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

Internal Ticket ID: 27377
Created: 6/13/2025
Modified: 5/10/2026

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 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
Planned CIP Code 13.0401
WICHE WRRGP Eligibility Yes

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. The program complies with South Dakota DOE standards for K-12 principal certification.

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."

None

Strategic Impact

3. 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 demands, and this degree will help our regional partners meet the sustained demand for K-12 administrators, particularly in western South Dakota and eastern Wyoming.

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 K-12 administrative leadership. This program addresses the BHSU Strategic Enrollment Plan for Graduate Programs while supporting K-12 partnerships.

Based on extensive meetings with K-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.

4. 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

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.

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

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	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	

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

Both / HyFlex

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

Student learning outcomes are aligned with the National Educational Leadership Preparation (NELP) Program Recognition Standards (2018) and the SD DOE principal certification requirements based on Administrative Rule 24:53:08:02. To prepare practicing teachers for building and district-level leadership roles, the program will address the each of the following standards as required by NELP and the SD DOE: Mission, Vision, and Improvement; Ethics and Professional Norms; Equal Access; Learning and Instruction; Community and External Leadership; Operations and Management; Building Professional Capacity; and Internships.

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	
Critical and Creative Thinking	
Information Literacy	
Teamwork	
Problem Solving	
Civic Knowledge and Engagement	
Intercultural Knowledge	
Ethical Reasoning	
Foundational Lifelong Learning Skills	
Integrative Learning	

10. Enter the number of credit hours required to graduate

Credit Hours	30

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		
Subtotal - Gen Ed Requirements		%
Program Requirements		
Required Support Courses		
Major Requirements	30	
Major Electives		
Subtotal - Program Requirements		%
Free Electives		
Subtotal - Free Electives		%
Degree Total	30	%

**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:

Yes

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 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

14. What program accreditation is available, if any?

CAEP Advanced-level accreditation

15. Will the proposed program pursue accreditation or certifications?

Yes

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

CAEP advanced-level accreditation and SD DOE approval.

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 consultants were hired, but there was extensive work with local P-12 leadership.

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	
Collaborative assignments and projects	
Common intellectual experiences	
Diversity/global learning	
ePortfolios	
First year experiences	
Internships	
Learning communities	
Service learning, community-based learning	
Writing intensive courses	
Undergraduate research	

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... ").

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
Mission, Vision, and Improvement	EDAD 700: Models of Educational Leadership	Collaborative Mission and Vision Statements including Communication Plan
Ethics and Professional Norms	EDAD 735: School Law	Case Study; Student PDAs from university faculty, university internship supervisor, and Clinical Mentor
Equal Access (SD DOE) Equity, Inclusiveness, and Cultural Responsiveness (NELP)	EDAD 745: Organizational Behavior for Student Development	Resource Allocation Plan
Learning and Instruction	EDAD 706: Instructional Leadership Development	PLC Plan & Implementation Plan for classroom observation
Community and External Leadership	EDAD 741: School Community Relations	Community Engagement Plan

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.

Similar to existing graduate programs in the COE, this program will assess outcomes for graduates through employer surveys, placement rates, and student satisfaction surveys. These assessments will be integrated into our existing CAEP accreditation processes and schedules.

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.

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

22. 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

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 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.

24. 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.

25. 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.

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...

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

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)
USD	SD : South Dakota	Ed. Admin	46	530
SDSU	SD : South Dakota	Ed. Admin	17	334
NSU	SD : South Dakota	Ed Admin	11	113

28. 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

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

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

Six in the first three years and then 13 in years 4-6 if we hire a new faculty.

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 enrollment is not realized in year two, the COE will renew recruitment efforts into eastern Wyoming, eastern Montana, and NW Nebraska. The COE will also continue to consult with the COE Advisory Board and the Region Principal groups to ensure the program is meeting the needs of school districts, as well as conduct a curriculum review to ensure students and future administrators are getting what they need from the program.

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 recruitment plan will initially focus directly on RCAS and CCSD. The COE will work directly with administrators and HR in these districts to identify promising candidates and offer exclusive in-person and Zoom information sessions, followed by individualized registration appointments in conjunction with our Graduate Admissions representative.

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	38559	83544	89970	115676	141381	141381
Program Expenses	35674	35674	35674	87686	87686	87686
NET	2885	47870	54296	27990	53695	53695
Other Supporting Revenues	0	0	0	0	0	0
NET (Other)	2885	47870	54296	27990	53695	53695

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.

Initially, the program will not require any new resources, but with growth, we estimate the need to hire a new faculty member by Year 4 of the program because existing faculty resources will be exhausted.

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

As the program is established, we will reassign the existing faculty courseload. As the program grows, we estimate that by Year 4, we will have an established need for a new faculty member. The course reassignments will include raising caps or combining class sections for the first 2 years. This will have minimal impact early in the program because we will only offer 5 course credits per semester for the first academic year. Once we move into the 2nd recruiting cycle, we will then need up to 12-15 hours of instruction per semester.

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 are requested, existing fees 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, Marketing, and COE Advisory Council to raise awareness and prompt interest in the program.
Retention rates lower than expected	Medium	Medium	Increase mentorship, advising, and course engagement

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.

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

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

Kathy Johnson

Enrollment Management, Vice President	Date
	5/4/2026

John D Allred

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Proposed Curriculum Summary

UNIVERSITY:	BHSU
PROPOSED PROGRAM:	**MS in Educational Leadership**

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

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)
ED	630	Educational Collaboration & Research Methods	3	No
ED	790	Seminar/Capstone	2	No
EDAD	700	Models of Educational Leadership	3	Yes
EDAD	705	School Principalship	3	Yes
EDAD	706	Instructional Leadership Development	3	Yes
EDAD	735	School Law	3	Yes
EDAD	741	School Community Relations	3	Yes
EDAD	742	Leading School Improvement	3	Yes
EDAD	745	Organizational Behavior for Student Development	3	Yes
EDAD	794	Internship (ELED)	2	Yes
EDAD	794	Internship (SEED)	2	Yes
		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		