



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 Elementary Education and Special Education |
| NEW SITE(S): <i>Include address of new physical locations.</i> <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i> | Online |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2025 |
| CIP CODE: | 13.1202 |
| UNIVERSITY DEPARTMENT: | Teacher Education |
| BANNER DEPARTMENT CODE: | NTE |
| 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 Wanous

President (or Designee) of the University

9/16/2025

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 need to offer the elementary and special education program through distance delivery reflects both a shifting student demographic and the urgent, ongoing demand for certified teachers. With the traditional-age college population declining due to lower birth rates during the recession, and the nationwide teacher shortage showing no signs of easing, teacher preparation programs must evolve to remain accessible, responsive, and relevant.

Online learning, which rose to prominence in the 1990s, has since expanded in both scope and sophistication. Among the most innovative developments is HyFlex delivery, a model that blends online and face-to-face instruction while preserving the human connection at the heart of learning. HyFlex course design gives students the autonomy to choose how they participate: in person, online synchronously, or online asynchronously. This flexibility empowers learners to remain engaged regardless of location or circumstance. Faculty are trained in HyFlex pedagogy to ensure high-quality instruction and meaningful interaction across all modalities, fostering a dynamic learning environment that supports student success in every format.

The appeal of flexible learning has only increased since the pandemic, and for many students, particularly in rural or underserved areas, online and HyFlex delivery models are not just preferences, but necessities. In South Dakota, where 30 of the 66 counties are classified as rural ([U.S. Department of Health and Human Services](#)), commuting to a campus-based program is not always feasible. Offering the elementary and special education program online with HyFlex capabilities opens the door to students who may otherwise be excluded from the profession due to geographic, financial, or personal constraints.

This model is not limited to post-traditional learners. Traditional students living on or near campus benefit from the flexibility of HyFlex learning as well. For example, students facing inclement weather, health challenges, or transportation barriers can still fully participate without falling behind. Each class delivered in three modalities maximizes student choice and increases retention by allowing learners to adapt their participation to their changing needs.

By expanding the elementary and special education program to include online and HyFlex delivery, Northern State University advances its mission of educational access and innovation. This delivery model strengthens our ability to serve rural communities, attract a broader pool of teacher candidates, and prepare future educators through a format that meets them where they are, both literally and figuratively. In doing so, NSU not only addresses the teacher workforce crisis but also leads in shaping the future of inclusive, flexible teacher preparation.

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 online elementary education and special education programs, but the proposed program would be the first online elementary and special 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 elementary and special education program may be new to the university. The NSU admissions team indicates a strong demand for this option, citing consistent inquiries for a remotely delivered elementary and special education program.

Currently, all courses in the ELED and SPED program are offered either fully online or through a HyFlex delivery model, providing students with valuable participation flexibility. The proposed site change would formalize this approach, ensuring that every course in the program is available online with HyFlex delivery. This would allow students to make informed participation choices not only within a given semester, but across their entire academic journey, accommodating evolving lifestyle needs and enhancing program accessibility.

| | 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 | 790 |
| 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?

The intent of this request is not to duplicate programs or divert students from other institutions, but rather to expand access and fill a gap in service to students who may otherwise be left without a pathway to teacher preparation. Northern State University serves a unique role in the Regental system as the only public university located in the northeastern region of the state. Our campus is highly visible and well known in this area, and students in the region often develop strong connections with NSU faculty, staff, and programs through dual credit courses, outreach, and community partnerships.

For many prospective students, particularly post-traditional or place-bound learners, familiarity with NSU fosters a sense of belonging and trust. These individuals often express a desire to earn their degree from NSU, but if they are unable to relocate or commute to campus, they may forgo enrollment altogether rather than attend a different institution. Offering the elementary and special education program through an online and HyFlex delivery model allows NSU to serve these students where they are, geographically and personally, without diminishing the opportunities provided by other institutions in the Regental system.

This request broadens the system’s collective reach by addressing unmet need and supporting learners who would not otherwise pursue teacher education. In doing so, it strengthens the overall impact of public higher education in South Dakota and directly contributes to the statewide effort to address the teacher workforce shortage.

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 | 98 | 98 | 0 | 98 | 0 |
| Major Electives or Minor | | | | | |
| <i>Subtotal, Requirements of the Proposed Major</i> | | | | | |
| Free Electives | 0 | 0 | 0 | 0 | 0 |
| <i>Total, Degree with Proposed Major</i> | 128 | 128 | 0 | 128 | 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.

- [FYS 101- First Year Seminar](#) **2-3 credits** (2 credits required)
- [EDFN 102 - Introduction to Education](#) **3 credits**
- [ELED 303 - Earth and Physical Science for Elementary Teachers](#) **3 credits**
- [ELRN 435 - Principles of Instructional Design](#) **3 credits** OR
- [ELRN 535 - Principles of Instructional Design](#) **3 credits**
- [EPSY 302 - Educational Psychology](#) **3 credits**
- [EPSY 428 - Child and Adolescent Development](#) **3 credits**
- [EPSY 296 - Field Experience](#) **0-1 credits** (0 credit)
- [INED 411 - South Dakota Indian Studies](#) **3 credits** OR
- INED 211 - South Dakota Indian Culture & Education **3 credits**
- [MATH 341 - Math Concepts for Teachers I](#) **3 credits**
- [MATH 342 - Math Concepts for Teachers II](#) **3 credits**
- [SPED 100 - Introduction to Persons with Exceptionalities](#) **3 credits**
- [ELED 396 - Field Experience](#) **1 credit** OR
- SPED 396 – Field Experience **1 credit**
- [ELED 440 - K-8 Language Arts Methods](#) **3 credits**
- [ELED 450 - K-8 Reading Methods](#) **3 credits**
- [ELRN 485 - Classroom Technology](#) **3 credits** OR
- [ELRN 585 - Classroom Technology](#) **3 credits**
- EDFN 341 - Integrated Art & Music Methods **2 credits**
- [EDFN 455 - Research-Based Literacy Instruction and Assessment](#) **3 credits**
- [MLED 480 - Middle Level Methods](#) **2 credits**
- [PE 330 - PK-8 Health/Safety/PE Methods](#) **1 credits**
- [ELED 320 - K-8 Science Methods](#) **3 credits**
- [ELED 330 - K-8 Math Methods](#) **3 credits**
- [ELED 360 - K-8 Social Science Methods](#) **3 credits**
- [ELED 420 - Social Science Content and Curricular Knowledge for Teachers](#) **2 credits**
- [ELED 395 - Practicum](#) **1-2 credits** (1 credit for this program)
- [ELED 495 - Practicum](#) **1-12 credits** (1 credit)
- [ELED 496 - Field Experience](#) **1-12 credits** (2 credits) OR

- SPED 496 - Field Experience 1-12 credits (2 credits)
- [EDFN 440 - Classroom Management](#) **3 credits**
- [EDFN 445 - Methods of Teaching English and Academic Content to English Learners](#) **3 credits**
- [ELED 488 - K-8 Student Teaching](#) **2-16 credits** (6 credits for this program)

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 Elementary and 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 elementary and special teacher education 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.

*Hy-Flex technology, Hy-Flex 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.*