

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 7 – C (2)

DATE: June 26-27, 2024

SUBJECT

New Site Request – NSU – BSEd in Special Education (Online)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

[BOR Policy 2.3.8](#) – Distance Education

BACKGROUND / DISCUSSION

Northern State University (NSU) requests approval to offer the BSEd in Special Education online. Currently, the program is only available to on-campus students. NSU plans to offer courses through a HyFlex delivery method, which requires an online site approval for the program. By offering the program with a HyFlex option, students can make participation choices regarding whether to attend courses in person or online on a more flexible basis to accommodate their needs.

IMPACT AND RECOMMENDATION

NSU requests no new resources. There will be minimal costs to offering the program online, such as Hy-Flex technology and Hy-Flex training for faculty who are new to the university in the future.

Board office staff recommends approval to offer the program online.

ATTACHMENTS

Attachment I – New Site Request: NSU – BSEd in Special Education

DRAFT MOTION 20240626_7-C(2):

I move to approve NSU’s new site proposal to offer the BSEd in Special Education online, as presented.



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

New Site Request

Use this form to request authorization to deliver an entire existing degree program (graduate program, undergraduate major or minor, certificate, or specialization) at a new site or by distance delivery (including online delivery). Board of Regents approval is required for a university to offer programs off-campus and through distance delivery. 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 Site Request Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
DEGREE(S) AND PROGRAM:	BSEd Special Education
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
CIP CODE:	13.1001
UNIVERSITY DEPARTMENT:	Teacher Education
BANNER DEPARTMENT CODE:	NSPE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	5E

Please check this box to confirm that:

- The individual preparing this request has read [AAC Guideline 2.3.2.4.A](#), which pertains to new site 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.

Michael Waroux

President (or designee) of the University

3/13/2024

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. What is the need for offering the program at the new physical site or through distance delivery?

The pipeline of traditional-age students will tighten within the next several years due to the lower birth rates during the recession. Simultaneously, the pressure of the teacher shortage emergency facing the nation has not diminished, urging teacher preparation programs to think differently about making teacher education programs accessible. Since the sudden global shift to remote learning and distance education during the pandemic, the appeal of flexible learning has skyrocketed. Now, for the first time, students have access to education programs that may not have previously been an option. Out of 66 counties in South Dakota, 30 are classified as rural ([US Department of Health and Human Services](#)); the traditional university requirement of attending class in person on campus simply is not, or has not been, a possibility for a growing number of individuals in the region and throughout the state.

Online learning was introduced and became popular throughout the 1990's, and since then, distance education has continued to grow in many directions. One such direction, HyFlex, has infused online and distance education with a human element. True HyFlex course design enables flexible participation where students can choose to attend in person, online synchronously or online asynchronously. Faculty are HyFlex trained to deliver superior instruction that engages students in the learning process and creates an environment where students effectively complete the learning activities in any modality they choose.

Offering the special education program online with a HyFlex delivery method not only creates a pathway for post-traditional learners unable to physically move to be near a campus, an online program with a HyFlex delivery method appeals to traditional students living on or near campus. With each class being delivered in three modalities, the program capitalizes on student choice and provides meaningful participation flexibility. Students who commute and struggle with gas prices or winter weather will now have the independence to make the participation choice that meets their current needs.

The development of the online program with a HyFlex delivery method option for completing the special education degree elevates NSU's mission by combining E-Learning opportunities, a response to the teacher shortage crisis, and a flexible learning environment that will open the profession to a broader pool of candidates and increase student retention, targeting post-traditional learners, underserved populations, and individuals in remote areas.

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If "yes," identify the institutions and programs and explain why authorization is requested.

Dakota State University offers an online elementary education program, but the proposed program would be the first online elementary education teacher preparation program in which each class in the program is offered in three modalities by professors who are expertly trained in HyFlex delivery through NSU's Center for Excellence in Teaching and Learning. Every teacher education faculty member in the Millicent Atkins School of Education has earned HyFlex certification.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (replace "XX" in the table with the appropriate year).

Some students enrolling in the SPED program may be new to the university; the NSU admissions team estimates over 100 inquiries and/or requests for a digitally delivered teacher education program.

Because nearly all the classes in the special education program are currently being offered either online or with a HyFlex delivery method, current students will continue to benefit from participation flexibility. The proposed site change would allow for every class to be delivered online with a HyFlex delivery method and empower students to make participation choices not only in the current semester but also in future semesters to accommodate lifestyle needs.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 25	FY 26	FY 27	FY 28
Students new to the university	10	12	15	15
Students from other university programs	0	0	0	0
=Total students in the program at the site	10	20	30	39
Program credit hours (major courses)**	200	400	600	780
Graduates	0	0	0	8

*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.

4. What is the perceived impact of this request on existing programs in the Regental system?

By focusing on providing accessibility and flexibility, the proposed online site offering can attract individuals who may not have the means or opportunity to enroll in traditional on-campus programs due to geographical constraints, work commitments, or personal circumstances. Not all students learn most effectively in an entirely asynchronous or F2F format. The inclusion of an online option widens the pool of prospective educators without necessarily drawing students away who prefer a fully online program or a traditional campus experience. HyFlex combines traditional in-person learning, a student-centered online option, or engaging digital participation for the ultimate version of student choice that maximizes inclusive and accessible higher education.

5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.

Bachelor of Science in Elementary Education	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements	30	30	0	30	0
<i>Subtotal, Degree Requirements</i>					
Required Support Courses					
Major Requirements	80	80	0	80	0
Major Electives or Minor					
<i>Subtotal, Requirements of the Proposed Major</i>					
Free Electives	40	40	0	40	0
<i>Total, Degree with Proposed Major</i>	120	120	0	120	0

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

- [IDL 190 - Seminar](#) **1-3 credits** (2 credits required)
- [EDER 415 - Educational Assessment](#) **2 credits**
- [EDFN 102 - Introduction to Education](#) **3 credits**
- [EDFN 440 - Classroom Management](#) **2 credits**
- [EDFN 445 - Methods of Teaching English and Academic Content to English Learners](#) **3 credits**
- [EDFN 472 - School Law and Ethics for Educators](#) **2 credits**
- [ELED 330 - K-8 Math Methods](#) **3 credits**
- [ELED 395 - Practicum](#) **1-2 credits** (1 credit for this program)
- [ELED 440 - K-8 Language Arts Methods](#) **3 credits**
- [ELRN 435 - Principles of Instructional Design](#) **3 credits** OR
- [ELRN 535 - Principles of Instructional Design](#) **3 credits**
- [ELRN 485 - Classroom Technology](#) **3 credits** OR
- [ELRN 585 - Classroom Technology](#) **3 credits**
- [EPSY 302 - Educational Psychology](#) **3 credits**
- [EPSY 296 - Field Experience](#) **0-1 credits** (0 credit)
- [EPSY 428 - Child and Adolescent Development](#) **3 credits**
- [GEOG 210 - World Regional Geography](#) **3 credits**
- [INED 411 - South Dakota Indian Studies](#) **3 credits**
- [MLED 480 - Middle Level Methods](#) **2 credits**
- [SEED 450 - Reading and Content Literacy](#) **2 credits**
- [SPED 100 - Introduction to Persons with Exceptionalities](#) **3 credits**
- [SPED 210 - Teaching Students with Exceptionalities](#) **3 credits**
- [SPED 396 - Field Experience](#) **1 credit** (1 credit)
- [SPED 410 - Behavior Management of Exceptional Children](#) **3 credits** OR
- [SPED 510 - Behavior Management of Exceptional Children](#) **3 credits**
- [SPED 417 - Vocational-Transitional Programming](#) **2-3 credits** (2 credits) OR
- [SPED 517 - Vocational-Transitional Programming](#) **2-3 credits** (2 credits)
- [SPED 420 - K-12 Curriculum and Instructional Strategies](#) **2-3 credits** (3 credits) OR
- [SPED 520 - K-12 Curriculum and Instructional Strategies](#) **3 credits**
- [SPED 431 - Identification and Assessment in Special Education](#) **2-3 credits** (2 credits) OR
- [SPED 531 - Identification and Assessment in Special Education](#) **2-3 credits** (2 credits)
- [SPED 432 - Methods and Materials for LD K-12](#) **2 credits**
- [SPED 441 - Inclusive Methods for Diverse Learners](#) **2 credits**
- [SPED 460 - Family Systems and Professional Collaboration](#) **2-3 credits** (2 credits) OR
- [SPED 560 - Family Systems and Professional Collaboration](#) **2-3 credits** (2 credits)
- [SPED 470 - Educational Programming](#) **2 credits**
- [SPED 485 - Special Education Law](#) **2 credits**
- [SPED 488 - Student Teaching in Special Education](#) **1-16 credits** (8 credits for this program)
- [SPED 496 - Field Experience](#) **1-12 credits** (2 credits)

6. How will the university provide student services comparable to those available for students on the main campus?

Student resources at NSU are available for off campus as well as on campus students.

- Navigate Platform
- Academic advising: Zoom or phones appointments are available. All students are assigned an academic advisor.
- Tutoring: Zoom offerings are available through Tutoring Services, or tutor.com is available for online courses.
- Career Services: Zoom or phone appointments are available.
- TRIO Student Support Services: Some services are available at a distance though students must apply to and be accepted to the program to receive benefits.

- Circle Program: most events are on campus though Zoom mentor and advising offerings are available.
- TRIO McNair: Similar to TRIO SSS.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

The BSEd in Special Education is fully accredited by CAEP (Council for the Accreditation of Educator Preparation). Because this is not a separate delivery option (all students would have the same participation options on an individual class-by-class basis), offering the program online with a HyFlex delivery method does not have implications with regard to CAEP accreditation of the special education teacher preparation program.

8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

No.

9. Cost, Budget, and Resources related to new courses at the site: 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 minor. Complete Appendix B – Budget using the system form.

*HyFlex technology, HyFlex training for any new faculty

10. Additional Information: *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*