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|  | **SOUTH DAKOTA BOARD OF REGENTS**  ACADEMIC AFFAIRS FORMS |
| New Baccalaureate Degree Minor |
|  |  |

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. 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 Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

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| **UNIVERSITY:** | DSU |
| **TITLE OF PROPOSED MINOR:** | **Sport Analytics and Performance Technologies** |
| **DEGREE(S) IN WHICH MINOR MAY BE EARNED:** | **BSEd in Physical Education, BS Exercise Science and BSE Elementary Education** |
| **EXISTING RELATED MAJORS OR MINORS:** | **None** |
| **INTENDED DATE OF IMPLEMENTATION:** | **Fall 2025** |
| **PROPOSED CIP CODE:** | **31.05.05** |
| **UNIVERSITY DEPARTMENT:** | **Health & Physical Education** |
| **BANNER DEPARTMENT CODE:** | **DHPE** |
| **UNIVERSITY DIVISION:** | **College of Education & Human Performance** |
| **BANNER DIVISION CODE:** | **8A** |

**Please check this box to confirm that:**

* The individual preparing this request has read [AAC Guideline 2.3.2.2.D](https://public.powerdms.com/SDRegents/documents/1677065), which pertains to new baccalaureate degree minor 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.*

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| --- | --- | --- |
| A picture containing text  Description automatically generated |  | 2/21/2025 |
| President of the University |  | Date |

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Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

|  |  |  |
| --- | --- | --- |
|  |  |  |
| *Yes* |  | *No* |

1. **Do you have a major in this field (*place an “X” in the appropriate box*)?**
2. **If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

*Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.*

*BHSU:* [*SDCL § 13-59*](https://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-59)[*BOR Policy 1.2.1*](https://public.powerdms.com/SDRegents/documents/1729445)

*DSU:* [*SDCL § 13-59*](https://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-59)[*BOR Policy 1.2.2*](https://public.powerdms.com/SDRegents/documents/1729444)

*NSU:* [*SDCL § 13-59*](https://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-59)[*BOR Policy 1.2.3*](https://public.powerdms.com/SDRegents/documents/1729443)

*SDSMT:* [*SDCL § 13-60*](https://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-60)[*BOR Policy 1.2.4*](https://public.powerdms.com/SDRegents/documents/1729442)

*SDSU:* [*SDCL § 13-58*](https://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-58)[*BOR Policy 1.2.5*](https://public.powerdms.com/SDRegents/documents/1729439)

*USD:* [*SDCL § 13-57*](https://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-57)[*BOR Policy 1.2.6*](https://public.powerdms.com/SDRegents/documents/1729438)

[*Board of Regents Strategic Plan*](http://sdbor.edu/wp-content/uploads/2023/09/StrategicPlan_22_27.pdf)

Dakota State University currently offers a BSEd in Physical Education and BS in Exercise Science. This new minor aligns with the University’s Strategic Plan to increase student success by providing graduates with the needs of higher skilled careers. This minor would ensure students’ preparedness when entering the workforce.

1. **What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.**

A minor in Sport Analytics and Performance Technologies focuses on applying data analysis and technology to enhance sports performance and understanding. The nature and purpose of this minor are:

1. **Data-Driven Insights**: Students learn how to use data to assess player performance, team dynamics, and game strategy. This can involve analyzing statistics, tracking metrics, and evaluating trends to optimize outcomes in sports.
2. **Technology Integration**: It involves the use of advanced technologies, such as wearables, motion sensors, and video analysis tools, to measure and improve athletic performance, recovery, and training techniques.
3. **Cross-Disciplinary Knowledge**: The minor combines elements of sports science, mathematics, statistics, computer science, and engineering to give students a holistic understanding of the role technology and data play in sports.
4. **Career Opportunities**: It prepares students for careers in sports management, coaching, data analysis, technology development, and performance optimization, where sports organizations increasingly rely on analytics to drive decisions.
5. **How will the proposed minor benefit students?**

A minor in Sport Analytics and Performance Technologies can benefit a student in several keyways:

1. **Interdisciplinary Skill Set**: It combines knowledge from sports, data analysis, and technology, equipping students with diverse skills that are valuable in various industries, including sports management, coaching, healthcare, and technology sectors.
2. **Increased Marketability**: As sports organizations increasingly rely on data-driven insights for decision-making, a background in analytics and performance technologies makes students more competitive in the job market. Employers are looking for candidates who can analyze performance data, optimize strategies, and understand advanced technology in sports.
3. **Practical Knowledge**: Students gain practical knowledge of how data is collected, analyzed, and used to improve athletic performance. This involves learning about wearable technologies, motion analysis, and sports performance metrics, which can be applied directly in real-world settings such as coaching, sports medicine, or fitness industries.
4. **Career Opportunities**: The growing use of data analytics in sports means more job opportunities. Graduates with this minor can pursue careers in sports data analysis, coaching analytics, sports science, performance coaching, or technology roles within sports organizations or tech companies developing sports-related products.
5. **Adaptability**: The field of sport analytics and technology is evolving rapidly. Having this minor can help students stay ahead of industry trends, ensuring they have the knowledge and tools to adapt to future innovations and technological advancements in sports.
6. **Networking and Collaboration**: Students in this field often have opportunities to collaborate with athletes, coaches, and industry professionals, fostering connections that can lead to internships, job opportunities, or professional relationships. Sports analytics is built around a framework that comprises three main elements: data management, predictive models, and information systems. The goal is straightforward: to help decision-makers—from executives to coaches—gain a competitive edge. In practice, data flows through an organization, is processed, and becomes actionable insights. The data management function organizes this raw information, which then feeds into predictive models and information systems. These models can generate standardized results or answer specific questions on demand. Finally, the information system delivers these insights to the decision-makers in a format that’s easy to interpret and act upon.
7. **Improved Decision-Making Abilities**: Students will learn how to use data to make informed decisions, whether that's about training regimens, game strategy, or injury prevention, enhancing their overall problem-solving and analytical abilities.
8. **Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.** *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

To determine the workforce demand for someone with a minor in Sport Analytics and Performance Technologies, it's necessary to break down the general demand in three key areas: national trends, the Upper Midwest region, and South Dakota specifically. This field involves roles that combine sports, data analysis, technology, and performance evaluation, all of which are increasingly sought after as industries like professional sports, collegiate athletics, fitness, and sports technology grow.

* National Workforce Demand

The U.S. Bureau of Labor Statistics (BLS) does not track jobs by specific "Sport Analytics" titles, but it tracks related fields that would employ individuals with this minor. These roles include:

* Data Scientists and Data Analysts (BLS code: 15-2051): Data science has seen rapid growth across industries, including sports. In 2022, data scientists had a median annual wage of $100,910. Employment of data scientists is projected to grow 36% from 2021 to 2031, much faster than the average for all occupations.
* Operations Research Analysts (BLS code: 15-2031): These professionals use data and mathematical models to solve problems. They are also in demand in the sports industry, as teams and organizations apply analytical methods to improve performance and business operations. The median annual wage was $84,810, and employment is projected to grow by 23% from 2021 to 2031.
* Athletic Trainers (BLS code: 29-9091): Athletic trainers play a key role in performance technologies, especially in injury prevention and rehabilitation. The median annual wage in 2022 was $53,460, with projected growth of 15% from 2021 to 2031, driven by the increased focus on injury prevention in sports.
* Coaches and Scouts (BLS code: 27-2022): Coaches and Scouts nationally have a projected growth of 11% from 2022-2032 which is faster than average. The median annual wage is: $41,880.

Overall, the demand for professionals combining sports and data skills is growing quickly as teams, leagues, and organizations prioritize performance optimization, fan engagement, and operational efficiency.

* Upper Midwest Region Workforce Demand

The Upper Midwest includes states like Minnesota, Wisconsin, Iowa, and South Dakota. There is a growing recognition of sports analytics in this region, particularly in major cities and college towns with sports teams.

* Minneapolis-St. Paul is home to major professional teams (e.g., the Minnesota Vikings, Timberwolves, and Twins), along with large universities (University of Minnesota) that invest in sports technology and analytics programs. The need for data analysts, sports scientists, and performance technicians is steadily increasing in these urban centers.
* Madison, WI, Iowa City, IA, and other college towns also focus on performance analytics for collegiate athletics, driving regional demand.
* Tech-driven startups and innovations in fitness technology (wearables, performance tracking software, etc.) in the region contribute to demand in sports tech and analytics.

The Upper Midwest also benefits from partnerships between universities and professional sports organizations. Given this, there is growth potential in areas like data analytics, fitness technology, and performance sciences.

* South Dakota Workforce Demand

South Dakota has a smaller but growing demand for professionals with a minor in Sport Analytics and Performance Technologies, largely driven by:

* Collegiate Athletics: South Dakota State University (SDSU) and the University of South Dakota (USD) have NCAA Division 1 athletic programs that focus on improving team performance and health analytics. These programs might seek professionals in sports analytics for various roles, including performance analysis, data collection, and injury prevention. The other universities at the NCAA Division II and NAIA also have expanding uses for performance analytics to improve team performance.
* Fitness Industry: The state's growing health and fitness sector (including gyms, recreational centers, and wellness programs) could see an increasing need for sports performance technologies, especially with the rise of data-driven personal training and fitness tech products.
* Professional Sports Teams: While South Dakota does not have major league professional sports teams, there are local professional teams, semi-professional leagues, and amateur sporting events that may need sport analytics professionals to support performance enhancement and fan engagement.

Though the workforce demand in South Dakota may not be as large as in major metropolitan areas, niche opportunities are growing, especially for those who work remotely or in conjunction with larger national or regional organizations

* Conclusion
* National demand for sports analytics and performance technology professionals is growing rapidly, especially in data science, operations research, and sports-specific roles.
* Upper Midwest has a steady increase in demand, especially in cities with major universities and sports teams.
* South Dakota's demand is more niche but growing, with potential for professionals in collegiate athletics, fitness, and tech-driven sports startups.

1. **Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Fiscal Years\*** | | | |
|  | **1st** | **2nd** | **3rd** | **4th** |
| *Estimates* | **2025-2026** | **2026-2027** | **2027-2028** | **2028-2029** |
| **Students enrolled in the minor (fall)** | **10** | **10** | **10** | **10** |
| **Completions by graduates** |  | **10** | **10** | **10** |

\*Do not include current fiscal year.

The College of Education & Human Performance faculty has had casual conversations and informal interviews with current BSED Physical Education majors, Exercise Science majors, and Elementary Education majors regarding the potential of the Sport Analytics and Performance Technologies minor. Approximately 80% of physical education majors indicated that they would be seriously interested in the new minor along with 70% of the exercise science majors. Approximately, 10-15% of the Elementary and Elementary/SPED majors indicated that they would be interested in the new minor.

The Undergraduate Coordinator for Human Performance has also had discussions with faculty in the College of Business Information Systems and those faculty feel that the new minor would be popular among their students as well.

1. **What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**

The rationale for a curriculum in a minor in Sport Analytics and Performance Technologies typically focuses on the growing demand for data-driven approaches in the sports industry and the integration of technology in enhancing athletic performance. The minor equips students with the necessary skills to analyze sports data, understand performance metrics, and apply advanced technologies to optimize performance, make informed decisions, and contribute to innovation in sports.

* Relevance to Industry Trends
* Data and Analytics: The increasing use of data in decision-making across sports organizations (from professional teams to sports media) is evident. The demand for expertise in sport analytics is driven by the growing role of technologies such as wearable devices, GPS trackers, and performance metrics analysis software. The curriculum would typically focus on data collection, processing, and interpretation of key performance indicators (KPIs) such as player efficiency, team performance analytics, injury prediction, and recovery tracking.
* Performance Technologies: With the advancement of technology, many sports organizations now rely on innovative tools, such as motion sensors, video analysis systems (e.g., HUDL, Dartfish, Catapult Thunder, and others), and biomechanical analysis tools to optimize player performance. These technologies are critical in coaching, training, and improving athlete performance.
* Curriculum Structure
* Courses in Data Analytics: While there isn't a single, universally recognized "national standard" for data analytics in the US, the primary framework for data standards at the federal level is established by the Office of Management and Budget (OMB) through the "Federal Data Strategy," which promotes consistent data practices across government agencies, including guidelines for data quality, governance, and security; key aspects of data analytics standards are also addressed by organizations like NIST (National Institute of Standards and Technology) through research and development of data science evaluation methods and best practices. These may include topics such as sports data analysis, statistics, and machine learning which emphasize the importance of statistical proficiency, advanced analytics, and predictive modeling.
* Courses in Sport Analytics: Sports analytics uses data to improve performance and decision-making in sports. The National Standards for Sport Coaches through SHAPE America emphasize using metrics to assess an athlete’s performance, efficiency, and contribution to the team. Additionally, using mathematical models to identify strengths, weaknesses and trends in sports along with helping coaches and teams make data-driven decisions.
* Courses in Performance Technology: Courses that focus on understanding, implementing, and analyzing performance-enhancing technologies are aligned with trends from National Strength and Conditioning Association (NSCA) and American College of Sports Medicine (ACSM) standards, both of which stress the importance of technology in monitoring and improving athlete performance and health.
* Practical Experience: Some programs may include internships, labs, or hands-on experiences with real-world sports teams or organizations, providing students with practical skills that are essential for the current landscape in sports analytics and technology.
* Machine Learning: Machine learning, a subset of artificial intelligence, involves the use of algorithms and statistical models to analyze and interpret complex data sets. In the realm of sports, this technology is changing analytics by offering deeper, more precise insights into every aspect of athletic performance.
* National Standards and Best Practices
* Alignment with NAIA, NCAA and NFHS Guidelines: National associations such as the National Association of Intercollegiate Athletics (NAIA), the National Collegiate Athletic Association (NCAA) and the National Federation of State High School Associations (NFHS) focus on the use of data and analytics in optimizing athletic performance. The curriculum could be structured to ensure that students understand industry-recognized standards for data ethics, collection methods, and the implications of data privacy, particularly with regards to athlete information.
* Data Science in Sports: The curriculum would adhere to national trends in the integration of data science into sports. For example, it would incorporate tools such as Python, R, and SQL, and focus on statistical analysis that is consistent with practices recommended by professional organizations in both the data science and sports sectors.
* Evidence of Curriculum Consistency
* Interdisciplinary Knowledge: Programs that incorporate knowledge from fields such as sports management, computer science, and engineering reflect a commitment to ensuring students are well-rounded and aligned with multidisciplinary trends seen in the industry. The intersection of technology, data science, and sports management is emphasized by national organizations and industry leaders.
* Cutting-Edge Tools and Software: If the curriculum includes the use of software tools and platforms that are recognized within the industry for data collection and analysis, it is indicative of the program's alignment with industry standards.

1. **Complete the tables below. Explain any exceptions to Board policy requested.**

*Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.*

1. **Distribution of Credit Hours**

|  |  |  |
| --- | --- | --- |
| **[Insert title of proposed minor]** | **Credit Hours** | **Percent** |
| Requirements in minor | 18 | 100% |
| Electives in minor |  | 0% |
|  |  |  |
| Total | 18 | 100% |

1. **Required Courses in the Minor**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Prefix** | **Number** | **Course Title**  *(add or delete rows as needed)* | **Prerequisites for Course**  *Include credits for prerequisites in subtotal below.* | **Credit Hours** | **New**  **(yes, no)** |
| EXS (KSM) | 385\* | Introduction to Sport Analytics | MATH 114 or MATH 115 | 3 | Yes |
| EXS | 376 | Technology Integration | CSC 105 | 3 | No |
| GAME | 476 | Fan Experience, Sportainment, and Brand Management | None | 3 | No |
| CSC | 150 | Computer Science I | None | 3 | No |
| CIS | 372 | Programming for Analytics | CSC 150 | 3 | No |
| CIS | 474 | Business Intelligence and Big Data | CSC 150 | 3 | No |
|  |  |  | Subtotal | 18 |  |

\*DSU will be requesting permission from USD to teach KSM 385 Intro to Sports Analytics. It is a unique course currently to them.

\*\* There is no overlap between the courses in this minor and the programs listed under the degrees in which the minor may be earned, except for the BS in Exercise Science major. CSC 150 is an optional course in the Exercise Science major's "choose from" list. Students pursuing this major will need to select an alternative course from that list to meet the major requirements.

1. **Elective Courses in the Minor:** **List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Prefix** | **Number** | **Course Title**  *(add or delete rows as needed)* | **Prerequisites for Course**  *Include credits for prerequisites in subtotal below.* | **Credit Hours** | **New**  **(yes, no)** |
| N/A | N/A | N/A | N/A |  | Choose an item. |
|  |  |  |  |  | Choose an item. |
|  |  |  | Subtotal |  |  |

* 1. **What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?** *Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (\*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Program Courses that Address the Outcomes | | | | | |
| Individual Student Outcome (Same as in the text of the proposal) | *EXS (KSM) 385* | EXS 376 | GAME 476 | CSC 150 | CIS 372 | CIS 474 |
| Students will demonstrate a solid understanding of computer programming. |  |  |  | X |  |  |
| Students will demonstrate a solid understanding of the sport industry, including the business, economics, and management of sports organizations. |  |  | X |  |  |  |
| Students will be proficient in collecting, cleaning, and analyzing sports-related data, using both quantitative and qualitative methods. | X |  | X |  |  |  |
| Students will apply advanced statistical techniques to interpret complex sports data. | X |  |  |  |  |  |
| Students will develop and apply metrics to evaluate player and team performance. | X | X |  |  |  |  |
| Students will be able to effectively communicate insights from their data analysis through data visualizations and written reports. |  |  |  |  | X |  |
| Students will apply critical thinking to identify problems and propose solutions using sports analytics. | X |  |  |  |  |  |
| Students will gain hands-on experience with analytics software and technology tools. |  |  |  |  |  | X |
| Students will apply their knowledge of analytics to specific sport disciplines and challenges (e.g., football, basketball, esports). | X |  |  |  |  |  |
| Students will gain hands-on experience with sport and fitness technology and data collection tools. |  | X |  |  |  |  |
| Students will apply critical thinking to identify problems and propose solutions using analytics. |  |  |  |  | X | X |

#### *Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.*

1. **What instructional approaches and technologies will instructors use to teach courses in the minor?** *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Teaching a Sport Analytics minor requires a mix of traditional instructional approaches, hands-on learning, and the integration of current technologies

Blended Learning: A combination of in-person and online learning, allowing for flexibility and broader access to resources.

Data-Driven Learning: Sport analytics courses should focus on real-world datasets, including team performance statistics, player analytics, injury data, and financial figures.

Hands-On Experience: Providing students with opportunities to work on live projects, whether it’s analyzing data from local teams or performing simulations.

Collaboration and Project-Based Learning: Students will work in teams on real-world problems, enhancing their problem-solving and teamwork skills.

Interactive Simulations and Gamification: using sports simulations and gamified scenarios to teach concepts like player performance prediction, team strategy, or game outcomes.

Flipped Classroom: Some course material will be studied outside the classroom, with class time dedicated to discussions, applications, and problem-solving.

Data Science and Statistical Software: Fostering an in-depth understanding of statistical methods for analyzing sports data, including regression analysis, hypothesis testing, and machine learning.

Online Data Repositories and Public Datasets: Directing students to publicly available datasets to conduct independent analysis, explore new insights, and develop their portfolios.

Real-Time Analytics: Teaching students how to use data and analytics in real-time settings (e.g., during games or events) to optimize decision-making.

1. **Delivery Location**

*Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.*

1. **Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community Center for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an online program)?**

|  |  |  |
| --- | --- | --- |
|  | **Yes/No** | ***Intended Start Date*** |
| **On campus** | Yes | **Fall 2025** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes/No** | ***If Yes, list location(s)*** | ***Intended Start Date*** |
| **Off campus** | No |  | Choose an item.Choose an item. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes/No** | ***If Yes, identify delivery methods***  *Delivery methods are defined in AAC Guideline* [*2.4.3.B*](https://public.powerdms.com/SDRegents/documents/1677940)*.* | ***Intended Start Date*** |
| **Distance Delivery (online/other distance delivery methods)** | No |  | Choose an item.Choose an item. |
| **Does another BOR institution already have authorization to offer the program online?** | No | **If yes, identify institutions:** | |

1. **Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning (e.g., as an online program)?** *This question responds to HLC definitions for distance delivery.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes/No** | ***If Yes, identify delivery methods*** | ***Intended Start Date*** |
| **Distance Delivery (online/other distance delivery methods)** | No |  | Choose an item.Choose an item. |

1. **Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy.** *If not requesting any exceptions, enter “None.”*

None

1. **Cost, Budget, and Resources: 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.** *Address off-campus or distance delivery separately.*

None

1. **New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an “X” in the appropriate box*).**

|  |  |
| --- | --- |
|  | YES, |

*the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.*

|  |  |
| --- | --- |
|  | NO, |

*the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.*

1. **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.*