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| S:\Communications\Logos and photos\SDBORLogos\final_sdbor_webreadyBW_trans.gif | **SOUTH DAKOTA BOARD OF REGENTS**ACADEMIC AFFAIRS FORMS |
| New Site Request |
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| **UNIVERSITY:** | **DSU** |
| **DEGREE(S) AND PROGRAM:** | **B.S.ED. Elementary Education** |
| **NEW SITE(S):[[1]](#footnote-1)** | **Online**  |
| **INTENDED DATE OF IMPLEMENTATION:** | **Fall 2018**  |
| **CIP CODE:** | **13.1202** |
| **UNIVERSITY DEPARTMENT:** | **College of Education** |
| **UNIVERSITY DIVISION:** | **Education**  |

**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.*

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|  |  | 5/15/2018 |
| President of the University |  | Date |

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

DSU is requesting to offer the B.S. ED in K-8 Elementary Education by distance delivery. DSU presently delivers its composite degree B.S. ED in K-8 Elementary Education/K-12 Special Education online. The primary audience for that degree is special education paraprofessionals in South Dakota school districts. Principals and prospective students request the K-8 Elementary Education program alone as it allows those paraprofessionals working in elementary education classrooms a means to obtain their degrees and become fully certified teachers within their respective districts. The K-8 Elementary Education degree also enables paraprofessionals a faster route to certification than the current online K-8 Elementary Education/K-12 Special Education degree route.

Both degree programs provide a means for rural school districts to ‘grow their own’ teachers by encouraging paraprofessionals to finish degrees and reaching out to those who are geographically bound to an area. These individuals are likely to stay in a district because of local ties in the community.

1. **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.**

No

1. **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*).**

It is anticipated that some students will be redirected from the existing online K-8 Elementary Education/K-12 Special Education program, but online student enrollment in this major should remain strong due to continued demand for special education teachers in the state, region, and nation. The online program also offers practicing non-special education teachers the opportunity to take special education classes online to renew their teaching certificates and to add endorsements in special education – an area expected to remain strong.

We receive several inquiries each semester from prospective students who want an elementary degree online, so new students are anticipated in this program. Offering the K-8 Elementary Education degree online will allow non-traditional students the flexibility they need to complete a degree while taking care of small children, working outside the home/farm/ranch, or living in remote areas of South Dakota.

On-campus numbers in the elementary education program are around 100 and this online program is anticipated to have little, if any, impact on that number. The target for this program is non-traditional students, paraprofessionals, and those seeking a second career in the teaching profession. On-campus numbers in the K-8 Elementary Education/K-12 Special Education program are also around 100, with an additional 35 or so online. We anticipate the numbers for the online group may be impacted by about five students, but campus numbers to remain constant.

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|  | **Fiscal Years**\* |
|  | **1st** | **2nd** | **3rd** | **4th** |
| ***Estimates*** | FY 18 | FY 19 | FY 20 | FY 21 |
| Students new to the university | 7 | 12 | 12 | 12 |
| Students from other university programs | 5 | 0 | 0 | 0 |
| = Total students in the program at the site | 12 | 24 | 36 | 48 |
| Program credit hours (major courses)\*\* (Note: Students in this program are likely to come in with transfer credits since the target group is non-traditional students & working paraprofessionals.) | 72 | 228 | 930 | 930 |
| Graduates | 0 | 0 | 5 | 12 |

\*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. (FY1: 12 students taking 6 credits in major = 72; FY2: 19 students taking 12 credits in major = 228; FY3: 41 students taking 30 credits in major = 930; FY4: 41 students taking 30 credits in major = 930)

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

We do not anticipate any impact on existing programs in the Regental system because of our experience offering the K-8 Elementary Education/K-12 Special Education program online. That did not impact the numbers at other universities because our target audience was again non-traditional students with some college completed and working in school systems as paraprofessionals in special education classrooms. This program will have the same target audience.

1. **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.**

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| **B.S. ED in Elementary Education**(Note: DSU is authorized to deliver the K-8 Elementary Education/K-12 Special Education degree online, so no additional courses will need to be developed for online delivery; they are already part of the K-8 Elementary Education/K-12 Special Education program.) | Credit hours | Credit hours currently available from this university at this site(online) | Credit hours currently available from other universities available at this site (online) | Credit hours currently available via distanceat DSU | Credit hours new to this university |
| System General Education Requirements | 30 | 30 | 30 | 30 | 0 |
| *Subtotal, Degree Requirements* | 30 | 30 |  | 30 | 0 |
| Required Support Courses | 0 | 0 | 0 | 0 | 0 |
| Major Requirements | 82 | 82 | 19 | 82 | 0 |
| Major Electives or Minor |  |  |  |  |  |
| *Subtotal, Requirements of the Proposed Major* | 82 | 82 |  | 82 | 0 |
| Free Electives | 8 | 8 | 8 | 8 | 0 |
| *Total, Degree with Proposed Major* | 120 | 120 | 57 | 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.

No program modifications are requested or needed to deliver this program online. Coursework, faculty expertise, and knowledge of managing field experiences is already in place due to the online K-8 Elementary Education/K-12 Special Education degree program.

Other universities offer classes online, so it is possible all 30 general education credits could be taken through a variety of Regental universities. Examples of courses in the major that could be taken elsewhere includes SPED 100, EDFN 338, EPSY 302, MATH 341, MATH 342, ELED 303, PE 360. Through WebAdvisor program evaluation, we track the number of credits a student transfers in, which contribute to the 50% major requirement rule, the minimum credit from 4-year school rule, and GPA in major.

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

DSU has an existing infrastructure for online students that includes student services, library, proctoring services, tutoring and other support services that are available to all university students regardless of their location. College of Education faculty provide online academic advising and have been doing so for several years. Because of our previous experience with the online K-8 Elementary Education/K-12 Special Education program, we do not anticipate any difficulties providing appropriate student services to this degree program participants. (Note: A new College of Education “Online Student Advisory Committee” is planned for the 2018-19 academic year; representatives from the online elementary education program will be invited to be part of that group, if online delivery is approved by the Board of Regents.)

1. **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).**

DSU’s education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). Prior to that, the programs were accredited by the National Council for Accreditation of Teacher Education (NCATE). The most recent on-site visit was Spring 2016, with accreditation renewal received after the CAEP meeting in Fall 2016. All programs were reviewed with no concerns about online delivery; it is anticipated the same will be true for the K-8 Elementary Education program offered online if approved by the Board of Regents. No additional costs will be incurred by delivery online.

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

None

1. **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.*

Because courses in the K-8 Elementary Education program are within the already developed online K-8 Elementary Education/K-12 Special Education program, no additional costs are anticipated. Courses that are different between the two majors are: EDER 415 Educational Assessment; EDFN 401 Methods of Educational Technology; and SPED 441 Inclusive Methods for Diverse Learners. All three courses are presently offered online: SPED 441 and EDFN 401 are only offered online and have been for several years; EDER 415 is offered online and on-campus.

No additional faculty are anticipated at this time but depending on program growth from online and on-campus, additional faculty may be needed at some point. For now, existing faculty can handle the courses because we are already offering them online for the K-8 Elementary Education/K-12 Special Education program.

1. **Other:**

An email was sent on July 11, 2018 to all Regental institutions informing them of DSU’s intent.

1. If the request is for a new physical location, include an address for the location. Delivery methods are defined in [AAC Guideline 5.5](https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Documents/5_Guidelines/5_5_Guideline.pdf). [↑](#footnote-ref-1)