf). According to NASSP, "Many school districts across the country are facing a teacher and principal shortage that requires immediate attention and careful long-term planning" (https://www.nassp.org/principal-shortage/). Nationwide, principal turnover rates were approximately 18% following the 2016-2017 school year; however, with the COVID-19 pandemic and current political/social climate and their impacts on the K-12 field, that number is likely higher (Principal Attrition and Mobility: Results From the 2016-17 Principal Follow-up Survey: First Look (ed.gov).

5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

The intended audience is public and private school teachers who have earned a master's degree in education (typically the MSEd Teaching and Learning) and then plan to complete a set of courses that are required for the principal endorsement in addition to the Praxis exam required for program completion.

6. Certificate Design
   A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

The program will be designed to be a stand-alone credential option for graduate students who have already earned a master's degree in education. The certificate enumerates every course required for the principal endorsement and outlines the specific Praxis exam required for program completion. Earning the graduate certificate will enable candidates to have their preparation listed on their transcript. Clearly articulating the courses and exams required for master's prepared students to obtain the principal endorsement will encourage more teachers to earn the credential. The certificate will help to alleviate the shortage of school principals in South Dakota by allowing another pathway to complete the requirements.

   B. Is the certificate a value added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.

Yes. The program from which students will most benefit from adding the certificate is the MSEd Teaching and Learning. Students take several of the courses in the certificate in their MSEd degree program, and a portion of those courses can apply to the certificate.

The program stacks well on top of Northern's existing MSEd in Teaching and Learning. Students who have earned an MSEd in Teaching and Learning can apply courses in that degree toward the Graduate Certificate in Principal and Building Leadership. SD Legislative Rule (https://sdlegislature.gov/Rules/Administrative/29705) requires that students complete at least 3 years of teaching before obtaining the principal endorsement. Northern's Graduate Certificate in Principal and Building Leadership (which students can enter only after at least 3 years of teaching) will carve a path to leadership and administration credentialing for the growing number of education students enter a master's degree program after one or two years of teaching. They cannot start the MSEd in Leadership and Administration until after completing 3 years of teaching in an accredited school. Students who are anxious to get a jump start on their graduate coursework often enroll in the MSEd in Teaching and Learning after one year of teaching. Once they earn that degree and have completed 3 years of teaching in an accredited school, they can apply to the Principal and Building Leadership graduate certificate and earn that credential.

C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.

Northern's Graduate Certificate in Principal and Building Leadership is a unique stackable credential in that it stacks on top of an earned master's degree instead of stacking into a future master's degree. Students must have earned a master's degree in education before they can be accepted into Northern's Graduate Certificate in Principal and Building Leadership.

7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form). *Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.*

Northern's Graduate Certificate in Principal and Building Leadership is required to be more than 12 credit hours to meet principal endorsement requirements set by the SD Department of Education (https://doe.sd.gov/Effectiveness/Principal.aspx and https://sdlegislature.gov/Rules/Administrative/29705)
and to meet NELP standards. The curriculum is consistent with South Dakota's standards for principal preparation. The curriculum for Northern's Principal and Building Leadership Graduate Certificate includes the same courses as are required in Northern's MSEd in Leadership and Administration, except the two courses that are not required for the principal endorsement: Psychology of Learning and Graduate Research and Design.

Prefix	Number	Course Title *(add or delete rows as needed)*	Prerequisites for Course *Include credits for prerequisites in subtotal below.*	Credit Hours	New (yes, no)
EDAD	700	Models of Educational Leadership		3	No
EDAD	715	Theoretical and Practical Framework for Instructional Leadership		3	No
EDAD	725	The Principalship: Theory and Practice		3	No
SPED	704	Inclusive Education		3	No
EDAD	735	School Law		3	No
EDER	765	Data Driven Decision Making		3	No
EDFN	742	School and Community Partnerships		3	No
EDAD	745	Organizational Behavior for Student Development		3	No
EDAD	794	Internship		2	No
			Subtotal	26	

8. **Student Outcome and Demonstration of Individual Achievement.**
    Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes.

    A. **What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation**? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

Through an examination of the multifaceted components of the NELP standards, Northern determined the coursework requirements for obtaining the principal endorsement. Creating a clear path to the principalship for candidates who have already completed a master's degree in education enables more teachers to follow an affordable, intentional program of study to prepare for the Praxis and become endorsed building principals. Candidates are required to complete three years full-time PK-12 teaching experience in an accredited school and have an earned a master's degree in education before starting the graduate certificate. Teachers who have earned master's degrees in education and then complete the Principal and Building Leadership graduate certificate will meet the rigorous NELP standards and will be prepared to take the Praxis.

Student Learning Outcomes. Leaders will understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

1. collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.
2. understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
3. develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.
4. evaluate, develop, and implement coherent systems of curriculum, instruction, supports, and assessment.
5. engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
6. improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
7. build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

B. 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._

Individual Student Outcome	Program Courses that Address the Outcomes								
	EDAD 700*	EDAD 715*	EDAD 725*	SPED 704*	EDAD 735*	EDER 765*	EDFN 742*	EDAD 745*	EDAD 794*
collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.	X	X	X			X		X	X
understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	X				X				X
develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.			X					X	X
evaluate, develop, and implement coherent systems of curriculum, instruction, supports, and assessment.		X				X		X	X
engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.			X				X		X
improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	X		X	X	X	X		X	X
build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.		X						X	X

9. 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 College 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 on-line program)?

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall 2023**

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	Yes	Huron	**Fall 2023**

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in AAC Guideline 5.5.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	Online; HyFlex	**Fall 2023**
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

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 Date*
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.