Intent to Plan for a New Program
South Dakota Board of Regents
Academic Affairs Forms

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Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related full proposal request for a new program. The Executive Director and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the System Academic Officer through the proper process. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director, System Academic Officer or designee. This form is meant to capture critical elements for stakeholders to review prior to a full proposal.

University BHSU - Black Hills State University
Degree MS : Master of Science
Name of Major X999 : New Major Requested **Educational Leadership**
Specialization Required? No
Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.
College/Department 6D : BHSU College of Education/BSCE : School of Education
Intended Date of Full Proposal Fall 2026
Planned CIP Code 13.0401

Program Description

1. Provide the working program description that may appear in the university catalog.

The MS in Educational Leadership prepares educators to serve in leadership roles in P-12 schools and districts.

Strategic Impact

2. Describe how the program fits in with the institutional mission, strategic plan, existing institutional program array, and academic priorities.

Part of BHSU's institutional mission is to meet regional workforce demand. This degree will help support local partners in their efforts to meet the sustained demand for P-12 administrators.

This degree program aligns with BHSU's strategic plan, specifically Goal 2 Objective 3: Pursue new graduate programs and align curricula with current workforce needs.

BHSU's College of Education already offers a number of master's level programs. An MS in Education Leadership will align well with the existing programs while allowing the college to better serve West River educators seeking to move into P-12 administrative leadership. This program addresses the BHSU Strategic Enrollment Plan for Graduate Programs while supporting P-12 partnerships.

Based on extensive meetings with P-12 school and district administrators in western South Dakota and eastern Wyoming, there is pent-up demand for a pathway from classroom teacher to leadership positions ranging from principals to athletic directors to curriculum leaders. Specifically, school leaders are looking for opportunities for face-to-face and hybrid courses, and proximity to campus and faculty in programs for aspiring leaders. With the vacuum of educational leadership programs in the area, administrators indicate teachers are choosing for-profit, online options.

If the program does not align to the strategic plan, provide a compelling rationale for the institution to offer the program.

3. How does the program connect to the Board of Regent's Strategic Plan?

This program request connects to SD BOR Strategic Plan Goal 3, Part 1 (Prioritize new program proposals that require specialized accreditation) because the program will fall under the purview of CAEP advanced-level accreditation and can be integrated into the COE's existing assessment and accreditation program.

Additionally, the program aligns with Goal 4, Part 1 (Increase advocacy for workforce needs; increase partnerships with the state of SD) of the SD BOR Strategic Plan. This program is designed to meet state principal certification requirements and will seek program approval through the SD DOE. This process allows the COE to work effectively and collaboratively with the SD DOE, thereby strengthening our existing partnership.

Program Summary

4. If a new degree is proposed, what is the rationale?
This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.

NA - BHSU is already authorized to offer an MS degree.

5. What modality/modalities will be used to offer the new program?
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.

	Yes/No	Intended Start Date		
On Campus	Yes	Fall 2026		
	Yes/No	**Location(s)**	**Intended Start Date**	
Off Campus Location	Yes	BHRC	Fall 2026	
	Yes/No	**Delivery Method(s)**	**Intended Start Date**	
Distance Delivery	Yes	Online	Fall 2026	
	Yes/No	**Identify Institutions**		
Does another BOR institution already have authorization to offer the program online?	Yes	University of South Dakota, South Dakota State University, Northern State University		

6. If the program will be offered through distance delivery, identify the planned instructional modality:

Both / HyFlex

Academic Quality

7. What peer institutions and current national standards will be referenced to develop the curriculum for this program? Include links to at least 3 comparable programs at peer institutions and links to national or accreditation standards, if any.

Northern State University Online Leadership and Administration: https://northern.edu/sites/default/files/2023-03/ProPlan-LEAD.pdf

SDSU Educational Administration: https://catalog.sdstate.edu/preview_program.php?catoid=56&poid=13993

CAEP Advanced-Level Standards: https://caepnet.org/standards/2022-adv SD DOE Principal Certification Requirements: https://www.sd.gov/411?id=endorsement_information&sys_id=ab3f28201b6ad1901c4fa97ae54bcbea&filter=endorsement%3Dab3f28201b6ad1901c4fa97ae54bcbea&spa=1&selected_instance=1&preparation_id=4638f4db1b5a95501c4fa97ae54bcbe4 ARSD 24:53:08:02: https://sdlegislature.gov/Rules/Administrative/24:53:08:02

NELP Building Level Program Recognition Standards (2018): https://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf

ARSD 24:53:08:02: https://sdlegislature.gov/Rules/Administrative/24:53:08:02

8. What program accreditation is available, if any?

CAEP Advanced-level accreditation

9. Will the proposed program pursue accreditation or certifications?

Yes

If no, why has the department elected not to pursue accreditation for the program?

Duplication and Competition

10. Do any related programs exist at other public universities in South Dakota?
*A list of existing programs is available through the university websites and the RIS Reporting: Academic Reports Database. If there are no related programs within the Regental system, indicate **none.***

Northern State University, South Dakota State University, University of South Dakota

A. If yes, defend the need for an additional program within the state, Include IPEDS enrollment data and additional data as needed.

Although several Educational Leadership programs exist in the Regental system, there are no Educational Leadership programs serving Western South Dakota and Eastern Wyoming school districts. Rapid City Area Schools, Spearfish School District, and Campbell County School District have expressed interest in partnering with BHSU to create a pipeline for teachers to move into administration and have also expressed preference for face-to-face and hybrid courses for their prospective administrators. BHSUs locations in Spearfish and Rapid City are ideal for students in our region who would like to move into administrative positions and prefer elements of face-to-face instruction and relationships with peers and instructors. These administrators have also indicated that with the dearth of face-to-face and hybrid opportunities, teachers considering educational leadership are less likely to choose existing SD BOR programs, but more likely to choose completely online national programs (e.g., Argosy, Western Governor's, etc.) and competitors in neighboring states, such as Chadron State in Nebraska. Based on these factors, we do not expect to be in direct competition with existing regental programs.

B. If yes, would this program be a candidate for Regental system collaboration?

Yes

11. Do any related programs exist at any non-Regental college or university within 150 miles of the university?
List those programs here:

No

A. If yes, use IPEDS to identify the enrollment in those programs.

B. What evidence suggests there is unmet student demand for the proposed program, or that the proposed program would attract students away from the existing program?

Regional school districts have consistently sought this program from BHSU; see attached letters of support from Spearfish School District, Rapid City Area Schools, and Campbell County School District.

Market Demand

This section establishes the market demand for the proposed program (eg Regental system need, institutional need, workforce need). Use the following sources for your data:

- South Dakota Department of Labor & Regulation
- O-Net
- US Department of Labor Projections Central
- SDBOR Workforce and Degree Gap Analysis Report

12. What is the expected growth of the industry or occupation in South Dakota and nationally?
Include the number of openings, as well as the percentage of growth when possible.

Per South Dakota Department of Labor long-term projections (2022-2032), the number of K-12 administrators in the state will increase by 6.5% (45 new positions) with 50 average annual openings.

Per the US Department of Labor Projection Central, the number of K-12 administrators in South Dakota will increase by 5.8% (40 new positions) with 50 average annual openings. Additionally, the number of K-12 administrators in Wyoming will increase by 10% (40 new positions) with 30 average annual openings.

Per the US Department of Labor projections, the number of K-12 administrators in the US will increase by 1.1% (3,300 new positions) with 22,200 average annual openings.

13. What evidence, if any, suggests there are unfilled openings in South Dakota or nationally?

This program is intended to primarily draw students from Rapid City Area Schools (RCAS), which is the largest school district in western South Dakota and Campbell County School District (CCSD), which is the largest school district in eastern Wyoming. Both districts have expressed a desire in creating a pathway for promising practicing teachers to move into administrative roles and establishing a pipeline for current administrators to plan for existing and future administrative openings.

RCAS employs 1,600 educators and staff and serves 12,000 students in 22 schools. Per the RCAS Human Resources department, there are 11 positions requiring leadership certification for a total of 62 employees. Elementary principal turnover rate is approximately 14% annually and Dean of Students turnover rate is approximately 20% annually resulting in 4 to 7 openings annually. Positions requiring leadership certification in RCAS are Superintendent, Assistant Superintendent, Director of Special Education, Special Education Program Manager, Director of Teaching, Learning & Innovation, Director of Federal Programs, Student Support Manager, Title ID Principal, Principal, Assistant Principal and Dean of Students.

CCSD has 1,800 employees and serves 8,500 students across 24 schools. Per CCSD administration, there are 14 positions requiring leadership certification for a total of 41 employees. The district hires between 3 to 5 positions annually. Positions requiring leadership certification in CCSD include Superintendent, Deputy Superintendent, Associate Superintendent, Director of Curriculum & Assessment, Director of Technology, Director of Special Programs, Director of Student Support Services, High School Head Principal, High School Associate Principal, Junior High Head Principal, Junior High Associate Principal, Elementary Principal, High School Activities Director, Junior High Activities Director.

14. What salaries can program graduates expect to earn in South Dakota and nationally?

Per ONET Online, the average salary for K-12 administrators in South Dakota is $85,080; the average salary for K-12 administrators in Wyoming is $104,030; and the average salary for K-12 administrators in the US is $104,070.

15. Optional: Provide any additional evidence of regional demand for the program.
e.g. prospective student interest survey data, letters of support from employers, community needs...

See attached letters of support from Spearfish School District, Rapid City Area Schools, and Campbell County School District

Student Demand

16. Provide evidence of student completers/graduates at that degree level at peer institutions that offer the same/similar program using data obtained from IPEDS.

Choose programs not already listed in question 11. Use the most recent year available.

University Name	State	Program Name	Number of Degrees Conferred in Program	Total Number of Conferrals at Level (Undergrad or Grad)
USD	SD : South Dakota	Ed. Admin	46	530
SDSU	SD : South Dakota	Ed. Admin	17	334
NSU	SD : South Dakota	Ed Admin	11	113

17. What evidence suggests there is interest from prospective students for this program at the university?

K-12 partners in Western South Dakota and Eastern Wyoming have consistently asked for local programs and pathways to develop school and district-level leaders. Rapid City Area Schools is partnering with the National Institute for School and System Leadership (NISL) for leadership development. BHSU is already partnering with RCAS to offer graduate credit for the NISL cohort. Students from this cohort could seamlessly transition into a Master's of Educational Leadership at BHSU. Campbell County School District (WY) is a large district in eastern Wyoming with demonstrated needs for qualified administrators, and the BHSU COE is uniquely positioned to address this need.

Enrollment

18. Are students enrolling in this program expected to be new to the university or redirected from existing programs at the university?

Include the number of openings, as well as the percentage of growth when possible.

Mostly new to the university, with a small number of students redirected from existing programs

19. Narrative Description of the preliminary estimates on annual enrollment in this program by year six

Include all students within the program, not just those new to the program.

The major assumptions in the enrollment estimates are that Rapid City Area Schools have roughly 46% of the openings in Educational Support positions and that BHSU will work with 25% of applicants for these positions. The increases are based on projected 20% increase in students in the program for 3 years and then leveling off in years 4-6.