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

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

University DSU - Dakota State University
Degree EDS : Specialist in Education
Name of Major X999 : New Major Requested **Education and Technology**
Specialization Required? Yes
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 8E : DSU Teacher Education/DEDU : Education
Intended Date of Full Proposal Fall 2025
Planned CIP Code 11.0101

Program Description

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

The Education Specialist (Ed.S.) in Education and Technology at Dakota State University is an advanced degree program designed to empower educators with the specialized skills needed to innovate in today’s tech-driven educational environments. This program prepares graduates for influential roles in educational institutions, providing them with the knowledge and skills to help their students navigate future tech-focused career opportunities. The entire program is delivered online, allowing flexibility for working educators. Prospective students must have an already completed master's degree (30 credits) prior to enrolling in the Ed.S. program.

Strategic Impact

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

The Education Specialist (Ed.S.) in Education and Technology aligns seamlessly with Dakota State University's institutional mission, strategic plan, and academic priorities by further strengthening the university's role as a leader in both teacher preparation and computer science education. Founded in 1881 as a teacher training institution, Dakota State University (DSU) has a long-standing commitment to providing skilled educators for South Dakota schools. With the university's shift toward integrating advanced technology programs, the Ed.S. in Education and Technology leverages DSU's established reputation in both teacher education and technology. By offering this degree, DSU expands its mission of training highly qualified educators, while addressing the critical needs in a tech-driven economy.

This program directly supports DSU's strategic plan, ADVANCE 2027, by aligning with its core pillars:

- Pillar 1 – Enhance Student Success: The Ed.S. program is designed to equip educators with advanced skills, helping to ensure that graduates are workforce-ready and positioned to secure high-demand roles in the education and technology sectors. This directly supports the goal of placing 100% of graduates in employment within six months.
- Pillar 5 – Increase Sustainability and Resilience: The program advances DSU's commitment to increasing graduates in computer science, cybersecurity, and artificial intelligence by at least 10%, as outlined in the strategic plan. By preparing educators to teach these subjects and lead in educational settings, the program fosters sustainability in South Dakota's workforce by supplying educators capable of meeting the increasing demand for tech-savvy professionals.

The Ed.S. in Education and Technology complements DSU's robust program offerings in both education and technology. It draws on the existing strength of DSU's Master of Science in Education in Education and Technology, as well as the university's extensive expertise in computer science, cybersecurity, and artificial intelligence through programs like the M.S. and Ph.D. in Computer Science. With this strong foundation, the program builds on the synergies between DSU's College of Education & Human Performance and the Beacom College of Computer and Cyber Sciences.

The proposed Ed.S. program addresses two critical academic priorities for DSU:
1. Workforce Development: By focusing on preparing educators to teach educational technology, this program meets an urgent workforce need in South Dakota and nationally, where there is a documented shortage of qualified computer science teachers.
2. Leadership in Cyber Education: This program enables educators to take on leadership roles in initiatives like the South Dakota Governor's Cyber Academy, helping the state meet its goals in promoting cyber education at the K-12 level.

In summary, the Ed.S. in Education and Technology is a mission-aligned, strategically planned program that enhances DSU's strengths in both education and technology, further positioning the university as a leader in preparing the next generation of tech-focused educators.

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

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

The proposed Education Specialist (Ed.S.) in Education and Technology at Dakota State University (DSU) aligns closely with the South Dakota Board of Regents' Strategic Plan (2022-2027) by addressing key priorities in workforce and economic development, academic excellence, and student success.

This program directly supports Goal 4: Workforce and Economic Development, as it prepares educators to teach high-demand subjects like computer science, cybersecurity, and artificial intelligence. The program aligns with the Board's commitment to workforce-driven academic programming that meets evolving industry needs. By equipping teachers with expertise in educational technology, the program helps address South Dakota's workforce shortages in STEM education and supports the state's goal of increasing its knowledge-based economy.

Furthermore, the program enhances Goal 3: Academic Excellence, Student Success, and Educational Attainment by providing advanced credentials that empower educators to innovate in tech-driven classrooms. The fully online delivery model supports lifelong learning and professional development, ensuring accessibility and flexibility for working educators—key components of the Board's commitment to academic excellence and student success.

Lastly, this initiative supports Goal 2: Access and Affordability by offering a high-quality, accessible graduate degree option that expands educational opportunities for South Dakota's educators. Through this mission-driven program, DSU strengthens its role as a leader in both teacher preparation and technology education, reinforcing the Board's strategic vision for higher education.

Program Summary

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

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

The Ed.S. in Education and Technology will be built on Dakota State University's existing strengths and resources, requiring no significant new investments in faculty, infrastructure, or technology. DSU will model the Ed.S. degree after the educational leadership model at USD, which allows the principal courses to be taken at the MA or Ed.S. level, thus eliminating the prospective student's hesitation for "not wanting another master's degree." This proposal does not require any additional courses to be offered. If a prospective student does not have a conferred master's degree, they would enroll in the Masters of Science in Education and Technology. If the prospective student has a conferred master's degree, they would enroll in the Educational Specialist in Education and Technology. Prospective students who complete an Education and Technology M.S. degree at DSU are not eligible for the Ed.S. degree.

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

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	Intended Start Date
On Campus	No	(n/a) (n/a)

	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, asynchronously. Also, hybrid if needed.	Fall 2025

	Yes/No	Identify Institutions
Does another BOR institution already have authorization to offer the program online?	No	No institutions offer an Ed.S. in Education and Technology.

6. 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.

Academic Quality

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

The Education Specialist (Ed.S.) in Education and Technology at Dakota State University (DSU) will be developed in alignment with national standards and best practices in educational technology, referencing peer institutions with similar advanced education programs. The curriculum will adhere to national accreditation standards, including those set by the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org) and the International Society for Technology in Education (ISTE) (https://www.iste.org), ensuring that graduates meet high-quality benchmarks in instructional technology and digital learning leadership.

Comparable programs at peer institutions include:
1. University of Central Missouri (Education Specialist Degree in Educational Technology) - https://www.ucmo.edu/academics/programs/education-specialist/coe/educational-technology-and-library-science/educational-tech/educational-technology-eds/index.php
2. University of Maine (Online Ed.S. in Instructional Technology) - https://online.umaine.edu/online-education-specialist-in-instructional-technology/
3. Valdosta State University (Education Specialist (Ed.S.) in Instructional Technology) - https://www.valdosta.edu/academics/graduate-school/our-programs/education-specialist-in-instructional-technology.php

These institutions were selected based on their strong emphasis on integrating technology into education, regional relevance, and competitiveness in the field. Using IPEDS most recent data from 2022-2023, we searched for the following criteria: public institutions offering an Ed.S. degree in Education and Technology with undergraduate enrollment between 2,000 - 10,000 students. DSU's program will build upon these models while leveraging its established strengths in cybersecurity and technology education, ensuring that graduates are equipped to lead digital transformation in K-12 and higher education settings.

8. What program accreditation is available, if any?

The teacher education programs in DSU's College of Education & Human Performance are accredited by the South Dakota Department of Education (SD DOE) and the Council for the Accreditation of Educator Preparation (CAEP). However, program accreditation is only required when programs lead to certification.

9. Will the proposed program pursue accreditation or certifications?

No

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

None of the programs in the Ed.S. in Education and Technology lead to certification.

Duplication and Competition

10. Do any related programs exist at other public universities in South Dakota?

A list of existing programs is available through the university websites and the RIS Reporting: Academic Reports Database. If there are no related programs within the Regental system, indicate ***none.***

No, but the University of South Dakota has a Masters of Science (M.S.) degree in Technology Integration and Coaching. This degree prepares educators to be an expert in multimedia, web authoring, instructional programming, computer hardware, tech-infused learning environments, curriculum, and more.

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

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

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

List those programs here:

None

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

N/A

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?

South Dakota has a lower percentage of teachers holding an Education Specialist degree (5.4%) compared to the national average (8.7%), highlighting a gap in advanced educational opportunities for educators in the state. Many South Dakota teachers already possess a Master of Science or Master of Arts in Education but lack a clear, technology-focused pathway for continued professional growth. The Ed.S. program provides this opportunity.

Additionally, the Governor's Cyber Academy has demonstrated growing student interest in technology-focused education, signaling a need for more educators trained in instructional technology. This demand suggests that educators will seek specialized training to meet the expanding need for K-12 computer science and cybersecurity instruction, which is an initiative of the South Dakota Department of Education.

Finally, the fully online format of the Ed.S. program makes it an attractive option for working professionals who may not have pursued another degree due to location, time constraints, or cost. By offering a flexible, high-demand specialization, the program is expected to draw students toward this tech-focused alternative.

Market Demand

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

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

12. What is the expected growth of the industry or occupation in South Dakota and nationally?

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

The demand for educators with expertise in educational technology is growing both in South Dakota and nationally, driven by the increasing integration of technology in classrooms and the urgent need for qualified computer science and cybersecurity instructors.

According to the South Dakota Department of Labor & Regulation, the demand for instructional coordinators, a key occupation related to this field, is projected to grow by 8.3% from 2020 to 2030, with an estimated 90 annual openings due to growth and retirements. Additionally, demand for secondary school teachers, particularly in STEM fields, is expected to increase as South Dakota expands initiatives like the Governor's Cyber Academy to address workforce shortages in technology-driven sectors.

Nationally, data from O-Net Online and the U.S. Department of Labor's Projections Central indicate that instructional coordinators will see a 7% growth rate from 2022 to 2032, with approximately 19,500 job openings per year. The need for computer science educators is particularly high, as highlighted in the SDBOR Workforce and Degree Gap Analysis Report, which notes a significant shortage of qualified teachers in South Dakota's rural areas.

The Education Specialist (Ed.S.) in Education and Technology at Dakota State University is designed to meet these workforce demands, preparing educators for leadership roles in digital learning and technology-infused instruction.

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

There is strong evidence of unfilled openings in educational technology and computer science education, both in South Dakota and nationally. According to the South Dakota Department of Labor & Regulation, there is a persistent shortage of qualified educators in STEM and technology-related fields, with instructional coordinator positions projected to grow by 8.3% from 2020 to 2030 and 90 annual openings statewide. The demand is particularly high in rural areas, where access to specialized programs remains limited.

Nationally, O-Net Online and the U.S. Department of Labor's Projections Central indicate that instructional coordinator positions will experience a 7% growth rate from 2022 to 2032, with 19,500 job openings per year. Additionally, the SDBOR Workforce and Degree Gap Analysis Report highlights a critical shortage of computer science and cybersecurity educators in South Dakota, with a growing need for K-12 teachers trained in digital learning and cyber education.

The shortage of educators trained in educational technology directly impacts the state's ability to prepare students for a technology-driven workforce. The proposed Education Specialist (Ed.S.) in Education and Technology at Dakota State University is designed to fill this gap by equipping educators with the advanced skills needed to integrate technology into teaching and learning, addressing both state and national workforce shortages.

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

Graduates of the Education Specialist (Ed.S.) in Education and Technology program at Dakota State University can expect competitive salaries in South Dakota and nationwide, depending on their roles and experience.

According to the South Dakota Department of Labor & Regulation, instructional coordinators—who develop and implement technology-driven curricula—earn a median annual salary of $63,580 in the state. K-12 educators with advanced credentials in educational technology can expect to earn between $50,000 and $75,000, with higher salaries for specialists in computer science, cybersecurity, and instructional technology leadership.

Nationally, data from O-Net Online and the U.S. Department of Labor's Projections Central show that instructional coordinators earn a median annual salary of $70,160, with the top 10% earning over $101,090. Computer science and cybersecurity educators, a key focus of this program, can earn significantly more, with high school computer science teachers making between $60,000 and $90,000, depending on location and experience.

With South Dakota investing in initiatives like the Governor's Cyber Academy, educators with expertise in technology integration are in high demand. The Ed.S. in Education and Technology prepares graduates for leadership roles, positioning them for increased salary potential and career advancement in both education and industry-aligned roles.

15. Optional: Provide any additional evidence of regional demand for the program.

e.g. prospective student interest survey data, letters of support from employers, community needs...

The 18-credit hour Graduate Certificate in Computer Science and Cyber Education offered at DSU follows the National Cybersecurity Teaching Academy (NCTA) curriculum design. This fully online program aims to enhance teachers' disciplinary knowledge in computer and cyber sciences while building their pedagogical expertise. The specialization in Computer Science and Cyber Education prepares teachers to teach dual enrollment courses via the Governors Cyber Academy and meet South Dakota's secondary computer science and IT endorsement requirements. It targets rural teachers, equipping them with a broad understanding of cybersecurity concepts to address their students' diverse needs and interests. Additionally, the South Dakota Board of Regents Workforce and Degree Gap Analysis Report identifies a shortage of educators with expertise in computer science and digital learning, particularly in rural areas.

Student Demand

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

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

University Name	State	Program Name	Number of Degrees Conferred in Program	Total Number of Conferrals at Level (Undergrad or Grad)
University of Central Arkansas	AR : Arkansas	Ed.S. in Digital Age Teaching & Learning	13	194
University of West Georgia	GA : Georgia	Specialist in Education with a Major in Instructional Technology, Media & Design 18 months | Credit Hours: 27 The Ed.S. program in Instructional Technology, Media & Design is available in 2 concentrations: Instructional Technology, and School Library Media. Please click on the concentration links below for more information and admission requirements: Concentration in Instructional Technology Concentration in School Library Media For more information, please see the Academic Catalog. Start Your Journey Today Tags Overview Cost Courses Faculty Admissions Dates Objectives This degree program has two concentrations: Specialist in Education with a Major in Media, Instructional Technology Specialist in Education with a Major in Media, School Library Media Program Location Online Method of Delivery Coursework is 100% online. Accreditation The University of West Georgia is accredited by The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Credit and transfer Total semester hours required: 27 University of West Georgia Footer Resources Footer Social Back to Top iconBack to Top UWG Facebook IconUWG Instagram IconUWG Twitter IconUWG Join us on LinkedInUWG YouTube Icon Information About UWG Maps & Directions News Events Accreditation Contact Us Emergency & Closings Info Popular Faculty & Staff Directory Departments & Offices A-Z Index Majors & Degree Programs Careers Other Title IX The Clery Act Privacy Policy Reporting Hotline Consumer Information Accessibility Human Trafficking Notice UWG Police Locations Carrollton 1601 Maple St Carrollton, GA 30118 (678) 839-5000 Newnan 80 Jackson St Newnan, GA 30263 (678) 839-2300 Meta Content Sitemap Website Feedback © 2023 University of West Georgia. All Rights Reserved. University of West Georgia Logo	82	436
University of Maine	ME : Maine	Ed.S. in Instructional Technology	18	170

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

DSU's longstanding reputation in both teacher preparation and technology creates a natural pipeline of educators seeking advanced credentials in educational technology. Many graduates of DSU's Master of Science in Education (M.S.Ed.) in Education and Technology have expressed interest in continuing their education but lack a structured pathway beyond the master's level. The Ed.S. program directly addresses this gap by providing a highly relevant, advanced credential.

Additionally, the Governors Cyber Academy, a dual enrollment program at DSU, demonstrates significant student interest in technology-focused education. As more K-12 students engage in cybersecurity, computer science, and artificial intelligence coursework, schools need educators who are trained to teach these subjects. South Dakota teachers are recognizing this trend and actively seeking professional development opportunities to align with the state's workforce needs.

Last, DSU has received inquiries from current educators about specialized training in educational technology and cyber education. The online format of this program makes it highly accessible, further increasing its appeal to working professionals across South Dakota and beyond. This demand underscores the need for an Ed.S. pathway tailored to DSU's strengths.

Enrollment

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

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

The Education Specialist (Ed.S.) in Education and Technology at Dakota State University (DSU) is expected to attract a mix of new students and current DSU graduates seeking advanced credentials. The primary audience includes K-12 teachers in South Dakota and the surrounding region who want to teach dual credit computer science and cyber education courses. Many enrollees will be new to DSU, particularly educators who already hold a master's degree and are seeking specialized training in educational technology, cybersecurity, and instructional computing. The program is designed to support South Dakota's Governor's Cyber Academy initiative, which has significantly increased demand for qualified high school instructors in cyber-related fields. Additionally, some students will be redirected from DSU's existing Master of Science in Education (M.S.Ed.) in Educational Technology. The program is expected to grow, with an estimated 5-10 new students per year, contributing to an increase in DSU's graduate education enrollment. This steady growth aligns with the increasing demand for educators trained in computer science and cyber education, both regionally and nationally.

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

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

By year six, the Education Specialist (Ed.S.) in Education and Technology at Dakota State University (DSU) is projected to enroll a steady cohort of 15 students annually, including both new enrollees and those continuing from previous years. In the first year, the program is expected to attract 5-10 students, primarily K-12 educators in South Dakota and the surrounding region, who are seeking advanced credentials to teach dual-credit computer science and cyber education courses. The anticipated graduation timeline is two to three years. As awareness grows and word-of-mouth spreads among school districts and educators, annual enrollment is projected to increase by 5-10% each year. By year three, enrollment is anticipated to reach 8-12 students, reflecting both new students and continuing cohorts. Growth will be driven by grant-funded tuition from external partners for graduate students studying computer and cyber science education, as well as increasing demand for cyber education instructors, alignment with initiatives like the Governor's Cyber Academy, and DSU's reputation in educational technology and cybersecurity. By year six, the program should reach a stable enrollment of 15 students annually, with a mix of new and returning students. This sustained enrollment will ensure a strong pipeline of educators equipped to teach technology-driven courses, meeting both state and national workforce needs in cyber education and instructional technology.