New Academic Degree Program
Full Proposal Application
South Dakota Board of Regents
Academic Affairs Forms

Internal Ticket ID: 31514
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Use this form to propose a new degree program. 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 Academic Officer (through the online submission process).

Note: Within the proposal, all references to external sources should be documented with a footnote (including web addresses where applicable).

University	BHSU - Black Hills State University
Degree	AS : Associate of Science
Name of Major	BED : Education **Education**
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
Planned CIP Code	13.0101
WICHE WRRGP Eligibility	

Program Description

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

The AS in Education prepares candidates to support teaching and learning in K-12 schools. The focus of this two-year degree is on the fundamentals of teaching and learning in K-12 classrooms. The program will prepare students to enter the school systems as paraprofessionals, teachers aides, as well as transition to Bachelor's degrees in education.

2. Does the university request any exceptions to any Board policy for this program?
Explain any requests for exceptions to Board Policy. If not requesting any exceptions, indicate "None."

Yes, BOR Policy 2.3.2; Section D 1.2.2.2.2; The proposed program has over 80% of the curriculum in common with an existing bachelor's program approved for BHSU; therefore, we are requesting exemption from Intent to Plan.

Strategic Impact

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

The program will help BHSU meet regional workforce demands in the education field by preparing students for teaching and learning support roles in K-12 schools, as well as opening an additional path for students to earn Bachelor's degrees in education and initial certification.
BHSU Strategic Plan: The programs align with Goal 1, Objective 5, by improving student readiness for job searches and career planning. Additionally, the program aligns with Goal 2, Objective 3, aligning curriculum with emerging workforce needs in western South Dakota.

Existing institution program array: This degree will be stackable with existing Bachelor's degrees in education, and allow students to earn a Gateway to Teacher Education certificate to use toward this degree. Additionally, with the implementation of Fast Track admissions, it will allow students who may not be prepared financially to enter into a four-year program the opportunity to earn course credits that will directly prepare them for support roles in schools, while considering other options in education.
Academic priorities: This program aligns with BHSU academic priorities in similar ways, as well as opening multiple pathways for nontraditional entrance into teaching.

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

N/A

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

This program connects with Goal 4, Part I of the BOR Strategic Plan related to workforce alignment by targeting high needs areas and providing an affordable path to entering the workforce sooner while also keeping options open to full Bachelor's programs in certifiable areas.

Program Summary

5. 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.

This Associate's degree will be stackable with Bachelor's degrees in Education, and will help meet the needs of new students, especially those who are interested in entering the workforce sooner. It will also set up successful graduates to return to BHSU to complete their bachelor's degree and certification as a classroom teacher. The degree would support all manner of classified employees in K-12 settings, including teacher's aides, paraprofessionals, and substitute teachers.

6. 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	No		(n/a) (n/a)	
	Yes/No	**Delivery Method(s)**	**Intended Start Date**	
Distance Delivery	Yes	Online Asynchronous	Fall 2026	

	Yes/No	Identify Institutions
Does another BOR institution already have authorization to offer the program online?	Yes	Northern State University

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

Asynchronous : Students are not required to attend the course at a specific time or location.

8. What are the student learning outcomes for this program?

Student learning outcomes include:
Analyze the historical and philosophical underpinning of American education
Apply learning theory and adolescent development to teaching and learning
Implement a variety of strategies to facilitate learning in K-12 classrooms, including classroom management principles and common tiered support systems
Observe current professionals in the field and utilize feedback from practicum experiences to better serve students

9. For associate's and bachelor's degree proposals, identify the 3-5 AAC&U Essential Learning Outcomes that have been selected for this program.

Use the chart below to indicate the student learning outcomes that align to the selected ELOs (See BOR Policy 2.11 and Guideline 8.5).

Essential Learning Outcomes (AAC&U)	Student Learning Outcomes
Inquiry and Analysis	Analyze the historical and philosophical underpinning of American education
Critical and Creative Thinking	Apply learning theory and adolescent development to teaching and learning
Information Literacy	
Teamwork	
Problem Solving	Implement a variety of strategies to facilitate learning in K-12 classrooms, including classroom management principles and common tiered support systems
Civic Knowledge and Engagement	
Intercultural Knowledge	
Ethical Reasoning	
Foundational Lifelong Learning Skills	
Integrative Learning	Observe current professionals in the field and utilize feedback from practicum experiences to better serve students

10. Enter the number of credit hours required to graduate

Credit Hours	60

11.Complete the following tables to provide a degree program curriculum summary.

A. Table 1 –Total Program Degree Credit Hours

	Credit Hours In Program	
	Hours Per Requirement	%Total Hours
System General Education Requirements	24	
Subtotal - Gen Ed Requirements	24	%
Program Requirements		
Required Support Courses		
Major Requirements	30	
Major Electives		
Subtotal - Program Requirements	30	%
Free Electives		
Subtotal - Free Electives	6	%
Degree Total	60	%

**Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.*

B. Table 2 – Insert Required Program Support Courses Impacting Other Programs (outside department). Do not include General Education courses.

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

C. Table 3 – Insert Major Requirements (within department)

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

D. Table 4 – Insert Major Electives

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

12. New Course Approval

New courses required to implement the new degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

No

Academic Quality

13. What peer institutions and current national standards will be referenced to develop the curriculum for this program?

Peer Institution: Regional and Competitive institutions. Include links to at least 3 comparable programs at peer institutions and links to national or accreditation standards, if any.

-Northern State University: https://northern.edu/degrees/early-childhood-education-associate-degree
-Colorado Mesa University: https://catalog.coloradomesa.edu/areas-study/education-early-childhood/early-childhood-education-liberal-arts-aa/#requirementstext
-Weber State University: https://catalog.weber.edu/preview_program.php?catoid=24&poid=12187&returnto=9149&_gl=1*1wriq5w*_gcl_au*MTg2OTg4Njg2NC4xNzY2NDE5NDgw

Standards:
Though the AS in Education will not result in state teaching certification, all courses in this program are approved for accredited programs and follow both the InTASC standards and CAEP Initial Certification Standards. BHSU is also in collaboration with the SD DSS to articulate ECE hours for individuals who have completed the Child Development Associate credential.

14. What program accreditation is available, if any?

The AS in Education will not result in teacher certification, so no accreditation is available.

15. Will the proposed program pursue accreditation or certifications?

No

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

The AS in Education will not result in teacher certification, so no accreditation is available.

16. Did the university engage any developmental consultants to assist with the development of the curriculum? Did the university consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of the curriculum?

Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program, including content, courses, and experiences, etc. Universities are encouraged to discuss the selection of developmental consultants with Board staff.

No

17. Inclusion of High Impact Practices (HIP) across all undergraduate programs is a strategic priority of the Board of Regents to enhance academic quality and increase student engagement. For associate's and bachelor's degree proposals, which HIPs will faculty embed into the program?

Mark all that apply. To be considered as a HIP program, two or more should be selected and required in the program.

High Impact Practices	Included
Capstone courses and projects	No
Collaborative assignments and projects	Yes
Common intellectual experiences	Yes
Diversity/global learning	Yes
ePortfolios	No
First year experiences	No
Internships	No
Learning communities	No

High Impact Practices	Included
Service learning, community-based learning	Yes
Writing intensive courses	Yes
Undergraduate research	No

18. For associate's and bachelor's degree proposals, discuss how HIPs will be embedded into the program
Your discussion should provide examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required. (eg "students will be required to participate in an internship during their third year of enrollment in order to develop skills in... ").

The AS in Education will include at least 5 High-impact practices in the required coursework. Common Intellectual Experiences appear throughout the program. While this program is not intended to be cohort-based, the foundational coursework, including EDFN 338, EDFN 295, and EDFN 302, are the pre-admission block in the 4-year accredited programs at BHSU. The vast majority of students take these courses in the same semester with the same veteran faculty, and often in the same sequence. This intentional design gives students a common experience to learn the foundational elements of educational theory, history, and gain practical experience in the K-12 classroom as well as reflect on experiences and gain a better understanding of teaching and learning.

Diversity and Global Learning exist throughout several specific courses. First, SPED 100 and SPED 410 help students understand the diversity of students through a special education lens. INED 411 and EDFN 475 both broaden student perspectives on their future students. ECE 328/L, MLED 480, and SEED 440 give students the opportunity to focus on early learning environments, middle level instruction, and secondary classroom management give students experience in each level of P-12 schools. Additionally, EDFN 365 gives students the tools to integrate technology into their instructional design and engage all manner of students regardless of background. All these courses are intentionally designed to broaden students' understanding of schooling and education beyond their personal experience.

The two courses with field experiences (ECE 328L, EDFN 295) provide students with experiential learning and the opportunity to integrate into a school community. These courses are supervised by university faculty and professionals in the field and students are able to experience schooling and integrate the new learning into their modes of thinking and preparing for employment in the field.

While there are no designated writing-intensive courses in the program, EDFN 475 and INED 411 are designed for students to think critically and synthesize materials from the course, their previous coursework, and field experiences.

Each course included in the proposed program includes collaborative assignments and projects, but the more important piece is the design and sequence of the courses to build upon learning in previous courses. For example, the progression of students from General Psychology (PSYC 101) to Educational Psychology (EPSY 302) to Child and Adolescent Development (EPSY 428) is intentionally designed to introduce, develop, and apply learning theory to instructional design and facilitation of learning in P-12 environments. This is the product of collaboration among university faculty as well as our external partners who advise on student readiness to teach upon graduation.

Student Success

This section outlines the university's plan to assess student achievement of the program learning outcomes.

19. Complete the table below to provide evidence of a preliminary assessment plan. Place an asterisk next to assessments that are national or state-level instruments.

Note: It is only necessary to indicate the summative assessment for each outcome, not the formative assessments used throughout the program.

Program Learning Outcome	Course	Summative Assessment
Analyze the historical and philosophical underpinning of American education	EDFN 338, EDFN 475, INED 411, SPED 100	Papers
Implement a variety of strategies to facilitate learning in K-12 classrooms, including classroom management principles and common tiered support systems	ECE 328/L, SEED 440, MLED 480, SPED 410, EDFN 365	Papers, lesson plans
Observe current professionals in the field and utilize feedback from practicum experiences to better serve students	EDFN 295, ECE 328/L	Reflective papers
Apply learning theory and adolescent development to teaching and learning	EPSY 302, EPSY, 428, MLED 480, ECE 328/L, SEED 440, EDFN 365	Papers, Course projects, lesson plans

20. How will outcomes for graduates of the program be assessed?

Outcomes may include employment and placement rates, licensure examination pass rates, acceptance rates to graduate school, student or employer surveys, or other assessments of graduate outcomes.

AS in Education graduates will be assessed in the following ways:
-AS graduates who enroll in Bachelor's programs at BHSU and other institutions.
-Employment rates for graduates who enter into support roles in P-12 schools and other educational environments.
-Exit Surveys for completers to assess the program and their future goals.
-Alumni tracking will be utilized to add a measure of satisfaction with the program.

Duplication and Competition

21. 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.***

Yes

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

The other existing AS in Education is at Northern State. The program has a Fall 2025 start date, so no IPEDS data is available. The AS in Education at BHSU is similar in purpose and but not in direct competition. The program is needed in western South Dakota to address support staffs in P-12 schools and to provide multiple pathways into the teaching profession.

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

Yes

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

Yes, Gillette College has an AS in Elementary Education and an AS in Secondary Education.

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

IPEDS data indicate the following AS in Education totals for the last 3 years of available data from Gillette College. This is the total number of AS in Education degrees awarded for both Elementary and Secondary Education. I was not able to determine the number of individual degrees for each.
2021: 27
2022: 26
2023: 21

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?

We do not have any evidence that we would be able to attract students away from Gillette College. One intention of this program is to address students who may not have considered attending college previously because they are not interested in or cannot afford a 4-year degree. Additionally, students entering BHSU through the Fast Track admission program will have the option of this flexible, stackable AS degree while keeping open the option of attaining a 4-year degree, resulting in initial teaching certification.

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

23. 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 Dept. of Labor short-term projections, SD will add 100 positions (+1.7%) from 2023-2025 and 230 positions (+5.6%) from 2022-2032 classified as teacher's aides or paraprofessional.

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

As of Spring 2025, there were over 50 openings in SD in paraprofessional/aide and SPED paras (https://www.teachinsd.com/list). SDDLR shows teaching assistants outside of SPED are in high demand, with 85 openings and 0.04 candidates per job opening. SDDLR shows teaching assistants in SPED are in high demand, with 15 openings and 0 candidates per job opening.

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

In SD, pay ranges from $14-21/hour; nationally, average pay is $16.47/hour.

26. 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...

Local principals and superintendents have consistently relayed the need for paraprofessionals, and several students have inquired about paraprofessional preparation at Preview Days and recruiting events.

Student Demand

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

Peer Institution: Regional and Competitive institutions. 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)
Gillette College	WY : Wyoming	AS (totals combined elementary and Secondary education)	21	459
Miles Community College	MT : Montana	AA Education Pathway	5	104
Dickinson State University	ND : North Dakota	AS (totals combined elementary and Secondary education)	0	0

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

As the traditional college student has changed from first-year freshmen enrolling in college the fall after their high school graduation to all manner of students entering higher education at various times in their lives, the need for stacking credentials, offering affordable options, and opening viable pathways to entry has increased. This program will make BHSU competitive with students who need to work full-time, have families, and/or need more than the traditional 4-year option to complete their education. Opening this viable path into the profession allows us to contribute to local P-12 schools in a unique way while preserving the opportunity for students to have another clear path to a teaching career.

Enrollment

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

The main source of enrollment projects to be from existing programs, either as an off-ramp for students who cannot or likely will not complete the 4-year teacher education program or students who need to work while also completing the teacher education program. Currently, the off-ramp for students is a general studies degree, which does not allow for seamless transition back into the initial certification programs.

30. Complete the enrollment worksheet to provide an enrollment projection for the next six academic years

Worksheet Completed	Yes

31. What is the minimum number of students required in this program to break even, with respect to the budget?

Budget neutral: All Education courses in this program are already offered on a set rotation, and will run regardless of if this program exists.

32. Discuss the assumptions informing your enrollment estimates.
(e.g. current enrollment and trends in similar programs, IPEDS data, recruitment strategies, partnerships)

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 a projected 20% increase in students in the program for 3 years and then leveling off in years 4-6.

33. If projected program enrollment is not realized in year two, what actions is the university prepared to take?

If program enrollment is not realized, BHSU will engage with the COE Advisory Council to increase targeted recruiting, work with Enrollment Management and local high school counselors to increase high school dual enrollment toward the Gateway to Teacher Education certificate, and work with existing Educators Rising chapters to disseminate information about the program and the pathway this program provides toward bachelor's degrees.

34. Discuss the marketing and recruitment plan for the program
Include information on partnerships and pipelines (e.g. articulation agreements with BOTE, collaboration with partner university, community partnerships).

The marketing and recruiting plan will focus on high school juniors and seniors as well as students who enter BHSU through the fast-track admission program. Students in exploratory programs at BHSU will also be recruited. Additionally, this program is an option for students who attend Crazy Horse Memorial University. We will market this program to high school counselors as well as directly to the same groups identified above.

Financial Health

35. Complete the budget worksheet to provide a budget projection for the next six academic years.

Worksheet Completed	Yes

Financial Health Summary						
	1st FYxx	2nd FYxx	3rd FYxx	4th FYxx	5th FYxx	6th FYxx
Tuition & Fee Revenues	23261	31015	38768	42645	42645	46522
Program Expenses	4713	5506	6299	7092	7092	8677
NET	18548	25509	32469	35553	35553	37845
Other Supporting Revenues	0	0	0	0	0	0
NET (Other)	18548	25509	32469	35553	35553	37845

36.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 and software, other operation and maintenance expenses, facilities, etc., needed to implement the proposed major.
Address off-campus or distance delivery separately.

This program will require no new one-time or continuing investments.

37. If new faculty are not requested, describe how existing faculty will be utilized and indicate whether this action will impact other existing programs.

The courses in this proposed program are already offered at least once a year, and each course can accommodate the projected enrollment in this program.

38. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program?.

Requesting Permission for Fee?	No
Explanation	No new fees will be requested; any fees already authorized will be assessed.

39. Use the table below to describe potential risks to the program's implementation over the next four years.
For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high) and the institution's mitigation strategy for each risk.

Risk	Severity	Probability	Mitigation Strategy
Not meeting enrollment targets	Medium	Medium	Work with Enrollment Management and high school counselors, work with COE Advisory Council and Educators Rising chapters.
Retention rates for Associate degrees	Medium	Medium	Increase mentorship and professional advising, and increase awareness of pathways into teaching and educational support positions.

External Review

40. If this proposal is for a graduate program, provide information below for at least five potential consultants who may be considered to conduct the external review.

Reviewer Name	Title	Institution
/		
/		
/		
/		
/		

Additional Information

41. (Optional) Use this space to provide pertinent information not requested above that may assist the Board in understanding the proposal.

Approvals

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 of the University	Date
	1/1/1970

Academic Affairs, Provost	Date
	1/1/1970

Finance and Administration, Vice President	Date
	1/1/1970

Enrollment Management, Vice President	Date
	5/6/2026

John D Allred

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Proposed Curriculum Summary

UNIVERSITY:	BHSU
PROPOSED PROGRAM:	**AS in Education**

Required General Education Courses Specific to Major
(Please list if any general education courses are required for the proposed major. If not, leave blank.)

Prefix	Number	Course Title *(add or delete rows as needed)*	General Education Goal
HIST	151/152	US History I or US History II	Goal 3
PSYC	101	General Psychology	Goal 3

Required Support Courses Outside the Major
(Not general education requirements)

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
				Choose an item.
		Subtotal		

Major Requirements

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
EDFN	295	Practicum: Pre-Admission	1	No
EDFN	338	Foundations of American Education	2	No
EDFN	365	Computer Based Technology and Learning	3	No
EDFN	475	Human Relations	3	No
EPSY	302	Educational Psychology	3	No
EPSY	428	Child & Adolescent Development	3	No
INED	411	South Dakota Indian Studies	3	No
SPED	100	Intro to Persons with Exceptionalities	3	No
ECE	328	Guidance with Young Children	2	No
ECE	328L	Guidance with Young Children Lab	1	No
MLED	480	Middle Level Methods	2	No
SEED	440	Classroom Management	1	No
SPED	410	Behavior Management of Exceptional Children	3	No
		Subtotal	30	

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
		Subtotal		