



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Site Request

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	-ELED, M.A. with specialization in Culturally & Linguistically Diverse (CLD) Learners [UMA.ELE-CLD] -SEED, M.A. with specialization in Culturally & Linguistically Diverse (CLD) Learners [UMA.SED-CLD]
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2020
CIP CODE:	13.1202 - 13.1205 - 13.1401
UNIVERSITY DEPARTMENT:	School of Education
UNIVERSITY DIVISION:	Curriculum & Instruction

Please check this box to confirm that:

- The individual preparing this request has read [AAC Guideline 2:11](#), 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.

President 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?

With the increase in cultural and linguistic diversity in the region, the need for training for educators working with English Language Learners (ELLs), and with Culturally & Linguistically Diverse (CLD) Learners in general, is growing. We want to make our graduate program accessible to students across the state, region, and country who seek high quality preparation for working with CLD populations. Moving the program online also makes the program more accessible for teacher candidates who have student teaching placements outside of Vermillion and allows us the meet the need of our program and our students with existing faculty resources.

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.

No other Regental universities offer a similar program online or through distance delivery. Although Dakota State University also offers a Minor in English as a New Language, it is not an online program.

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.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 21	FY 22	FY 23	FY 24
Students new to the university	7	10	10	10
Students from other university programs	0	0	0	0
=Total students in the program at the site	7	10	10	10
Program credit hours (major courses)**	210	300	300	300
Graduates	7	10	10	10

*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.

Because the program is relatively new, we expect to see growth in enrollment. On a recent survey of needs, 92 potential students responded indicating they would be interested in pursuing advanced degree work in Culturally Responsive Teaching (CLD) and the majority preferred online delivery of coursework. Therefore we expect to see new students enrolling in the program.

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

Because we are developing a fast track program to attract our own students, and we are currently offering many of the courses as face to face or hybrid delivery, we expect little impact to other programs in the Regental system. Students who are currently in our program will benefit from the option of completing the full program on-line.

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.

-ELED, M.A. with specialization in Culturally & Linguistically Diverse (CLD) Learners -SEED, M.A. with specialization in Culturally & Linguistically Diverse (CLD) Learners	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
Required Courses	27	27		3	0
Elective Courses	3	3		3	0
<i>Total</i>	30	30		6	0

Required Courses			
ELED/SEED	562	Teaching English as a New Language	2
ELED/SEED	570	P-12 Literacy Methods for ELLs	3
ELED/SEED	566	P-12 Curriculum, Instruction, & Assessment for ELLs	3
ELED/SEED	564	Linguistics & Language Acquisition for P-12 ELL Teachers	3
EDER	761	Graduate Research & Design	3
ELED/SEED	783	Research & Advocacy in Diverse Educational Contexts	3
ELED/SEED	776	Theory & Pedagogy for Diverse Learners	3
ELED/SEED	778	Culturally & Linguistically Responsive Assessment & Evaluation	3
ELED/SEED	794	Practicum	4
		Sub-total	27
Electives			
Language course (language other than English)*Unless completed at the undergraduate level or approved for a waiver based on bilingual identity			0-3*
Elective approved by program advisor			0-3
		Sub-total	3
		Program Total	30

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

Student services will be provided by the Division of Curriculum and Instruction as well as Academic Affairs. Services will be similar to those provided for other online programs. Curriculum and Instruction has been offering online coursework for over 15 years and is accustomed to working with students from a distance. We also have available the expertise of faculty and support personnel in the I.D. Weeks library, the CTL, and ITS to assist online students (and faculty serving students) in accessing and using resources to further their education.

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).

This program is not accredited by a specialized body – no costs will be added.

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 exemptions are requested for delivery at the new site.

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.

The MA Elementary Education/Secondary Education Culturally and Linguistically Diverse Graduate Degree is offered through a combination of on-line, hybrid, and face-to-face delivery at USD. Offering it online requires no additional costs.

10. Additional Information: N/A