

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 7 – F

DATE: July 31 – August 1, 2024

SUBJECT

New Undergraduate Certificate Request – BHSU, DSU NSU, SDSU & USD – Gateway to Teacher Education

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

Black Hills State University (BHSU), Dakota State University (DSU), Northern State University (NSU), South Dakota State University (SDSU), and the University of South Dakota (USD) request authorization to offer a Gateway to Teacher Education. The proposed certificate will provide a jumpstart for South Dakota high school students with a career interest in PK-12 teacher education and provide knowledge about teacher education degree programs within the SDBOR institutions. Students will learn about teacher and the teaching profession while gaining hands-on experience.

IMPACT AND RECOMMENDATION

The certificate will be offered both on campus, online, and as In-District HSDC delivery in approved school districts. The certificate does not require new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: BHSU, DSU, NSU, SDSU & USD – Gateway to Teacher Education

DRAFT MOTION 20240731_7-F:

I move to authorize BHSU, DSU, NSU, SDSU, and USD to offer a Gateway to Teacher Education undergraduate certificate, as presented.



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

New Certificate

UNIVERSITY:	University of South Dakota
TITLE OF PROPOSED CERTIFICATE:	Gateway to Teacher Education
INTENDED DATE OF IMPLEMENTATION:	August 2024
PROPOSED CIP CODE:	13.0101
UNIVERSITY DEPARTMENT:	USD-Teacher Residency and Education NSU-Elementary/Secondary Education DSU-Education BHSU- School of Education SDSU-School of Education, Counseling & Human Development
BANNER DEPARTMENT CODE:	UCIN NESE DEDUC BSCE SECH
UNIVERSITY DIVISION:	USD-School of Education NSU-Millicent Atkins School of Education DSU-College of Education and Human Performance BHSU-College of Education SDSU-College of Education & Human Sciences
BANNER DIVISION CODE:	2E 5E 8E 6D 3H

X	<p><u>Please check this box to confirm that</u> (place an “X” in the left box):</p> <ul style="list-style-type: none"> • The individual preparing this request has read AAC Guideline 2.3.2.2.C, 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.
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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.

<u>Elizabeth M. Freeburg</u> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	USD	<u>5/29/2024</u> Date
<u>Jon Kilpinen</u> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	BHSU	<u>Pending Approval</u> Date
<u>Rebecca S. Hoey</u> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	DSU	<u>06/04/2024</u> Date
<u>Dr. Erin Fouberg</u> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	NSU	<u>6/4/2024</u> Date
<u>Teresa Seefeldt</u> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	SDSU	<u>6/5/2024</u> 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. Is this a graduate-level certificate or undergraduate-level certificate? (place an “X” before the graduate type)

<input checked="" type="checkbox"/> Undergraduate Certificate	<input type="checkbox"/> Graduate Certificate
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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.

This certificate provides a jumpstart for South Dakota high school students with a career interest in PK-12 teacher education and provides knowledge about teacher education degree programs within South Dakota Regental Institutions. Students will learn about teaching and the teaching profession while gaining hands-on experience.

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 1.2.1](#)
 - DSU: [SDCL § 13-59](#) [BOR Policy 1.2.2](#)
 - NSU: [SDCL § 13-59](#) [BOR Policy 1.2.3](#)
 - SDSMT: [SDCL § 13-60](#) [BOR Policy 1.2.4](#)
 - SDSU: [SDCL § 13-58](#) [BOR Policy 1.2.5](#)
 - USD: [SDCL § 13-57](#) [BOR Policy 1.2.6](#)
- [Board of Regents Strategic Plan](#)

Certificate is stackable with teacher education majors or could be used as stackable general education electives for other major programs.

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.

The need for teachers in South Dakota is estimated to increase by 7% by 2030¹. As of January 2024, South Dakota saw approximately 300 vacant teaching positions². The South Dakota Secretary of Education, Joseph Graves, commented to SDPB, that ““When I began in my superintendency over 30 years ago, we would have file cabinets full of elementary applicants. When those (positions) began to be in a shortage, we knew we were in a real definite teacher shortage. And in fact, I think the teacher shortage right now is historically unprecedented.” School districts need teachers at all levels of preK-12. As a rural state, South Dakota races additional struggles to recruit teachers. The Mankato Free Press called the teacher shortage in rural areas a “crisis³.” Also, The Duluth News Tribune called it a “struggle” to get rural teachers⁴. Finally, The U.S. Department of Education⁵ published a listing of teacher shortage areas which highlighted rural areas that are not able to recruit or retain highly qualified professional workforces.

The good news is that teachers, more than any other profession, are likely to return home to work. Homegrown teachers were noted to be most likely to teach in their rural school setting⁶. Research conducted at USD⁷ supports the notion of homegrown teachers. This notion suggests that when communities “grow their own” professions, then the professionals are more likely to remain in that setting. Students from rural high schools were five and a half times more likely to consider teaching in rural areas than those from urban areas. Introducing high school students to the profession is good practice and may encourage students to consider teaching and return home to address the teaching shortage in their home communities.

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 high school students considering pursuing majors or degree programs in Elementary, Secondary, and Special education. The certificate does not lead to licensure or certification.

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)?

No

¹ South Dakota Occupational Employment Projections 2020-2030, Labor Market Information Center, South Dakota Department of Labor and Regulation, July 2022.

² Hendry, J. (Feb. 2024). South Dakota’s teacher shortage a matter of pay and pipeline. *South Dakota Public Broadcasting*. <https://listen.sdpb.org/education/2024-02-21/south-dakotas-teacher-shortage-a-matter-of-pay-and-pipeline>. Accessed April 24, 2024.

³ Goodrich, K. (March 26, 2016). Teacher shortage 'a potential crisis,' especially for rural area districts. *Mankato Free Press*. https://www.mankato-freepress.com/news/local_news/teachershortage-a-potential-crisis-especially-for-ruralarea-districts/article_8d1e5a8c-f1e4-11e5-9073-9fc3c3fcc574.html

⁴ McMullen, M. (Feb. 10, 2017). Rural Minnesota schools struggle with teacher shortage. *Duluth News Tribune*. <https://www.duluthnewtribune.com/news/4215896-rural-minnesota-schoolsstruggle-teacher-shortage>

⁵ U. S. Department of Education (2016). Teacher shortage areas nationwide listing 1990-1991 through 2016-2017. https://www2.ed.gov/about/offices/list/ope/pol/ts_a.pdf

⁶ Huysman, J. (2008). Rural teacher satisfaction: An analysis of beliefs and attitudes of rural teachers' job satisfaction. *Rural Educator*, 29(2), 31-38. <https://eric.ed.gov/?id=EJ869291>

⁷ Oyen, K., & Schweinle, A. (2021). Addressing Teacher Shortages in Rural America: What Factors Help New Teachers Apply to Teach in Rural Settings? *The Rural Educator*, 41(3), 12-25

B. Is the certificate a value-added credential that supplements a student’s major field of study?

No

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.

The certificate is stackable with Elementary, Secondary, and Special Education programs or could be used as stackable general education electives for other major programs.

7. List the courses required for completion of the certificate in the table below.

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
EDFN	102	Introduction to Education		3	No
SPED	100	Introduction to Persons with Exceptionalities (C)		3	No
Take one of the following					
HIST	151	United States History I (C)		3	No
HIST	152	United States History II (C)			No
INED/ AIS	211	South Dakota American Indian Culture and Education (C)			No
Take one of the following					
CMST	101	Foundations of Communication (C)		3	No
ENGL	101	Composition I (C)			No
Subtotal				12	

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.

- 1. Earn experience observing, leading and facilitating instruction in elementary education classrooms**
- 2. (Education) Analyze the basic issues that impact public education (e.g., legal/ethical, financial, organizational, technological, political).**
- 3. (Communication) Communicate clearly in a variety of situations (written, verbal, non-verbal) to achieve a defined purpose.**
- 4. (History) Analyze the impact of diverse perspectives in contemporary of historical contexts (individual, cultural, political).**

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						
	EDFN 102*	SPED 100*	CMST 101	ENGL 101	INED 211	HIST 151	HIST 152
Earn experience observing, leading and facilitating instruction in elementary education classrooms	X						
(Education) Analyze the basic issues that impact public education (e.g., legal/ethical, financial, organizational, technological, political).	X	X					
(Communication) Communicate clearly in a variety of situations (written, verbal, non-verbal) to achieve a defined purpose.			X	X			
(History) Analyze the impact of diverse perspectives in contemporary of historical contexts (individual, cultural, political).					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.

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 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	August 2024

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	In-district where approved	August 2024

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in Guideline 2.4.3.B.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	X15, X18	August 2024
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)?

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery (online/other distance delivery methods)			

10. Additional Information:

The certificate program was discussed and voted upon at the Education Discipline Council. On behalf of the group, USD placed the program on the SDBOR pending proposal listing on 5/8/24.

