

Please do not include hyperlinks to outside documents within this application. All application materials should be included directly in the application template. You may use appendices.

**APPLICATION FOR SOUTH DAKOTA STATE BOARD APPROVAL OF A
NEW, AMENDED, OR DELETED EDUCATION PROGRAM**

INSTITUTION: Northern State University

DATE: September 15, 2025

NAME/TITLE OF DEAN/CHAIR OF TEACHER EDUCATION:

Dr. Anna Schwan

Dean of the Millicent Atkins School of Education

I certify that all information contained in this application is complete and accurate.

Signature 

Section I. Action Requested

 X New Program Approval

 Amendment of Approved Program

 Innovative/Experimental Program

 Deletion of Approved Program—Stop here and simply attach a letter explaining the request for the deletion.

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Section II. Education Program Certification Level

_____ Birth through Grade Three Early Childhood

_____ Birth through Grade Three Early Childhood Special Education

_____ K-8 Elementary Education

 X 5-12 Secondary Education Career & Technical Education (major)

_____ K-12 Education _____ (major)

_____ Administrative Program (specify) _____

_____ Education Specialist (specify) _____

_____ Certification Only (check major areas)

- ☐ K-12 Art Education
- ☐ K-12 Comprehensive School Health Education
- ☐ K-12 Educational Technology/Computer Education
- ☐ K-12 Health
- ☐ K-12 Music Education
- ☐ K-12 Physical Education
- ☐ K-12 South Dakota Indian Studies Education
- ☐ K-12 World Language Education
- ☐ 5-12 Agriculture Education
- ☐ 5-12 Business Education
- ☐ 5-12 Career and Technical Education
- ☐ 5-12 Family and Consumer Sciences Education
- ☐ 5-12 Industrial Technology
- ☐ 5-12 ELA
- ☐ 5-12 ELA (Mass Comm/Journalism)
- ☐ 5-12 ELA (Drama/Theater)
- ☐ 5-12 ELA (Speech/Debate)
- ☐ 5-12-Mathematics Education
- ☐ 5-12 Mathematics/Science Composite
- ☐ 5-12 Science Education – Disciplines: _____
- ☐ 5-12 Science Composite
- ☐ 5-12 Social Science Education- Disciplines _____

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Section III. Program Justification & Objectives

Attach a narrative that:

- Explains the justifications for this new or amended program, and
- Includes the objectives of this new or amended program.

The proposed Bachelor of Science in Education in Career and Technical Education addresses critical workforce and educational needs in South Dakota and the surrounding region. The South Dakota Department of Education identifies a significant shortage of licensed CTE teachers across the state's 15 approved career clusters, particularly in high-demand fields such as skilled and technical sciences, business, information technology, and health sciences. Currently, no regental institution offers a dedicated pathway that prepares secondary-level CTE teachers, leaving many districts unable to fill essential positions with qualified educators.

Northern State University has a long-standing mission of preparing teachers and leaders for the region. The addition of this program builds on that tradition by aligning teacher preparation with South Dakota's workforce priorities. The program leverages existing partnerships with the South Dakota Department of Education, the South Dakota Board of Technical Education, and technical colleges such as Lake Area Technical College to ensure transferability, flexible delivery, and strong alignment with industry needs. By combining pedagogical coursework, content-area preparation, and documented occupational competency, the program creates an accessible pipeline for both traditional students and working professionals seeking to enter teaching.

The BSEd in Career and Technical Education is designed to:

- Prepare highly qualified CTE educators who meet South Dakota licensure requirements and are ready to teach grades 5–12 in approved career clusters.
- Develop candidates' content knowledge and occupational expertise through coursework, documented work experience, and partnerships with technical colleges and industry.
- Equip candidates with pedagogical skills and professional dispositions by engaging them in sequenced field experiences, the Candidate Preservice Assessment of Student Teaching (CPAST), and a 12-week student teaching residency.
- Foster candidates' ability to impact 5–12 student learning through authentic assessments such as the Teacher Work Sample and Work-Based Learning Portfolio.
- Strengthen South Dakota's teacher workforce pipeline by providing an online and HyFlex option accessible to rural and post-traditional students, and by offering transfer pathways (2+2 articulation agreements) from technical colleges.
- Support the state's economic development goals by preparing educators who can deliver career-focused, high-demand programs aligned with workforce needs.

Learning Outcomes

- Design and deliver standards-based, industry-aligned instruction that integrates technical skills, content literacy, and real-world relevance to promote student career readiness.

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- Facilitate and manage effective work-based learning experiences by coordinating school-to-career opportunities that connect classroom learning to workplace applications.
- Apply knowledge of educational psychology, development, and motivation to plan instruction that is age-appropriate, engaging, and responsive to how students learn.
- Create well-managed learning environments that support academic, behavioral, and developmental needs through the use of classroom routines, behavioral supports, and student-centered strategies.
- Demonstrate professional and ethical competence by applying legal knowledge, ethical reasoning, and collaborative practices in support of effective teaching and workforce development.
- Analyze the history, philosophy, and evolving trends in CTE to inform curriculum design, instructional decision-making, and program development.
- Engage in reflective practice and integrative learning to connect educational theory, field experiences, and professional standards in preparation for licensure and lifelong teaching.

Section IV. Program Requirements

Attach programs of study that identify *all* of the requirements for the completion of this new or amended program.

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours
FYS	101	First Year Seminar	2
EDFN	102	Introduction to Education	3
SPED	100	Intro to Persons with Exceptionalities	3
EPSY	302	Educational Psychology	3
EPSY	296	Field Experience	0
EDFN	440	Classroom Management	3
EPSY	428	Child & Adolescent Development	3
EDFN	472	School Law and Ethics for Educators	2
INED	411	SD Indian Studies	3
SPED	441	Inclusive Methods for Diverse Learners	2
SEED	460	Elevating Content Literacy	3
SEED	420	5-12 Philosophy and Pedagogy	3
CTE	402	CTE Methods	2
CTE	496	Field Experience	2
CTE	488	Student Teaching	6
CTE	400	Principles and Current Trends of CTE	3
CTE	450	Work-Based Learning Program	3
Education Subtotal			46

In addition to the required education courses, students must also complete coursework in an approved Career and Technical Education cluster or pathway endorsement, as outlined by the South Dakota Department of Education. State rules require candidates to demonstrate competency in an occupational field, which can be shown in one of three ways:

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- Documenting relevant industry work experience (which NSU may accept as credit for prior learning)
- Completing coursework within an NSU content area
- Transferring approved credits from another university or a technical college, such as Lake Area Technical College, through an articulation (2+2) agreement

Each student will work closely with an academic advisor to ensure their chosen coursework and experiences meet current South Dakota CTE cluster or pathway endorsement requirements. Together with the 46 required education credits, the CTE cluster coursework brings the degree total to 120 credits for the Bachelor of Science in Education in Career and Technical Education. For program completion, students will also be required to take the appropriate Praxis content exam (or the state-designated exam) and the Praxis PLT exam.

Section V. Compliance with Program Standards

Attach:

- A matrix that defines how the required courses/experiences of this new or amended program will meet the specific program standards; and
- Verification of compliance to *all* applicable program standards; and
- An institutional response to the program standards, including a correlation of standards to course objectives; and
- *All* applicable course descriptions and syllabi.

InTASC Standard	CTE Program Standard (ARSD 24:53:07:12)	Program Learning Outcome	Aligned Courses / Experiences
#1 Learner Development	Knowledge of learners and educational psychology	Apply knowledge of educational psychology, development, and motivation to plan instruction that is age-appropriate and responsive to how students learn.	EDFN 102, EPSY 302, EPSY 296, EPSY 428, CTE 488
#2 Learning Differences	Knowledge of learners and educational psychology	Design inclusive instruction that addresses cultural, linguistic, and developmental differences to meet the needs of diverse learners.	SPED 100, EPSY 302, INED 411, SPED 441, CTE 402, CTE 488
	Management of learning environments		
#3 Learning Environments	Management of learning environments	Create well-managed, supportive learning environments that foster engagement, respect, and collaboration.	EDFN 440, SPED 100, INED 411, CTE 488

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#4 Content Knowledge	Knowledge of history, current issues, and trends in CTE	Demonstrate mastery of content knowledge and apply it in ways that prepare students for college, careers, and workforce readiness.	Praxis II, CTE Cluster Courses, CTE 400, CTE 488
#5 Application of Content	Documented competency of occupational work experience, educational training, or coursework in a career occupation	Integrate technical skills and academic knowledge to connect learning with real-world applications and career readiness.	Prior learning credit, transfer coursework, CTE 450, CTE 496, CTE 488
#6 Assessment	Knowledge and application of authentic assessment in CTE	Design and use multiple forms of authentic assessment to monitor learning, adjust instruction, and measure student progress.	SEED 460, CTE 402, CTE 488
#7 Planning for Instruction	Reflective practice and integration of learning	Plan standards-based, developmentally appropriate, and sequenced instruction informed by student needs and contextual factors.	CTE 402, SEED 420, CTE 496, CTE 488
#8 Instructional Strategies	CTE curriculum construction and delivery	Implement effective instructional strategies that promote student engagement, critical thinking, and skill development.	SPED 441, CTE 402, SEED 420, SEED 460, CTE 488
#9 Professional Learning & Ethical Practice	Professional and ethical competence (legal knowledge, ethics, collaboration)	Demonstrate professionalism, ethical practice, and continuous reflection to improve teaching effectiveness and uphold legal/ethical responsibilities.	SPED 100, EDFN 102, EDFN 472, CTE 400, CTE 488

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#10 Leadership & Collaboration	Organization and coordination of work-based learning and CTE programs	Collaborate with colleagues, families, and community partners to coordinate work-based learning opportunities and strengthen student outcomes.	CTE 450, CTE 488
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FYS 100 First Year Seminar

Offered in a variety of academic interest areas, the First Year Seminar supports acquisition of the liberal arts skills necessary for college success. Students will develop their critical thinking, writing, and speaking in supporting their positions on particular topics using relevant evidence and personal experiences. Students will carry out effective group collaboration and engage strong reading and communication skills for ongoing college success and living and working in a diverse world.

EDFN 102 Introduction to Education

This course focuses on education in the multicultural society of the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education often have been conflicting and the outcomes of schooling complicated. The course will urge you to develop new understandings of the role and nature of schools and teaching, as well as to construct alternative perspectives on and approaches to examining educational issues. Additionally, students will complete classroom observations.

SPED 100 Introduction to Persons with Exceptionalities

A survey of the various exceptionalities and implications of education; the history and philosophy of special education; and state and federal legislation affecting special education.

EPSY 302 Educational Psychology

A comprehensive study of the fundamental psychological facts, principles and theories that apply to the nature of the learner and the learning process.

EPSY 296 Field Experience

Applied, monitored, and supervised field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study established by the student, instructor, and field-based supervisor. Due to the presence of a field experience supervisor, a lower level of supervision is provided by the instructor in these courses than is the case with an internship or practicum course.

EDFN 440 Classroom Management

This course is designed to explore the principles and practices of effective classroom management. It also examines methods of establishing a safe, orderly, and equitable learning environment that fosters positive social interaction, active engagement in learning, and self-motivation.

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EPSY 428 Child and Adolescent Development

An overview of human physiological, psychological, and social changes occurring from birth throughout adolescence with emphasis on the developmental characteristics of elementary, middle, and secondary level learners.

EDFN 472 School Law and Ethics for Educators

Addresses the legal foundations of P-12 education in American society and the application of legal principles to promote educational equity and provide safe and supportive learning environments. Topics include an analysis of laws relating to general and special education, employment and continuing contract, confidentiality, church/state conflicts, control over the curriculum, teachers' legal responsibilities, and students' rights. Also addressed is the Code of Professional Ethics for Teachers.

INED 411 South Dakota Indian Studies

A basic knowledge of Indian history with emphasis on the Lakota, Dakota, and Nakota speaking people. Current cultural issues are presented including values, family structures, traditional religion, fine arts, legends, economics, governmental policies, treaties, acts and related areas. Focuses on teaching methods, content and materials to equip students to teach bi-culturally.

SPED 441 Inclusive Methods for Diverse Learners

This course addresses the roles and responsibilities of special and general educators as they instruct individuals with special needs and individuals from diverse cultural and linguistic backgrounds. The major focus of the course is to identify research-based practices, such as collaboration, differentiation, and Response to Intervention (RTI) practices, designed to promote achievement of diverse students in contemporary classrooms.

SEED 460 Elevating Content Literacy in Innovative Classrooms

This course explores advanced methods to elevate content literacy in secondary classrooms while integrating innovative instructional design techniques. Participants will engage in a synthesis of theoretical study and practical application, uncovering cutting-edge strategies to utilize technology, multimedia resources, and collaborative learning techniques to enhance all facets of literacy.

SEED 420 5-12 Philosophy and Pedagogy

This course is designed to prepare caring, competent, and confident professionals for 21st-century middle and secondary education by providing general teaching methods and strategies. It focuses on planning and developing instruction that respects learner differences and devising appropriate assessment methods. Students will explore rich philosophical and innovative pedagogical strategies through theoretical exploration and hands-on application, investigating authentic curriculum design and effective teaching methods tailored to adolescents and older teens. The course content and learning activities are individualized for different education majors, integrating technology, media, instructional aids, and resources relevant to each content area.

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CTE 402 CTE Methods

This course will introduce participants to the field of Career and Technical Education (CTE) and focus on effective teaching practices, curriculum development and methods of delivering instruction. The course is designed for individuals who are presently teaching in a technical education field and/or currently working toward CTE teacher certification. Instructional techniques appropriate for CTE are developed based on the models identified in competency-based or performance-based education.

CTE 496 Field Experience

This course provides students with a structured, content-specific field experience focused on intentional, experiential learning. During this experience, students will deepen their knowledge of instructional methods within their discipline by actively engaging in a content-area classroom. Working closely with cooperating teachers in a collaborative, team-teaching environment, students will have the opportunity to apply their learning in real-time, refining their skills in lesson planning, classroom management, and instructional delivery. This hands-on approach allows students to connect theory to practice while developing practical expertise under the guidance of field-based supervisors. This experience is taken in conjunction with SEED 420 5-12 Teaching Methods.

CTE 488 Student Teaching

Students preparing for teaching in the secondary school will observe, participate, and teach under the supervision of the regular classroom teacher in the content area in an approved middle or secondary school.

CTE 400 Principals, Issues, and Trends in Career and Technical Education

This course provides a critical examination of the historical, philosophical, and policy foundations of Career and Technical Education (CTE) in the United States. Students will analyze major developments, legislation, and emerging trends shaping CTE, while evaluating its role in workforce development and economic growth. Emphasis is placed on understanding contemporary issues, cultivating professional identity, and developing strategies for leadership and advocacy within CTE systems.

CTE 450 Work-Based Learning Program

This course explores the theory, structure, and administration of Work-Based Learning (WBL) in Career and Technical Education (CTE) programs. Students will investigate the philosophy, development, implementation, coordination, and evaluation of Cooperative Career and Technical Education (C-CTE) and other WBL models, with a focus on aligning programs with federal, state, and local policy frameworks. Emphasis will be placed on the roles and responsibilities of teacher-coordinators, legal and safety compliance, employer engagement, program improvement, and equitable access. The course incorporates the ACTE Quality CTE Program of Study Framework and the South Dakota State Teaching Standards.

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Section VI. Faculty

Identify:

- The current faculty who will teach this new or amended program, their teaching assignments, and their relevant professional preparation and expertise; and
- Additional or vacant faculty positions and assignments, and indicate when the supporting documentation for them will be submitted.

Faculty Member	Role	Teaching Assignments	Professional Preparation	Expertise
Dr. Nicole Schutter	Faculty; Teacher Education Department Chair	EDFN 440	Ed.D. Educational Leadership University of South Dakota	Active SD administrator and teacher license; 18 years of experience
Monte Nipp	Clinical Supervisor	CTE 496; CTE 488	Ed.S Educational Leadership University of South Dakota	Active SD administrator and teacher license; 38 years of experience as a P-12 teacher, principal, and superintendent
Dr. Derrick Cameron	Faculty	CTE 420; SEED 460	Ed.D., Educational Leadership, University of Calgary	25 years of teaching and administrator experience in grades 6-12
Dr. Leslie Sauder	Faculty	EDFN 102	Ph.D. Human Development and Educational Psychology, USD	Active SD teacher license; 18 years of teaching experience
Brett Schwan	Adjunct Faculty	EDFN 472	MSEd in Leadership and Administration, NSU	Active SD administrator and teacher license; 20 years of experience as a teacher and administrator
Dr. Sean Van Aacken	Adjunct Faculty	CTE 402; CTE 400; CTE 450	Ed.D. in Career and Technical Education Leadership, University of Wisconsin-Stout	Current Director of College and Career Readiness with CTE oversight grades PK-12; 8 active certifications/licenses in CTE areas
Dr. Pamela Monaghan-Geernaert	Faculty	INED 411	Ph.D. in Sociology from Case Western Reserve University	Vast expertise in Indigenous studies
Dr. Cheng Hsien Wu	Faculty	EPSY 302; EPSY 428	Ph.D. in Interdisciplinary Education from West Virginia University	K-12 teaching experience, extensive research and training in mentoring student teachers
Natasha Opp	Faculty	SPED 100; SPED 441	MSEd in Special	Active SD teacher

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			Education from UND	license; 7 years teaching PK-12th special education
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Section VII. Library Facilities

Describe:

- The library media and technology resources currently available for this new or amended program; and
- Plans for the acquisition of new library and technology resources to support and sustain the program, if applicable.

Northern State University's Williams Library provides a wide variety of print and electronic resources to support NSU's Education programs. The print education collection underwent a thorough examination during FY19, which led to the elimination of materials that were not updated or current. Purchases of print education materials comprise approximately 20% of the library's print material budget. In addition, electronic resources to support education include top-tier databases such as Education Research Complete, Psych/Soc Articles with Full Text, and Academic Search Complete. Within these databases are thousands of full text scholarly journals, which are used heavily by students in the Millicent Atkins School of Education.

Additional video and audio materials are available remotely for educators via several on-demand online databases. For materials that are not available in NSU databases or on site, a robust interlibrary loan program exists. Articles, books, and other support materials can be obtained from libraries across the region.