

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 8 – F (1)

DATE: June 21-22, 2023

SUBJECT

New Program Request – NSU – BSEd in Secondary Education

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 BSEd in Secondary Education. The BSEd in Secondary Education will provide students with a solid understanding of the discipline through theoretical and practical components of the curriculum. The proposed program will include seven specializations, including: social studies, history, science, chemistry, biology, math, and English. Students will be trained to be knowledgeable of their academic discipline and to create environments that will support the teaching and learning process in their content area. The flexible course delivery options are designed to meet the student’s professional needs. The BSEd in Secondary Education is part of the SD Teacher Apprenticeship Pathway to encourage and support paraprofessionals to become licensed teachers in South Dakota.

The Intent to Plan request was approved by the Executive Director, and included as an informational item at the May 2023 Board meeting.

IMPACT AND RECOMMENDATION

A summary of the program proposals has been included as Attachment I. Additional information on this proposal is available from the Board office by request.

ATTACHMENTS

Attachment I – New Program Request Summary – NSU – BSEd in Secondary Education

DRAFT MOTION 20230621_8-F(1):

I move to authorize NSU to offer a BSEd in Secondary Education, as presented.

Full Proposal – BSED Secondary Education Northern State University

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of conferred teaching degrees while also providing opportunities for people currently employed as paraprofessionals in South Dakota.

Program Description:

Northern's BSEd Secondary Education provides students with a solid understanding of the discipline through theoretical and practical components of the curriculum. With 7 specializations available (social studies, history, science, chemistry, biology, math, and English), students are trained to be knowledgeable of their academic discipline and to create environments that will support the teaching and learning process in their content area. The flexible course delivery options are designed to meet the student's professional needs. The program is part of the SD Teacher Apprenticeship Pathway to encourage and support paraprofessionals to become licensed teachers in South Dakota.

Strategic Impact –

NSU Strategic Impact: The primary purpose of Northern State University is the preparation of elementary and secondary teachers. The region, state, and nation face an emergency teacher shortage, specifically at the secondary level. The extreme urgency in providing highly qualified secondary teachers has been heightened by post-pandemic learning loss and the reality of the labor market, resulting in the need for creative problem-solving. NSU's unique mission focuses on E-Learning and serving South Dakota, the region, and the nation. The development of a flexible (online and HyFlex) secondary education program elevates NSU's mission by combining E-Learning opportunities, a response to the teacher shortage crisis, and an innovative program that will open the profession to a broader pool of candidates.

BOR Strategic Impact: In December 2022, there were 176 statewide teacher openings which included 106 secondary, 36 special education, and 34 elementary (<https://teacher.asbsd.org/Jobs/Search>). The South Dakota Board of Regents Critical Needs Scholarship Board defines the following content areas as critical: K-12 Special Education, High School CTE, Secondary Language Arts, High School Math, High School Science, Secondary World Language, English as a New Language, and K-12 Music (<https://www.sdbor.edu/student-information/scholarships/CTNS/Pages/Critical-Teaching-NeedsScholarship-FAQ.aspx>). The South Dakota Department of Education adds the following disciplines to the list of teacher shortage areas: Social Science and PE/Health (<https://doe.sd.gov/oatq/shortageareas.aspx>).

One of the fundamental beliefs of the SD Board of Regents states, "South Dakotans will need increased access to continuing education opportunities to upgrade their credentials while remaining in the workforce." Creating a flexible learning BSEd in Secondary Education focused on the apprenticeship pathway to teacher certification offers increased access to secondary education teacher training that is only currently available in a face-to-face environment in South Dakota. By encouraging participation in the apprenticeship program while enrolling in Northern's flexible learning BSEd in Secondary Education, schools can employ paraprofessionals who will earn their degrees and complete authentic on-the-job training. In addition, students who enroll in the apprenticeship program in fall 2023 and fall 2024 will earn their education degree at a reduced cost due to grant support from the SD Department of Education.

Northern's flexible learning BSEd in Secondary Education connects to Goal 2 of the Board of Regents Strategic Plan: Access and Affordability. The goal states, "The Board of Regents must prepare pathways for enrollment efforts to ensure this strategic plan." The development of this program in conjunction with the DOE apprenticeship program provides a way for South Dakotans to attend a post-secondary institution at no cost in a way that complements their current role in the workforce. The flexible learning options (HyFlex or online) allow students to facilitate their learning when and where it works for them, targeting post-traditional learners, underserved populations, and individuals in remote areas.

The proposed program also addresses Goal 3: Academic Excellence, Student Outcomes, and Educational Attainment. The proposed degree will require CAEP and DOE specialized accreditation of which the current NSU Teacher Education Program has been granted. In addition, the proposed program aligns specifically with workforce needs. The teacher shortage in South Dakota has worsened over the last few years and districts across the state struggle to fill positions or in many cases, are unable to hire teachers.

Finally, the proposed program addresses Goal 4 of the BOR Strategic Plan: Workforce Development and Economic Development. The plan states, "Public post-secondary higher education serves as a critical pipeline for the workforce locally in South Dakota." Students who complete Northern's flexible BSEd in Secondary Education apprenticeship model will commit to teaching in South Dakota which directly addresses meeting the local workforce demand as articulated by the BOR Strategic Plan. Northern, the SD Department of Education, the SD Department of Labor, and the local school district will partner to facilitate the student's program and apprentice experience, thus strengthening business and industry partnerships and increasing the number of graduates who stay and work in South Dakota.

SB 55 Committee on Academics advises that The BOR Program Demand Gap Analysis Summary should be a "central variable on decisions on proposals for new academic programs." The GAP summary notes an anomaly with education in South Dakota: while the data shows existing programs meet the needs of the state, school districts continue to face a teacher shortage emergency. This reality illustrates the need for an alternative approach to educating and training teachers, which Northern's flexible learning BSEd in Secondary Education will provide.

Program Summary:

The classification of this program will be 13.1205 [Secondary Education and Teaching]. This program is proposed to be delivered utilizing both HyFlex and online courses. The university anticipates students entering this program will be new to the university.

NSU intends to restrict this program to students participating in the Teacher Apprenticeship Program.

Duplication and Competition:

Northern State University is already authorized to offer Secondary Education programs (BSED) in Biology, Chemistry, English, History, Math, and Composite Social Science. This proposal adds a Composite Science option to their list and allows them to offer all seven programs via distance delivery (online and HyFlex). The program curricula have been developed so that students will be able to take online courses that satisfy their content area requirements from any of the regental institutions.

BHSU, DSU, USD, and SDSU are also approved to offer degrees in Secondary Education in various content areas (Biology, Business, Chemistry, Computer, English, English Composite, History, Math, Physics, Psychology, Sociology, Composite Social Science, Composite Science, Theater, Speech/Communication Studies, and Math/Science Composite).

Regental Universities¹:

University	Conferred Degrees Secondary Education RIS ² Data	Total Number of UG Conferrals (All University) IPEDS Data
Black Hills State University	24	395
Dakota State University	5	264
Northern State University	9	333
South Dakota State University	24	1927
University of South Dakota	27	1193

Private SD Universities³:

University	Conferred Degrees Secondary Education	Total Number of UG Conferrals (All University)
Augustana University	0	413
Dakota Wesleyan University	4	153
Mount Marty College	3	112
Oglala Lakota College	0	38
Sinte Gleska University	0	28
University of Sioux Falls	5	349

Total Sum of SD Peer Findings:

University	Conferred Degrees Secondary Education	Total Number of UG Conferrals (All University)
Total	101	5205

The number of conferred Secondary Education degrees in South Dakota, as reported in IPEDs, was 101 out of a total of 5205 for their entire undergraduate degree conferrals, which is fewer than 2% of all degrees awarded in South Dakota in 2021-2022. The demand/need for Secondary Education teachers exceeds the degrees conferred.

Workforce Outlook/State Need:

The South Dakota Department of Labor and Regulation (https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx) estimates an increase in secondary teacher employment of 6.55% by the year 2030. O-Net (<https://www.onetonline.org/link/summary/25-2031.00#WagesEmployment>) projects growth in secondary teachers as “average” from 2021-2031. The US Department of Labor Projects Central

¹ Integrated Postsecondary Education Data System (IPEDS) for 2021-2022

² RIS for 2021-2022, non-duplicative program completions

³ Integrated Postsecondary Education Data System (IPEDS) for 2021-2022

website (<https://projectionscentral.org/Projections/LongTerm>) projects a 6.3% increase in openings from 2020-2030.

The Associated School Boards of South Dakota's Teacher Placement website (<https://teacher.asbsd.org>) lists 106 secondary education positions open (February 8, 2022) Districts experience retirements (generally around February 15th) and non-renewals (April 15th deadline), which will only contribute to the shortage.

In South Dakota, program graduates can expect to earn an average salary of \$41,113 (<https://doe.sd.gov/data/Teacher-Salary.aspx>). In the United States, secondary teachers earn an average of \$61, 820.

Please see the attached letters from: 1) Don Kirkegaard, former South Dakota educator and administrator and current education and recruitment specialist; 2) South Dakota Secretary of Education Joe Graves, and Kathryn Blaha, SD Department of Education Director of Accreditation and Certification. The SDDOE sent information about the paraprofessional pathways at DSU and NSU on April 26 to every principal and superintendent in every accredited school district in South Dakota. As of June 7, 299 applications for the apprenticeship program had been submitted. NSU received overwhelming support from the administrators at the region meetings and Dean Schwan is currently working with five individuals on creating sample plans of study for one of the content specializations.

Competitor University Peers⁴:

University	Conferred Degrees Secondary Education	Total Number of UG Conferrals (All University)
Fort Hays State University	42	3001
University of Missouri St. Louis	20	1786
East Tennessee State University	68	2470

Based on a search on the National Center for Education Statistics website, very few flexible learning (distance) bachelor's degrees in secondary education exist in the United States. Master's degrees in secondary education that are flexible learning (distance) are more common in the United States, and universities in SD already offer master's degrees with initial licensure to teach secondary education (including BHSU and NSU). Among the universities listed in question 27, Fort Hayes and the University of Missouri St. Louis offer the Secondary Education degree fully by distance, and East Tennessee State University offers the degree on campus. Northern's BSEd in Secondary Education with 7 specializations is designed for paraprofessionals who have not already earned a bachelor's degree.

The attached letters indicate support for a flexible way to train current paraprofessionals already employed in the district and also a need to provide highly qualified teachers across the state. The Department of Education strongly supports the addition of such a program in South Dakota and will be a strong advocate for recruiting potential students.

Student Learning Outcomes:

⁴ IPEDS

Northern's Teacher Education programs are guided by the InTASC (Interstate Teacher Assessment and Support Consortium) model core teaching standards, and the BSEd in Secondary Education will follow the InTASC standards as well (https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Projected Enrollment:

The Teacher Apprenticeship Program will enroll 60 students over the next two years. We anticipate that half of those students will enroll in the Secondary Education program at NSU.

Projected Revenue/Expenses:

The Teacher Apprenticeship Program is fully supported by a grant from the Department of Education.

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February 8, 2023

Dr. Anna Schwan
Northern State University
1200 S Jay St.
Aberdeen, SD 57401

Dear Dr. Schwan:

The South Dakota Department of Education is excited to be partnering with Northern State University to help with the development of a teacher apprenticeship program. This program would help address the secondary teacher shortage crisis and assist with the development of accessible education programming to pursue a career in secondary education. A recent review of available data from the Statistical Digest and Data Dashboard indicate support for the need of flexible learning associated with the secondary education program.

Table 1: FTE Positions filled by non-authorized & non-certified teachers in 2020-21 & 2021-22.

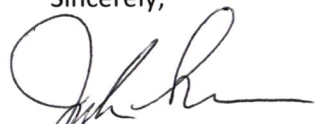
	2020-2021	2021-2022
Non-authorized (FTE)		
Middle School/Jr. High	47.5	66.54
High School	72.3	91.62
Non-Certified (FTE)		
Middle School/Jr. High	11.69	5.61
High School	23.62	7.71

Non-Authorized: Person holding an active certificate but is not authorized for one or more current assignments. Non-Certified: Person who does not hold an active certificate.

Table 2: Teacher vacancies at the beginning of the school years 2020-21 & 2021-22.

	2020-2021	2021-2022
Vacancies at Start of School	89.80	72.35

Sincerely,



Dr. Joseph Graves
Secretary of Education



Dr. Kathryn Blaha
Director of Accreditation and Certification

February 8th, 2023

To Whom It May Concern,

My name is Don Kirkegaard and I am a former SD educator and currently helping the SD Department of Education with teacher recruitment and retention, specifically, the creation of an apprenticeship program.

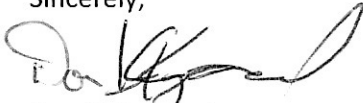
I think we are all aware of the critical teacher shortage in SD and throughout the nation. That shortage has increased significantly in the last couple of years and all indications show that the shortage will continue to increase. I have been in education a long time and seldom, if ever, have I been involved with a proposal that has such universal support. We have received favorable responses from the Universities, the BOR, the DOE, the Governor's office, K-12 schools, teachers and administrators.

At this time the teacher shortage falls across all curricular areas but the highest need area is secondary education and special education. I am very supportive of NSU's proposal to create an online secondary education program that will complement the apprenticeship program. In order to attract non-traditional students to the teaching field it is critical that we have on-line flexible course offerings.

I am confident that we can make this a successful program and the on-line secondary education component being proposed by NSU is essential for the success of the program.

I look forward to working with you in the near future and on behalf of the students of SD, thank you for your consideration.

Sincerely,



Don Kirkegaard

Education and Recruitment Specialist