



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 2025
CIP CODE:	13.1001
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 special education program through distance delivery reflects both a shifting student demographic and the critical, ongoing demand for certified special education teachers. As the traditional-age college population declines due to lower birth rates during the recession, and the nationwide shortage of special educators intensifies, teacher preparation programs must adapt to remain accessible, responsive, and relevant to a broader population of learners.

Online learning, which gained widespread popularity in the 1990s, has evolved significantly in both quality and reach. One of the most transformative developments is HyFlex delivery, a model that merges online and in-person instruction while preserving the meaningful, human-centered aspects of teaching and learning. HyFlex course design allows students to choose their mode of participation: in person, online synchronously, or online asynchronously. This flexible approach supports learners from diverse backgrounds and circumstances. Faculty trained in HyFlex pedagogy are equipped to provide engaging, high-quality instruction across all formats, fostering inclusive and effective learning environments.

Since the pandemic, demand for flexible learning options has surged, and for many students, especially those in rural or underserved communities, online and HyFlex delivery models are essential. In South Dakota, where 30 of the 66 counties are classified as rural ([U.S. Department of Health and Human Services](#)), attending a traditional campus-based program is not always possible. Offering the special education program online with HyFlex capabilities creates critical access points for individuals who may otherwise be unable to pursue a teaching career due to geographic, financial, or personal limitations.

This model supports not only post-traditional learners, but also traditional students who live on or near campus. HyFlex delivery provides valuable flexibility for students facing challenges such as severe weather, health issues, or transportation difficulties, allowing them to stay on track with their studies. Delivering each class in three modalities empowers students to make participation decisions that align with their evolving needs, ultimately increasing engagement, retention, and degree completion.

By expanding the special education program to include online and HyFlex delivery, Northern State University strengthens its commitment to educational access and innovation. This delivery model enhances our capacity to serve rural communities, reach a more diverse group of teacher candidates, and meet the urgent demand for qualified special education professionals. In doing so, NSU leads in reimagining teacher preparation to be more inclusive, flexible, and responsive to the realities facing today's students and schools.

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, Dakota State University is currently authorized to offer an online elementary education program. However, the proposed program at Northern State University would be the first in the Regental system to offer a fully remote special education teacher preparation program in which every course is delivered either through a HyFlex format or fully asynchronous online delivery, recognizing that no single instructional model meets the needs of all learners.

NSU's approach is grounded in accessibility and flexibility, offering a thoughtful blend of remote delivery methods designed to support a wide range of students. HyFlex courses allow participation in person, online synchronously, or online asynchronously, while fully asynchronous courses provide added flexibility for students managing work, family, or geographic limitations. All special education faculty in the Millicent Atkins School of Education have earned HyFlex certification through NSU's Center for Excellence in Teaching and Learning, ensuring pedagogical excellence across all modalities.

Authorization is requested in order to respond to the significant and growing need for certified special education teachers across South Dakota, particularly in rural and underserved areas. NSU is the only public university located in the northeastern region of the state and has a strong regional presence and trusted relationships with local school districts. Many prospective students express a desire to earn their degree from NSU but are unable to relocate or commute. Without a remote option, these students often forgo higher education altogether.

Rather than duplicating existing offerings, NSU's proposed program expands the Regental system's capacity to serve a broader population of future educators through inclusive, flexible, and high-quality remote delivery, contributing meaningfully to addressing the state's special education teacher shortage.

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 special education program may be new to the university. The NSU admissions team has identified strong demand for a remotely delivered special education option, citing consistent inquiries from prospective students seeking flexible pathways to teacher certification.

Currently, all courses in the special education 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 remotely, either through HyFlex or fully asynchronous delivery. This would empower students to make informed participation choices not only within a given semester, but throughout their academic journey, accommodating evolving lifestyle needs and significantly 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	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 accessibility and flexibility, the proposed online site offering for the special education program can attract individuals who may not have the means or opportunity to enroll in a traditional on-campus program due to geographic isolation, work obligations, or personal circumstances. Recognizing that not all students thrive in a fully asynchronous or fully face-to-face format, this approach supports a wider range of learning preferences. The inclusion of a remote option, through either fully asynchronous delivery or HyFlex instruction, broadens the pool of prospective special educators without displacing those who prefer a traditional or fully online experience. HyFlex offers the best of all worlds: in-person learning, live online instruction, or asynchronous digital participation, giving students true choice and creating a more inclusive, accessible, and responsive teacher preparation pathway.

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 Special 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	77	77	0	77	0
Major Electives or Minor					
<i>Subtotal, Requirements of the Proposed Major</i>					
Free Electives	13	13	0	13	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.

- [FYS 101 – First Year Seminar](#) **2-3 credits** (2 credits required)
- [EDER 415 - Educational Assessment](#) **2 credits**
- [EDFN 102 - Introduction to Education](#) **3 credits**
- [EDFN 440 - Classroom Management](#) **3 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** OR
- INED 211 – South Dakota Indian Culture & Education **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** (6 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.*