



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

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. 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 Chief Academic Officer. Only post the New Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
MAJOR:	Social Science
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Bachelor of Science in Education
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2020
PROPOSED CIP CODE:	13.1318 (Social Studies Teacher Education)
SPECIALIZATIONS: <i>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.</i>	
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	4/17/2019
UNIVERSITY DEPARTMENT:	History and Social Sciences
UNIVERSITY DIVISION:	College of Arts and Sciences

Please check this box to confirm that:

- The individual preparing this request has read [AAC Guideline 2:9](#), which pertains to new undergraduate degree program requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

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 (or Designee) of the University

5/5/2020

Date

1. What is the nature/purpose of the proposed program? Please include a brief (1-2 sentence) description of the academic field in this program.

The Northern State University BSED in Social Science will provide a path to teaching certification in multiple social science disciplines through one comprehensive major. The degree will prepare graduates for teaching a wide range of history and social science courses in middle and high school, especially in smaller and rural schools where teachers are expected to teach multiple subjects.

The program will consist of (1) a history core, (2) a social science core including content courses in geography, American government, sociology/psychology, and/or economics, and (3) required pre-professional and professional teaching courses. The program will require no new courses. All the necessary professional education courses are offered regularly through the School of Education, and all of the content courses are regularly offered through the College of Arts and Sciences.

The field of Social Science Education combines a depth of knowledge in the integrated study of history and social sciences with theoretical understanding and practical pedagogy of teaching and learning.

2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?

Northern State University's BSED in Social Science is a clear expression of its mission by providing undergraduate programs in education. The South Dakota Legislature established Northern State University to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in education and other courses or programs as the Board of Regents may determine.¹ The South Dakota Board of Regents implements South Dakota Codified Law by authorizing graduate and undergraduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The Board approved a special emphasis on E-learning in the university curriculum and service.

Northern State University's Mission is to "provide diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts and professional education for their future endeavors, while also enriching the local and regional community." The program has been developed in response to and with feedback from superintendents in the region who would like to hire broadly-trained teachers of social sciences.

The proposed program contributes directly to BOR Strategic Plan Goal 2 (Academic Quality and Performance), Action Step 1 which calls for revising teacher preparation and educational leadership programs to better prepare professionals to work in standards-based schools that use the results of common assessments for student improvement. It also will contribute to Goal 3 (Workforce and Economic Development), Action Step 3 which calls for the development of academic programs and certificates that align with existing and future state workforce needs.

¹ Northern State University Mission Statement. SDBOR Policy 1:10:6 <https://www.sdbor.edu/policy/documents/1-10-6.pdf>

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.

The U.S. Department of Labor states that employment of high school teachers is projected to grow 6% from 2014 to 2024, about as fast as the average for all occupations. The U.S. Department of Education Office of Secondary Education report includes social studies as one of the areas in which South Dakota has a shortage of qualified teachers. More specifically, the social sciences were one of South Dakota's TSA (Teacher Shortage Areas) every year from 2008-13 and 2015-2017.² Similar shortages were reported in the neighboring states of North Dakota.³

School principals and superintendents in South Dakota also report a need for broadly trained and certified history and social science teachers. In addition to 1.0 units in American history, state high school graduation requirements specify 0.5 units in American government and 1.5 units in social studies. Larger high schools seek to teach a wide range of electives and look to their history teachers to help meet those needs. Jason Uttermark, the Principal at Aberdeen Central High School notes:

“We have struggled in recent years getting high quality applicants in the area of Social Science beyond the specialty of History. Above and beyond the History requirements, state graduation requirements include Geography, Economics, and Government as well a Social Studies elective. We offer electives in Sociology, Psychology, Criminal Justice, American Indian Studies, and Current Events. We desperately need highly qualified teachers with a wide variety of endorsements in order to best serve our students.”⁴

Smaller South Dakota schools face even greater needs in the social sciences. The need for broadly-prepared is even greater in small schools. Andrew Johnson, PK-12 Principal at Oldham-Ramon School District, observes:

“Schools in South Dakota have an identified problem of finding qualified teachers to fill open positions; the social science field is no exception. Schools that are trying to fill open social studies positions are looking for teachers who can teach all of those subjects in that discipline. These classes include, but are not limited to, history, geography, government, psychology, sociology, economics, and philosophy.”⁵

4. How will the proposed program benefit students?

Northern State University's current history education program leads to direct certification only in history. Most South Dakota schools, however, need teachers able to teach other social sciences as well, particularly geography, American government, sociology, psychology, and/or

² U.S. Department of Education Office of Secondary Education. “Teacher Shortage Areas Nationwide Listings” <https://doe.sd.gov/oatq/documents/16Shortag.doc>, p. 148 (accessed January 21, 2020).

³ Ibid. pp. 96 and 124-125.

⁴ Personal Communication, Uttermark to Joshua Hagen, Dean Northern State University College of Arts and Sciences, dated November 29, 2017.

⁵ Personal Communication, Andrew Johnson to Dave Grettler, Northern State University Professor of History, December 12, 2017.

economics. As principal Mike Radke at Huron High School notes “a teacher who is certified to teach all social science classes is much more likely to get a job in my school versus one who can only teach history.”⁶

Additionally, adding the social science major will allow political science, sociology, economics, and psychology BA students to more easily move into a BSED program without having to complete a full history major.

For many years, Northern had a comprehensive social sciences major that gave students multiple subject certification that made them more attractive to school districts. Changes to certification requirements under No Child Left Behind (NCLB) made it difficult to continue the comprehensive major. When the South Dakota Department of Education no longer allowed the Praxis comprehensive social sciences exam to be used to prove their “highly qualified” status, students had to take exams in each social science area where they wanted highly qualified status. For many students, this meant as many as six exams for complete certification. In 2015, the Every Student Succeeds Act (ESSA) replaced the NCLB.⁷

South Dakota state Teacher Education Certification rules were then revised to no longer require separate exams in each subject area. Students seeking certification in Secondary Intermediate Social Science (History, Political Science, Geography) now need 27 content area credits with at least 10 transcribed credits in history (with at least 3 in U.S. history), 8 credits in political science, and 8 credits in geography. After achieving a minimum GPA of 2.7 in these classes, they need to take only one exam: Praxis Exam 5081, the Social Studies General Knowledge Exam. The minimum passing score for this exam is 146.⁸

Teachers planning to teach AP classes will still need to pass specific content area exams. Given the overlap among American history, American government, and the other social sciences, students required to take multiple Praxis exams should be able to pass exams in any of the content areas so that they can teach AP classes if they desire.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?

The BSED is not a new degree for Northern State University.

B. What is the rationale for the curriculum?

The BSED in Social Science provides enough content for students to teach any social studies course likely to be offered at the secondary level. It concentrates most on history, the social science area most needed by South Dakota secondary schools. The secondary focus is on American government and geography, also areas our graduates will likely be asked to teach. Students will also have the option to take course in economics, psychology, and sociology; other subjects they may be asked to teach in South Dakota high schools.

⁶ Personal Communication, Mike Radke to Joshua Hagen, Dean Northern State University College of Arts and Sciences, n.d.

⁷ Every Student Succeeds Act <https://www.ed.gov/essa>.

⁸ South Dakota Department of Education <https://doe.sd.gov/certification/documents/Endor-InterSocialScience.pdf>.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The primary national professional organization for social studies is the National Council for the Social Studies (NCSS).⁹ In 2017, the NCSS revised the National Standards for the Preparation of Social Studies Teachers and outlined 5 standards. Northern State University's BSED in Social Science meets both the content standards (Standard 1) and the professional education standards (Standards 2-5) through the combined coursework in history, social sciences, and professional teacher preparation.¹⁰

The NCSS National Standards for the Preparation of Social Studies Teachers are:
Standard 1: Content Knowledge. Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

Standard 2. Application of Content Through Planning. Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

Standard 3. Design and Implementation of Instruction and Assessment. Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

Standard 4. Social Studies Learners and Learning. Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Standard 5. Professional Responsibility and Informed Action. Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

⁹ National Council for the Social Studies. <https://www.socialstudies.org/>.

¹⁰ National Council for the Social Studies. National Standards for the Preparation of Social Studies Teachers. https://www.socialstudies.org/sites/default/files/media/2017/Nov/ncss_teacher_standards_2017-rev9-6-17.pdf

D. Summary of the degree program (complete the following tables):

Bachelor of Science in Education: Social Science	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above) for Teacher Certification	45		
Major Requirements	41*		
Major Electives	0		
Subtotal, Program Requirements		86*	71.7%
Free Electives		4	3.3%
Degree Total <i>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.</i>		120	100%
		*The requirements for the Major include 9 credits already incorporated into the general education.	

Required Support Courses Outside the Major

(Not general education requirements)

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
EDFN	102	Introduction to Education	3	No
SPED	100	Intro to Persons w/Exceptionalities	3	No
EPSY	302	Educational Psychology	3	No
SEED	296	Field Experience	1	No
INED	411	SD Indian Studies	3	No
SPED	441	Inclusive Methods for Diverse Learners	2	No
EDFN	475	Human Relations	3	No
SEED	396	Field Experience	1	No
EDFN	440	Classroom Management	2	No
EPSY	428	Child & Adolescent Development	3	No
EDER	415	Educational Assessment	2	No
SEED	496	Field Experience	1	No
ELRN	385	Educational Technology	3	No
SEED	400	Curriculum and Instruction Middle/Sec School	3	No
SEED	450	7-12 Reading and Content Literacy	2	No
SEED	488	7-12 Student Teaching	8	No
EDFN	472	School Law and Ethics for Educators	2	No
		Subtotal	45	

Major Requirements

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
IDL	190	First Year Seminar	2	No
ECON	201 or 202	Microeconomics or Macroeconomics	3	No
GEOG	210	World Regional Geography	3	No
HIST	121	Western Civilization I	3	No
HIST	122	Western Civilization II	3	No
HIST	151	U.S. History I	3	No
HIST	152	U.S. History II	3	No
POLS	100	American Government	3	No
PSYC or SOC	101 or 100	General Psychology or Introduction to Sociology	3	No
Subtotal			26	

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

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
HIST	300-400	Choose 2 U.S. History Courses	6	No
HIST	300-400	Choose 2 non-U.S. History Courses	6	No
POLS	300-400	Choose 2 Political Science Courses	6	No
GEOG	300-400	Choose 2 Geography Courses	6	No
Subtotal			24	

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

Individual Student Outcome (Same as in the text of the proposal)	SEED 400	ELRN 385	HIST 151, 152 U.S.HIST 300-400	HIST 121, 122 Non-U.S. HIST 300-400	POLS 100 POLS 300-400	GEOG 210 GEOG 300-400
Students will be able to use the methods of the social sciences in investigating important questions about people and society.			X	X	X	X
Students will be able to express clearly in writing the results of their research.			X	X	X	X
Students will be able to present course content in a style appropriate to the junior high and high school classroom.	X	X				
Students will be able to identify and explain important figures and events in American and world history.			X	X	X	
Student will be able to use social science techniques and concepts in analyzing new knowledge and current events.			X	X	X	X

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

Students will take the Praxis exam(s) identified for certification by the South Dakota Department of Education. Currently, the Department of Education requires Praxis Test 5081 (Social Studies General Knowledge Exam) for the composite certification in social sciences.¹¹

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures (including national exams, externally evaluated portfolios, or student activities, etc.). What are the consequences for students who do not demonstrate mastery?

All secondary education students at Northern State University create online portfolios. They have in the portfolios lesson plans connected to a rubric, samples of their writing, and other materials useful in indicating their ability to teach effectively, use social science techniques, and express their results clearly in writing. Students will also take an exit exam in the social science content.

Students who do not demonstrate mastery in social science content are not allowed to move forward in the teacher education program. They must pass the Praxis exam before they student teach. Additional requirements for student teaching, including the right disposition for teaching are set and enforced by the Northern State University Millicent Atkins School of Education.

7. What instructional approaches and technologies will instructors use to teach courses in the program?

Most of the content courses are delivered via traditional face-to-face instruction. Some courses can be taken online. Student teaching experiences, are of course “hands-on” courses where students learn through doing.

8. 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 curriculum?

No.

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

Initially, most students in the program will be adding the Social Science Education major to an existing NSU history or political science major or, in some instances, choosing the comprehensive major instead of the University’s history education major. Long term, we will attract additional students to Northern State University. Justin Bartel, the professional advisor for the history majors, notes that, in talking to prospective students, the knowledge that the

¹¹ Educational Testing Service (ETS). Praxis 5081. <https://www.ets.org/s/praxis/pdf/5081.pdf>.

University is developing a BSED in Social Science has already attracted new students to Northern State University.

Adding the comprehensive major will not substantially affect the current history education option. Students who start in the History BA program and later decide on picking up education certification will probably still opt for the History BSED. In the past, when we offered both the history and comprehensive options, students often chose to follow both paths to build their resumes and indicate greater preparation in history. Since there is considerable overlap between the History BSED and the proposed Social Science BSED, a number of double majors are anticipated.

<i>Estimates</i>	Fiscal Years*			
	1st	2nd	3rd	4th
	FY 21	FY 22	FY 23	FY 24
Students new to the university	10	10	10	10
Students from other university programs	10	10	10	10
Continuing students				
=Total students in the program (fall)	20	20	20	20
Program credit hours (major courses)**	600	600	600	600
Graduates	10	10	10	10

*Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University’s plans concerning the accreditation of this program.

The program will be accredited through the Council for Accreditation of Educator Preparation, CAEP.

11. 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, enter “None.”

No exceptions requested.

12. Delivery Location

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	Intended Start Date
On campus	Yes	Fall 2020

	Yes/No	If Yes, list location(s)	Intended Start Date
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Off campus	No		Choose an item. Choose an item.
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	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

13. Cost, Budget, and Resources: 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 & software, other operations and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately.

The University does not request new state resources. The program consists entirely of courses already offered. It will require no additional personnel, and it involves no extra costs.

14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (*place an “X” in the appropriate box*)? *If yes, explain.*

- Yes No

Explanation (if applicable):

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

- YES,
The university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.
- NO,
The university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.