



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:	Northern State University
DEGREE(S) AND PROGRAM:	Minor Psychology
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Online/HyFlex
INTENDED DATE OF IMPLEMENTATION:	Fall 2026
CIP CODE:	42.0101 – Psychology, General
UNIVERSITY DEPARTMENT:	Psychology and Counselor Education
BANNER DEPARTMENT CODE:	NPCE
UNIVERSITY DIVISION:	Millicent Atkins 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.

Erin Foubert

4/16/2026

President (or Designee) of the University

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?

Approval of the psychology major and minor for distance delivery is essential to serving students who cannot relocate, who are working more hours to afford college, and who are balancing family and personal responsibilities. It also helps prepare a workforce that relies on psychology’s transferable skills in communication, data literacy, and understanding human behavior. In a rural

state like South Dakota, many students live far from a residential campus, and commuting or relocating may not be a realistic option given transportation, housing, and employment constraints. These situations make flexible and remote options a critical access point for degree completion. Beyond geography, more college students now juggle part-time or full-time employment, caregiving, and other non-academic obligations. Research on non-traditional learners underscores that flexible, learning formats and remote access to coursework are often the deciding factors that make continued enrollment possible for those balancing work and family responsibilities. Offering the psychology major and minor through digital delivery (i.e., Hyflex/Online) allows traditional and nontraditional learners alike to attend classes around work shifts, caregiving schedules, and health needs, which is critical for persistence and timely graduation.

Psychology is frequently chosen as a second major or minor because it integrates well with fields such as criminal justice, business, general studies, and health-related disciplines, helping students connect human behavior insights to another primary area of study. As more partner disciplines move online, students who are place bound or with significant work and family commitments increasingly build their course plans around online offerings; when psychology is not available in the same modality, these students may forgo a psychology major or minor altogether because of time, travel, or scheduling conflicts rather than lack of interest. Making psychology available through distance delivery ensures that students in fully or primarily online degrees can still access psychology courses, supporting interdisciplinary preparation.

Contemporary workforce and occupational analyses underscore that psychology majors develop a blend of human-centered and analytical skills that employers consistently seek across industries, including communication, critical thinking, problem-solving, data literacy, and the ability to work effectively with diverse individuals and groups. National labor-market data further indicate ongoing demand for psychologists and related behavioral-health professionals, with employment for psychologists projected to grow in roles that require advanced skills in assessment, analysis, and interpersonal effectiveness ([O*NET Job Outlook for Psychology Majors](#)). For rural regions in particular, distance-delivered psychology programs can help grow local talent for roles in community agencies, schools, health systems, and justice settings without requiring students to leave their home communities to complete a degree ([Need to Improve the Behavioral Health Workforce](#)). Expanding psychology to an online modality is a student-centered response to documented shifts in who students are, where they live, and how they balance education with employment and family life, improving access for rural, working, and non-traditional learners.

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.

Yes. South Dakota State University (major and minor) and the University of South Dakota (minor) are authorized to offer psychology through distance delivery. Authorization for Northern State University is requested to expand access rather than duplicate existing options by offering the psychology major and minor in a format that consistently provides both in-person and digital participation options for each course.

NSU already has approval to deliver individual psychology courses both in person and online; approval of this request would allow intentional structure and advertising for a clear digital pathway so that students can plan to complete the program through distance delivery as needed. As noted earlier, providing a coherent HyFlex/online route supports place bound and time-constrained students. It also aligns with NSU’s existing graduate counseling program, which also uses HyFlex delivery and requires a completed bachelor’s degree for admission. In doing so, the proposed authorization will help the Regental system better address documented shortages in psychology related preparation for mental health, human services, education, and related fields, particularly in rural and underserved areas.

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).

Most students enrolling in the online psychology major and minor are expected to be new to NSU or new to the psychology program, including students who specifically seek a clearly planned digital pathway from the outset. While some currently enrolled students may move from the on campus psychology pathway into the online format, this change is primarily intended to stabilize and recover program enrollment, which has declined from 98 students in Fall 2023 to 67 in Fall 2025, by better meeting the needs of place bound, working, and nontraditional learners who have requested more flexible options. The online option is further designed to serve prospective students who might otherwise enroll at out of state or private institutions because they require flexible or fully online delivery, as well as students who seek NSU’s more personal, student centered “Northern Experience”, thereby growing overall enrollment.

	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 26	FY 27	FY 28	FY 29
Students new to the university	10	12	15	15
Existing 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)**	45	90	135	175.5
Graduates				

*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 Regental institutions, but to expand access and fill a gap for students who may otherwise be left without a feasible pathway to completing a psychology major or minor. Northern State University serves a unique role in the system as the public university located in the northeastern region of the state, and many students in this area develop strong connections with NSU faculty, staff, and programs through dual credit, outreach, and community partnerships.

For many prospective students, particularly place bound, working, or non-traditional learners, this familiarity with NSU and the “Northern Experience” fosters a sense of belonging and trust, and they express a preference to complete their degree through NSU rather than enroll elsewhere. When attendance in person is not possible, these students may simply forgo psychology or choose an institution outside the Regental system. Offering the psychology major and minor through online and flexible digital delivery allows NSU to serve these students where they are, geographically and personally, without diminishing the opportunities provided by other Regental institutions.

Overall, the request is expected to broaden the system’s collective reach by addressing unmet need and supporting learners who would not otherwise pursue or complete psychology as preparation for careers and graduate study in mental health, human services, education, and related fields. In this way, NSU’s proposed delivery model complements, rather than competes with existing programs and contributes to meeting workforce needs across the state.

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.

[Insert Degree/Program and Title]	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					
<i>Subtotal, Degree Requirements</i>					
Required Support Courses					
Major Requirements					
Major Electives or Minor	18	18		18	0
<i>Subtotal, Requirements of the Proposed Major</i>					
Free Electives					
<i>Total, Degree with Proposed Major</i>	18	18		18	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.

PSYCHOLOGY MINOR
Coursework Required

- [PSYC 101 - General Psychology](#) **3 credits**
- [PSYC 304 - History of Psychological Ethics](#) **3 credits**

Experimental Psychology Courses (3 credits)

- [PSYC 303 - Cognition and Learning](#) **3 credits**
- [PSYC 313 - Biological Psychology](#) **3 credits**
- [PSYC 371 - Statistics in Psychological Research](#) **3 credits**
- [PSYC 477 - Psychology Testing and Measurement](#) **3 credits**

Social Psychology Courses (3 credits)

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- [PSYC 323 - Social Psychology of Media](#) 3 credits
 - [PSYC 441 - Social Psychology](#) 3 credits
 - [PSYC 451 - Psychology of Abnormal Behavior](#) 3 credits
 - [PSYC 461 - Theories of Personality](#) 3 credits

Developmental Courses (3 credits)

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- [PSYC 211 - Introduction to Psychology of Sexuality and Gender](#) 3 credits
 - [PSYC 221 - Lifespan Developmental Psychology](#) 3 credits
 - [PSYC 311 - Creativity in Cognition](#) 3 credits
 - [PSYC 325 - Child and Adolescent Development](#) 3 credits
 - [PSYC 328 - Psychology of Adulthood and Aging](#) 3 credits

Electives (3 credits)

TOTAL CREDITS REQUIRED: 18 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: mobile and web platform that helps students stay on track for academic success and timely graduation.
- Academic advising: Zoom or phone 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.
- Counseling Services: This office can provide free counseling services to Northern students.
- 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.

A full list of support services available for online students can be found at: [Online Learning & Continuing Education Support | Northern State University](#)

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 psychology program is not currently accredited by a specialized accrediting body, and no specialized accreditation is required for offering the undergraduate psychology major or minor at a new site or through distance delivery. As a result, there are no additional program-specific accreditation issues or costs associated with extending the program to digital delivery beyond the university's existing institutional accreditation and regular quality assurance processes.

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.

Initial implementation of the online psychology major and minor will use existing resources, with no anticipated new costs. NSU already has an infrastructure for high-quality online and HyFlex instruction and delivery, including HyFlex-equipped classrooms, [HyFlex instructor micro credential](#) and ongoing training and support for faculty offered through the [Center for Excellence in Teaching and Learning](#) (CETL) and NSU's [Instructional Technology department](#). These resources provide asynchronous and HyFlex training and ongoing support for faculty teaching in digital modalities. No new permanent faculty lines, facilities, or major technology purchases are anticipated specifically for the psychology online pathway; instead, the program will leverage NSU's current online learning infrastructure, HyFlex-equipped classrooms, and established CETL training model to support high quality program delivery.

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.*