BOARD OF REGENTS
MINUTES OF THE MEETING
April 2-4, 2019

Contents

PLANNING, GOVERNANCE, AND RESOURCE DEVELOPMENT

Academic and Student Affairs

The South Dakota Board of Regents met on April 2-4, 2019, at Black Hills State University in Spearfish, South Dakota, with the following members present:

> Kevin Schieffer, President
> John Bastian, Vice President
> Jim Morgan, Secretary
> Lucas Lund, Regent
> David Mickelson, Regent
> Pam Roberts, Regent
> Randy Schaefer, Regent
> Jim Thares, Regent
> Joan Wink, Regent

Also present during all or part of the meeting were Dr. Paul B. Beran, Board of Regents Executive Director and CEO; Nathan Lukkes, Board of Regents General Counsel; Michele Anderson, Internal Auditor; Kayla Bastian, Director of Human Resources; Monte Kramer, System Vice President of Finance &Administration; Dave Hansen, System Chief Information Officer; Janelle Toman, Director of Communications; Jay Perry, Interim Director of Academic Affairs; Leah Ahartz, Budget Manager; Mary Ellen Garrett, Accounting Director; Scott Van Den Hemel, Financial Compliance Officer; Tasha Dannenbring, Director of Institutional Research; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Tom Jackson Jr., BHSU President; Jim Rankin, SDSM&T President; Tim Downs, NSU President; Sheila Gestring, USD President; Marje Kaiser, SDSDVI/SDSD Superintendent; Travis Walker, Keagan Peters, Jace Salley, Joleena Strange, Cory Headley, Graham Davis, Calvin Tohm, Naomi Weimer, Kelli Shuman, Heather Forney, Pat Mahon, SD Mines; Louise Yoho, Don Coble, Brandon Bentley, Kathy Johnson, BHSU; Carson Zubke, Madison Green, Hannah Booth, Kurt Hackemer, Beth Freeburg, A.J. Franken, Adam Rosheim, Kim Grieve, USD; Corey Berscheit, Spencer Harwood, Allyson Monson, Cole McDougall, Hattie Seten, Jesse Carlson, Ryan Sailors, Michaela Willis, Mary Kay Helling, Dennis Hedge, SDSU; Tyler Harris, Harrison Bruns, Joelle Lien, Veronica Paulson, NSU; Jim Jacobsen, Stacy Krusemark, DSU; RyAnne Blau, SD Mines/Student Federation; Josh Sorbe, USD/Student Federation; Claudean Hluchy, SDSD/SDSBVI; Gene Bilodeau, BHSU-Rapid City; Carmen Simone, University Center-Sioux Falls; Ahrien T. Johnson, SDEA; Bob Mercer, KELO-TV; and other members of the Regental system and public.

TUESDAY, APRIL 2, 2019

BOARD WORK

Regent Schieffer declared a quorum with all Board members present and called the meeting to order at 4:45 p.m.

1-A Approval of the Agenda

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, to approve the agenda as published. Motion passed.

1-B Declaration of Conflicts

There were no declared conflicts.

1-C Approval of the Minutes – Meetings on December 4-6, 2018; January 25, 2019; February 1, 2019; February 8, 2019; February 15, 2019; February 22, 2019; March 1, 2019 and March 8, 2019

IT WAS MOVED by Regent Morgan, seconded by Regent Mickelson, to approve the minutes of the meetings on December 4-6, 2018; January 25, 2019; February 1, 2019; February 8, 2019; February 15, 2019; February 22, 2019; March 1, 2019; and March 8, 2019. Motion passed.

1-D Rolling Calendar

IT WAS MOVED by Regent Bastian, seconded by Regent Morgan, to approve the March/April 2020 Board of Regents' meeting dates and location as March 31-April 2, 2020, in Aberdeen. Motion passed.

A copy of the Rolling Calendar can be found on pages **68** to **72** of the official minutes.

IT WAS MOVED by Regent Morgan, seconded by Regent Thares, that the Board dissolve into executive session at 5 p.m. on Tuesday, April 2, 2019, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, marketing or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business; that it rise from executive session at 8 p.m.; that it reconvene into executive session at 7:45 a.m. on Wednesday, April 3, 2019, to continue to discuss the earlier referenced matters; that it rise from executive session at 12:30 p.m. to resume the regular order of business; and that it report its deliberations while in executive session. Motion passed.

The Board reconvened at 1:14 p.m.

CONSENT AGENDA

IT WAS MOVED by Regent Morgan, seconded by Regent Mickelson, to approve consent agenda items 4-A (1) through 4-O. Motion passed.

4-A (1) New Program Requests – NSU – Minor in Creative Writing

Authorize NSU to offer a minor in Creative Writing, as presented.

A copy of the New Program Requests – NSU – Minor in Creative Writing can be found on pages **73** to **81** of the official minutes.

4-A (2) New Program Requests – NSU – Minor in Social Work

Authorize NSU to offer a minor in Social Work, as presented.

A copy of the New Program Requests – NSU – Minor in Social Work can be found on pages **82** to **91** of the official minutes.

4-B New Certificate Request – BHSU – Radio and Television Production

Authorize BHSU to offer an undergraduate certificate in Radio and Television Production, as presented.

A copy of New Certificate Request – BHSU – Radio and Television Production can be found on pages **92** to **98** of the official minutes.

4-C (1) New Specialization – DSU – Software Engineering Specialization (BS in Computer Science)

Authorize DSU to offer a specialization in Software Engineering within the BS in Computer science, including online delivery, as presented.

A copy of the New Specialization – DSU – Software Engineering Specialization (BS in Computer Science) can be found on pages **99** to **105** of the official minutes.

4-C (2) New Specialization – USD – Clinical Studies (BS in Health Sciences)

Authorize USD to offer a specialization in Clinical Studies within the BS in Health Sciences, as presented.

A copy of New Specialization – USD – Clinical Studies (BS in Health Sciences) can be found on pages **106** to **114** of the official minutes.

4-D (1) New Site Requests – BHSU – BS in Corporate Communication

Approve BHSU's new site proposal to offer the BS in Corporate Communication through online delivery.

A copy of New Site Requests – BHSU – BS in Corporate Communication can be found on pages **115** to **120** of the official minutes.

4-D (2) New Site Requests – SDSU – BS in Human Development and Family Studies (online)

Approve SDSU's new site proposal to offer the BS in Human Development and Family Studies through online delivery.

A copy of New Site Requests – SDSU – BS in Human Development and Family Studies (online) can be found on pages **121** to **127** of the official minutes.

4-D (3) New Site Requests – SDSU – MA in English (online)

Approve SDSU's new site proposal to offer the MS in English through online delivery.

A copy of New Site Requests – SDSU – MA in English (online) can be found on pages **128** to **140** of the official minutes.

4-D (4) New Site Requests – USD – Arts in Health Certificate (online)

Approve USD's new site proposal to offer the undergraduate certificate in Arts in Health through online delivery.

A copy of New Site Requests – USD – Arts in Health Certificate (online) can be found on pages **141** to **144** of the official minutes.

4-E (1) Agreements on Academic Cooperation – Northern State University

Approve the agreements on academic cooperation between Northern State University and 1) Dongguk University and 2) Korea University of Media Arts.

A copy of Agreements on Academic Cooperation – Northern State University can be found on pages **145** to **158** of the official minutes.

4-E (2) Agreements on Academic Cooperation – SD School of Mines and Technology

Approve the South Dakota School of Mines & Technology's agreements on academic cooperation with 1) The OsloMet – Oslo Metropolitan University and 2) Aalen University.

A copy of Agreements on Academic Cooperation – SD School of Mines and Technology can be found on pages **159** to **168** of the official minutes.

4-E (3) Agreements on Academic Cooperation – South Dakota State University

Approve the agreements on academic cooperation between South Dakota State University and 1) Lower Brule Community College, 2) Sisseton-Wahpeton College, and 3) Sinte Gleska University.

A copy of Agreements on Academic Cooperation – South Dakota State University can be found on pages **169** to **175** of the official minutes.

4-F (1) Articulation Agreements – South Dakota State University

Approve the articulation agreements between South Dakota State University and Avera McKennan School of Radiologic Technology, Alexandria Technical & Community College, Casper College, Laramie County Community College, Northwest Iowa Community College, Ridgewater College, South Central College, and Western Iowa Technical Community College, as presented.

A copy of Articulation Agreements – South Dakota State University can be found on pages **176** to **238** of the official minutes.

4-F (2) Articulation Agreements – University of South Dakota

Approve the articulation agreement between the University of South Dakota and Western Iowa Tech Community College, as presented.

A copy of Articulation Agreements – University of South Dakota can be found on pages **239** to **244** of the official minutes.

4-G Gen Ed Block Transfer Agreement – NSU

Approve the General Education Block Transfer for the Associate of Science and Associate of Arts degrees for students transferring from Des Moines Area Community College.

A copy of Gen Ed Block Transfer Agreement – NSU can be found on pages **245** to **251** of the official minutes.

4-H Request to Seek Accreditation – SDSU

Approve SDSU's request to seek accreditation from the National Association of Schools of Art and Design (NASAD) for its Interior Design program.

A copy of Request to Seek Accreditation – SDSU can be found on pages **252** to **253** of the official minutes.

4-I Program Modification – Accelerated Program Request – USD

Approve the program modification request to allow for USD's MS in Chemistry to be offered as an accelerated program, as described in Attachment I.

A copy of Program Modification – Accelerated Program Request – USD can be found on pages **254** to **256** of the official minutes.

4-J Revisions to Terminal Degrees Table – USD

Approve the proposed revisions to AAC Guideline 6.2 Terminal Degrees Table, as provided in Attachment I.

A copy of Revisions to Terminal Degrees Table – USD can be found on pages **257** to **266** of the official minutes.

4-K Naming Request – New School of Management and Economics – SDSU

Approve SDSU's request to create a new "Ness School of Management and Economics."

A copy of the Naming Request – SDSU – Ness School of Management and Economics can be found on pages **266** to **271** of the official minutes.

4-L Student Organization Award Winners for 2018

Accept the recommendations offered by each institution for student organization awards and announce the names of the award winners.

A copy of the Student Organization Award Winners for 2018 can be found on pages **272** to **273** of the official minutes.

4-M DSU Naming Request

Approve the request of Dakota State University to name the property located at 321 N. Van Eps Avenue as "Van Eps Place."

A copy of the DSU Naming Request can be found on pages **274** to **276** of the official minutes.

4-N BOR Policy 5:2 – Externally Sponsored Programs Revisions (First and Final Reading)

(1) Waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of BOR Policy 5-2 – Externally Sponsored Programs as shown in Attachment I.

A copy of the BOR Policy 5:2 – Externally Sponsored Programs Revisions (First and Final Reading) can be found on pages **277** to **280** of the official minutes.

4-O M&R Projects

Approve the following SDSU maintenance and repair projects: Box Culvert Design & Construction at a cost of $435,400; Foundation Seed Stock Storage Shed & Seed Building Paved Areas at a cost of $265,000; Matthews Hall Fire Alarm Upgrade at a cost of $305,400; Meadows North Building Skin & HVAC Repairs at a cost of $3,717,781; Meadows South Building Skin & HVAC Repairs at a cost of $3,723,042; Morrill Hall Data Center Cooling at a cost of $300,500; Retention Pond Weir at a cost of $309,000; University Student Union Renovation – Phase 1 at a cost of $1,058,000, and University Student Union – Einstein Bros Bagels/Weary Wills Back of House Renovation at a cost of $345,000. Approve the USD request to transfer $400,000 of auxiliary M&R funds from Richardson Hall and Olson Hall to Burgess Hall and Norton Hall, as described in the attached document.

A copy of the M&R Projects can be found on pages **281** to **284** of the official minutes.

PLANNING, GOVERNANCE, AND RESOURCE DEVELOPMENT

5-A Welcome and Presentation by BHSU President Tom Jackson, Jr.

BHSU President Tom Jackson Jr. welcomed the audience to BHSU and shared why the Spearfish university is such a special place. A short video was shown profiling the university's outstanding faculty and student involvement in special projects such as Math Circle, Women in Science, and Service Learning.

5-B (1) Student Organization Awards – BHSU

Dr. Lois Flagstad, BHSU Vice President for Student Affairs, presented the Student Organization Awards for BHSU. The Award for Academic Excellence for 2018 was presented to Three Peaks Review. The Award for Community Service was presented to Campus Activities Board. The Award for Organization Leadership was presented to Theatre Society.

A copy of the BHSU Student Organization Awards can be found on pages **285** to **286** of the official minutes.

5-B (2) Student Organization Awards – SDSMT

Dr. Pat Mahon, SD Mines Vice President for Student Affairs & Dean of Students, presented the Student Organization Awards for SDSMT. The Award for Academic Excellence for 2018 was presented to 3-D Printing Club. The Award for Community Service was presented to Circle K. The Award for Organization Leadership was presented to American Society of Civil Engineers.

A copy of the BHSU Student Organization Awards can be found on pages **287** to **288** of the official minutes.

5-C Reports on Individual Regent Activities

No specific activities were reported.

5-D Reports from Individual Presidents and Superintendents

No reports were presented.

5-E Report of the Executive Director/Interim Actions

Dr. Paul B. Beran, Board of Regents Executive Director and CEO, reported his actions on approval of various maintenance and repair projects.

A copy of the Report of the Executive Director/Interim Actions can be found on pages **289** to **291** of the official minutes.

5-F Exclusion Resolution (Special Resolution No. 01-2019)

Nathan Lukkes, Board of Regents General Counsel, explained that as part of Dakota State University's continued work with the federal government, which includes access to classified information, the federal government requires that five regents undergo security clearance and have access to classified information. Due to recent changes in Board membership, a new Exclusion Resolution stating which regents will not have access to classified information is required.

IT WAS MOVED by Regent Schaefer, seconded by Regent Thares, to approve the Exclusion Resolution (Special Resolution No. 01-2019) included as Attachment I, which supersedes Special Resolution No. 15-2018. Motion passed.

A copy of the Exclusion Resolution (Special Resolution No. 01-2019) can be found on pages **292** to **293** of the official minutes.

5-G University Center – Sioux Falls Memorandum of Understanding (MOU) with USD, SDSU, and DSU

President Sheila Gestring of USD said this memorandum addresses an operational structure for future operations at University Center-Sioux Falls. President José-Marie Griffiths of DSU, President Barry Dunn of SDSU, and UC-Sioux Falls Executive Director Carmen Simone joined President Gestring in the presentation. President Gestring, responding to Regent Schieffer's question, identified a significant opportunity for University Center-Sioux Falls to meet the higher education needs of potential students in the Sioux Falls market who do not currently seek out continuing education. Regent Schieffer said this is an exciting opportunity to tap into new markets and to encourage the local community to engage more directly in the work undertaken at University Center-Sioux Falls.

IT WAS MOVED by Regent Schaefer, seconded by Regent Wink, to approve the parameters contained in the Memorandum of Understanding labeled Handout A and authorize the Board's executive director to further finalize and execute the memorandum. Motion passed.

A copy of the University Center – Sioux Falls Memorandum of Understanding (MOU) with USD, SDSU, and DSU can be found on pages **294** to **303** of the official minutes.

5-H 2019 Legislative Overview

Dr. Janelle Toman, Director of Communications, provided a brief overview of the 2019 legislative session. She said the final day of the session, which was veto day on March 29, presented no vetoes related to higher education topics. The legislative session ended with approval of six BOR-sponsored bills and created a basis for legislative understanding of the Board's future priorities on need-based grant support. Nathan Lukkes, System General Counsel, briefed the Board on next steps related to policy changes resulting from passage of House Bill 1087. General Counsel Lukkes said a priority will be to ensure that revised policies are reader friendly and convey the correct information and message. Regent Schieffer said it will be important that the Board take the lead on and engage in continuing dialogue on free speech and intellectual diversity topics.

A copy of the 2019 Legislative Overview can be found on pages **304** to **305** of the official minutes.

5-I Election of Officers

IT WAS MOVED by Regent Schaefer, seconded by Regent Lund, to re-elect the following slate of officers: Kevin Schieffer as President; John Bastian as Vice President; and Jim Morgan as Secretary; effective April 5, 2019. Motion passed.

5-J Appointment of Board Committees

Regent Schieffer said the Board's Executive Committee reviewed committee assignments and agreed to reduce the number of standing committees from five to three: 1) Budget and Finance, 2) Academic and Student Affairs, and 3) Audit. Duties currently handled in other committees will be reassigned and more information will be brought back at the next formal Board meeting.

IT WAS MOVED by Regent Schieffer, seconded by Regent Mickelson, to suspend the rules calling for appointment of Regents to standing committees at this meeting and to make final assignments at the next regularly scheduled Board meeting. Motion passed.

Regent Schieffer further noted that the Board's intent is to transition to a schedule for regular meetings of two full days, rather than the current practice of meeting over portions of three days.

5-K Report and Actions of Executive Session

After convening at 5 p.m. on Tuesday, April 2, 2019, the Board dissolved into executive session in order to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by

the state when public discussion may be harmful to the competitive position of the business, before recessing at 8 p.m. The Board reconvened in Executive Session at 8 a.m. on Wednesday, April 3, 2019, to continue discussing the earlier referenced matters before rising from Executive Session at 12:45 p.m. to resume the regular order of business.

Regent Morgan reported that while in Executive Session, the Board discussed the matters just described, which included certain recommended actions as set forth in the Secretary's Report and other matters permitted by law.

IT WAS MOVED by Regent Morgan, seconded by Regent Mickelson, that the Board approve the recommended actions as set forth in the Secretary's Report and publish said report and official actions in the formal minutes of this meeting. Motion passed.

A copy of the Secretary's Report can be found on pages **65** to **67** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

6-A Student Federation Report

Ryan Sailors, chair of the South Dakota Student Federation, summarized the work of the Student Federation over the past year. He said he was proud of the work done with state legislators this year, including robust engagement at a dinner hosted by students for legislators during the 2019 session. Mr. Sailors said much work was also done to update federation bylaws and to reach out to their student leader counterparts in the North Dakota university system.

Student Federation elections for the next academic year were held this week. The following new officers were introduced to the Regents: RyAnne Blau, a freshman student from South Dakota School of Mines & Technology, who will serve as the federation's chair, and USD student Josh Sorbe, who will be the next executive director of the Student Federation. Mr. Sorbe said he looks forward to working with the Regents. He will transition from his work this year as the USD Student Association president to become the federation's executive director next year.

6-B (1) Routine Informational Items – Graduate Placement Analysis

Dr. Jay Perry, Interim System Vice President for Academic Affairs, stated that the annual Graduate Placement Analysis provides a summary of graduate placements in South Dakota one year after graduation. Of primary interest to this analysis is the extent to which Regental graduates are either 1) hired into the South Dakota workforce one year after graduation or 2) enroll in further collegiate coursework at an in-state institution one year after graduation.

Data for this project were gathered from three main sources: South Dakota Board of Regents (SDBOR), the South Dakota Department of Labor and Regulation (SDDLR), and the National

Student Clearinghouse (NSC). Analysis focuses on the placement outcomes of undergraduate and graduate degree completers from the FY2016 university system graduation cohort.

A copy of the Routine Informational Items – Graduate Placement Analysis can be found on pages **306** to **315** of the official minutes.

6-C (1) BOR Policy Revisions – BOR Policy 1:23 – Employee-Employee and Faculty-Student Consensual Relationships Revisions (Second Reading)

Kayla Bastian, System Director of Human Resources, explained that currently under BOR Policy 1:23, faculty members only need to report a relationship if the student enrolls in a class or if they have academic supervision over the student. Failure to make a disclosure of the relationship as required or failure to abide by assurances given in regard to reassignment of duties and/or termination of the relationship would result in a termination of employment.

During its August 2018 meeting, AAC members discussed the current policy, how it is used in practice, and was supportive of the proposed changes provided in Attachment I of the agenda item. In addition, the policy was updated to the new Board Policy format and several small clerical changes were made. No additional changes have been made since the Board's first reading of the proposed revisions in December.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to approve the second and final reading of the proposed revisions to BOR Policy 1:23, as presented. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 1:23 – Employee-Employee and Faculty-Student Consensual Relationships Revisions (Second Reading) can be found on pages **316** to **321** of the official minutes.

6-C (2) BOR Policy Revisions – BOR Policy 2:5 – Transfer of Credit Revisions (Second Reading)

Dr. Jay Perry, Interim System Vice President for Academic Affairs, noted that the Board of Regents adopted revisions to BOR Policy 2:5 Transfer of Credit in October 2016, which included new language in Section C.1.3.2 that provided an alternative approach to transfer credit hour thresholds. Previously the policy restriction specified that transfer credit from a two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution.

He said when the new policy language was adopted by the Board there was no expectation that a similar structure would exist in the future for accelerated graduate-level coursework. This past year SDSU and USD have been working to develop a 3+2 agreement that would allow USD's Health Science major students to complete three years at USD, and then transfer to SDSU and complete the graduate degree in its CAATE-accredited 3+2 Athletic Training program. Since the Athletic Training program is now offered at the graduate level, SDSU would need to have an agreement that allows 25 graduate credits (600 level) to be transferred back to USD's program to

allow the students to complete their BS in Health Sciences from USD. Current Board policy will only allow up to 12 graduate credits to be completed to meet the undergraduate bachelor's degree.

To address this issue, new language has been integrated into section C.1.3.3 of Board Policy 2:5 to allow for a graduate program waiver to be approved by the Board. New language is also being proposed for insertion into Section C.3.4.2 to allow for greater flexibility in the policy for evaluating and transcripting coursework originating from technical schools outside of South Dakota. No additional changes have been made since the Board's first reading of the proposed revisions in December.

IT WAS MOVED by Regent Wink, seconded by Regent Mickelson, to approve the second and final reading of the proposed revisions to BOR Policy 2:5, as presented. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 2:5 – Transfer of Credit Revisions (Second Reading) can be found on pages **322** to **331** of the official minutes

6-D (1) Intent to Plan Request – SDSU & DSU – BS and MS in Software Engineering

Dr. Jay Perry, Interim System Vice President for Academic Affairs, explained that South Dakota State University and Dakota State University request authorization to prepare a proposal for a collaborative Bachelor of Science (BS) and Master of Science (MS) in Software Engineering. The programs would go beyond existing programs in Computer Science to provide education in the development and application of techniques leading to the creation of reliable software. The programs will benefit from the expertise in engineering at SDSU and DSU's expertise in software development and technology-related programs. SDSU and DSU currently have a collaborative master's degree program in Data Science/Analytics. Graduates from the program would enter a rapidly developing field with high demand in private and public sectors.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to authorize SDSU and DSU to develop a program proposal for a BS and an MS in Software Engineering, as presented. Motion passed.

A copy of the Intent to Plan Request – SDSU & DSU – BS and MS in Software Engineering can be found on pages **332** to **352** of the official minutes.

6-D (2) Intent to Plan Request – NSU – BSEd in Social Science for Teachers

Dr. Jay Perry, Interim System Vice President for Academic Affairs, explained that Northern State University requests permission to plan a Bachelor of Science (BS) in Education major in Social Science for Teachers. The program will provide a path to teaching certification in multiple social science disciplines through one comprehensive major. Preparation would include course content options in history, geography, government, sociology, psychology, and/or economics. The degree is intended to aid small and rural schools that have expectations of their teachers providing instruction in multiple subjects. The U.S. Department of Education recognizes social studies as an area with a shortage of qualified teachers in South Dakota.

IT WAS MOVED by Regent Wink, seconded by Regent Thares, to authorize NSU to develop a program proposal for a BSEd in Social Science for Teachers, as presented. Motion passed.

A copy of the Intent to Plan Request – NSU – BS in Social Science for Teachers can be found on pages **353** to **363** of the official minutes.

6-D (3) Intent to Plan Request – SDSMT – MS in Industrial Engineering

Dr. Jay Perry, Interim System Vice President for Academic Affairs, explained that the South Dakota School of Mines & Technology requests permission to plan a Master of Science (MS) degree in Industrial Engineering. Industrial engineers find methods to eliminate waste in production processes and devise efficient systems integrating workers, machines, materials, information, and energy to make a product or provide a service. SDSMT reports information from the National Science Foundation indicating increased demand for engineers with master's degrees.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to authorize SDSMT to develop a program proposal for a MS in Industrial Engineering, as presented. Motion passed.

A copy of the Intent to Plan Request – SDSMT – MS in Industrial Engineering can be found on pages **364** to **380** of the official minutes.

6-D (4) Intent to Plan Request – USD – BS in Neuroscience

Dr. Jay Perry, Interim System Vice President for Academic Affairs, explained that the University of South Dakota requests permission to plan a Bachelor of Science (BS) degree in Neuroscience. Neuroscience is the interdisciplinary study of the development, structure, and function of the nervous system, with particular attention on the brain's role in behavior and cognition. Graduates of the program would be prepared for occupations related to behavioral neuroscience, clinical neuroscience, biomedical sciences, clinical neuropsychology, and pharmaceutical and biomedical industries. In addition, program graduates would pursue graduate study in medicine, physical therapy, and law.

IT WAS MOVED by Regent Wink, seconded by Regent Lund, to authorize USD to develop a program proposal for a BS in Neuroscience, as presented. Motion passed.

A copy of the Intent to Plan Request – USD – BS in Neuroscience can be found on pages **381** to **389** of the official minutes.

6-D (5) Intent to Plan Request – USD – BA/BS in Legal Studies

Dr. Jay Perry, Interim System Vice President for Academic Affairs, explained that the University of South Dakota requests permission to plan a Bachelor of Science (BS) and/or Bachelor of Arts (BA) in Legal Studies. Students in this program will explore the history and impact of the law, its underlying ideological and philosophical framework, and the political, economic, and cultural forces that affect its development. Graduates will be prepared to pursue graduate study in law,

humanities, or other disciplines, or to begin careers in business, human resources, journalism, public policy, social work, and other fields.

IT WAS MOVED by Regent Wink, seconded by Regent Lund, to authorize USD to develop a program proposal for a BA/BS in Legal Studies, as presented. Motion passed.

A copy of the Intent to Plan Request – USD – BA/BS in Legal Studies can be found on pages **390** to **398** of the official minutes.

6-E (1) Dual Credit In-District Delivery Approvals – SDSU & Brookings School District

Dr. Jay Perry, Interim System Vice President for Academic Affairs, explained that South Dakota State University is requesting authorization to offer in-district delivery of High School Dual Credit (HSDC) to the Brookings School District. The proposed MOU between the Board and the Brookings School District complies with established guidelines for in-district delivery.

Regent Schieffer said he has concerns about the state's funding model for high school dual credit offered within K-12 districts, and whether the school districts' per-student funding allocation is appropriately addressed within that model. Regent Wink said this is a concern for the Board's Academic and Student Affairs Committee as well. She said the committee agreed to more fully examine this in the coming weeks and to bring the topic back to the full Board for more discussion. Regent Roberts said this is a good topic to address with input from the Governor's Office, the Department of Education, the state Bureau of Finance and Management, and legislators.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to approve 1) the MOU between the Board of Regents and Brookings School District, and 2) the course request as presented for the 2019-20 academic year for in-district delivery of High School Dual Credit courses. Motion passed.

A copy of the Dual Credit In-District Delivery Approvals – SDSU & Brookings School District can be found on pages **399** to **402** of the official minutes.

6-E (2) Dual Credit In-District Delivery Approvals – DSU & Sioux Falls School District Computer Science Academy Pilot Project

Dr. Jay Perry, Interim System Vice President for Academic Affairs, explained that Dakota State University (DSU) is requesting authorization to offer in-district delivery of High School Dual Credit (HSDC) to the Sioux Falls Area School District. The in-district delivery would occur as part of a pilot project between DSU and Sioux Falls Area School District on a Computer Science Academy.

The proposed MOU between the Board, DSU, University Center-Sioux Falls, and the Sioux Falls Area School District complies with established guidelines for in-district delivery. In addition, some courses in the proposed pilot would be offered through concurrent credit (college credit earned by a high school student in a course offered through his/her school district and taught by school district personnel with approved credentials). Concurrent credit and HSDC courses have different policies and funding mechanisms; the MOU describes the distinctions for both.

The MOU would authorize delivery of seven computer science courses by DSU to the Sioux Falls Area School District. Two of these courses, CSC 105 (Introduction to Computers) and CSC 150 (Computer Science I), have received previous authorization as high school dual credit courses. The other five courses require Board approval as they are currently not authorized for delivery under the high school dual credit program. These include CSC 134 (Introduction to Computer Science I), CSC 163 (Hardware, Virtualization, and Data Communication), CSC 283 (Networking I), CSC 234 (Software Security), and CSC 250 (Computer Science II).

President Griffiths said this proposal focuses on specific courses that are major and content related in computer science. The pilot project will investigate how students handle these credits going forward in their academic careers; for example, it will seek to determine whether students remain in state and pursue their education here once they have obtained these credits. DSU and Sioux Falls Area School District wish to pilot this work to better prepare students for the computer science field, while encouraging more students overall to pursue careers in STEM.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to authorize Dual Credit In-District Delivery Agreements – DSU & Sioux Falls School District Computer Science Academy Pilot Project as presented. Motion passed.

A copy of the Dual Credit In-District Delivery Approvals – DSU & Sioux Falls School District Computer Science Academy Pilot Project can be found on pages **403** to **412** of the official minutes.

6-F (1) New Program Request – BHSU – MAT in K-12 Special Education

Dr. Jay Perry, Interim System Vice President for Academic Affairs, explained that Black Hills State University (BHSU) requests authorization for a Master of Arts in Teaching (MAT) in K-12 Special Education. The Board approved the intent to plan at the May 2018 meeting. The program is intended for candidates with bachelor's degrees who decide to pursue a career in K-12 special education. Prospective candidates seeking the state Department of Education alternative certification would be able to take the required 15 credits within special education coursework. Other students can take the entire MAT program.   The external review required by BOR Policy 2:1 was conducted on November 29, 2018, by Dr. Maribeth Lartz of Illinois State University.

IT WAS MOVED by Regent Wink, seconded by Regent Mickelson, to authorize BHSU to offer an MAT in K-12 Special Education, including online delivery, as presented. Motion passed.

A copy of the New Program Request – BHSU – MAT in K-12 Special Education can be found on pages **413** to **465** of the official minutes

6-F (2) New Program Request – DSU – PhD in Cyber Defense

Dr. Jay Perry, Interim System Vice President for Academic Affairs, explained that Dakota State University (DSU) requests permission to offer a PhD program in Cyber Defense. The Board approved the intent to plan at the May 2018 meeting. The program would address growing cyber threats and workforce needs, providing graduates with a foundation in security issues, practices, politics, risk analysis, and cultures of terrorism, as well as a foundation in research methodology

and practice. Graduates would be prepared for careers in private industry, government, the military, and academia. Implementing the program requires the creation of seven new courses. The external review required by BOR Policy 2:1 was conducted on March 5, 2019, by Rayford Vaughn of the University of Alabama in Huntsville.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to authorize DSU to develop a program proposal for a PhD in Cyber Defense, including online delivery, as presented. Motion passed.

A copy of the New Program Request – DSU – PhD in Cyber Defense can be found on pages **466** to **495** of the official minutes

BUDGET AND FINANCE

7-A FY19 General Bill Amendments

Leah Ahartz, System Budget Manager, provided information regarding amendments to the FY19 general bill contained in Senate Bill 180. She explained that SB180 decreases utility funding by a total of $286,341 in general funds, as a result of revised utility cost projections. The South Dakota Opportunity Scholarship will also be reduced by $97,629, resulting in a total one-time decrease of $383,970. Also included in the FY19 general bill adjustments is funding for a one-time increase to the employer cost of health insurance for FY19. The increase is $27 per benefit eligible employee per month for the months of April, May, and June 2019, with a total cost increase of $405,975 for all fund sources. The appropriation will cover the general and tuition portion of health insurance increase; with a minimal impact to other fund sources.

A copy of the FY19 General Bill Amendments can be found on pages **496** to **497** of the official minutes.

7-B FY20 Budget Summary

Leah Ahartz, System Budget Manager, summarized the general fund base changes as follows: an increase to general fund M&R base funding of $2,746,133, bringing the general fund amount for M&R to $12,342,769; a $7,584 increase to the Post-Secondary Scholarship fund, resulting from proceeds of the endowment; a decrease in general funded utilities of ($223,892) based on utility rates and usage projections for FY20; a decrease of ($4,873) for lease payment adjustments; and a $100,000 increase to Research Center funding for the proposed SDSMT research park.

She said the FY20 health insurance increase is estimated to be a general fund appropriation of $3,088,644. This appropriation is $492,933 less than the actual BOR need for the health insurance increase of $1,601 per benefit eligible employee. Tuition and fee rates are being raised to fund the health insurance increase for non-general funded benefit eligibles and to cover the shortage in the general fund appropriation for the universities.

A copy of the FY20 Budget Summary can be found on pages **498** to **501** of the official minutes.

7-C Residence Hall Occupancy Report for Fall 2018/Spring 2019

Scott Van Den Hemel, System Financial Compliance Officer, reviewed the annual residence hall occupancy report for fall 2018 and spring 2019 terms The agenda item attachments show the occupancy percentages for each campus for both the fall and spring terms. It was noted that when campuses prepare financial information for new residence halls, 90% occupancy is used to develop the financial pro forma for the new hall, with current halls remaining at their current capacity. As a rule of thumb, the system needs to remain above 90% to maintain financial stability. As campuses dip below that figure for an extended period of time, it puts pressure on the finance of the system. Currently, 4 schools are below 90% for the fall 2018, spring 2019 terms: BHSU - 81.1%; DSU - 93.8%; NSU - 72.0%; SDSM&T – 87.8%; SDSU – 87.6%; and USD – 96.1%. A copy of the Residence Hall Occupancy Report for Fall 2018/Spring 2019 can be found on pages **502** to **508** of the official minutes.

7-D FY20 Tuition & Fee Overview

Mary Ellen Garrett, System Accounting Director, explained the cost drivers and state and student funding as they relate to the proposed tuition and fee increases.

A copy of the FY20 Tuition & Fee Overview can be found on pages **509** to **513** of the official minutes.

7-E FY20 On-Campus Tuition & Fees

Mary Ellen Garrett, System Accounting Director, reviewed the cost drivers of the proposed on-campus tuition and mandatory fees. The Legislature adopted a 2.5 percent salary policy increase for all employees and the annual premium rate for employer-paid health care increased by $1,601 per benefit-eligible employee. The state only covers the salary package cost increase for 42% of the BOR employees. Tuition and fees must be raised to cover the remaining 58%. The annual Consumer Price Index of 2.2 percent was not applied to the operating base budgets, in order to keep student costs down.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the FY20 On-Campus Tuition and Mandatory Fees, as presented in Attachment I, and to approve SDSU's request to extend the SDSU bond and utility fee transition to GAF for an additional year (to FY22).

IT WAS FURTHER MOVED, in a substitute motion by Regent Lund, seconded by Regent Mickelson, to approve the FY20 On-Campus Tuition and Mandatory Fees as presented in Attachment I, but not to approved the $2.26 proposed increase to SDSU's General Activity Fee. The Board invited testimony from SDSU President Barry Dunn and SDSU student representatives on this topic. Regent Lund's motion failed on a voice vote.

After the substitute motion failed, the Board returned to the original motion offered by Regent Roberts. The motion passed.

A copy of the FY20 On-Campus Tuition & Fees can be found on pages **514** to **522** of the official minutes.

7-F FY20 System, Discipline, Delivery, and Vehicle Registration Fees

A revised attachment to the item was handed out, titled "Budget and Finance Committee Proposal". Mary Ellen Garrett, System Accounting Director, explained the delivery fees vehicle registration, and parking rates, as requested by the universities.

Dr. Monte Kramer, System Vice President System of Finance and Administration, said the Committee on Budget and Finance took a close look at the discipline fee requests. The committee recommended reducing a number of the requests for discipline fee increases to 2.9 percent. Those approved above 2.9% were: DSU Computer Science a $13.05 increase or 22.8%; SDSU and USD Chemistry a $10.30 increase or 25.2%; SDSU and USD Fine Arts a $5.60 increase or 27.2%. As a result, Dr. Kramer said the approved fees will generate $329,000 less than originally proposed.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the FY20 System, Discipline, Delivery, and Vehicle Registration Fees, as presented in the Budget and Finance Committee proposal. Motion passed.

A copy of the FY20 System, Discipline, Delivery, and Vehicle Registration Fees can be found on pages **523** to **546** of the official minutes.

7-G FY20 Off-Campus Tuition Rates

Mary Ellen Garrett, System Accounting Director, reviewed the off-campus tuition rates, including those taught at the university centers, delivered electronically, through the technical institutes and the Great Plains Interactive Distance Education Alliance, and dual credit courses. The increase is commensurate with the 3.3 percent increase for on-campus tuition.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the FY20 Off-Campus Tuition Rates as presented in Attachment I of the agenda item. Motion passed.

A copy of the FY20 Off-Campus Tuition Rates can be found on pages **547** to **549** of the official minutes.

7-H FY20 Housing and Food Service Rates

Mary Ellen Garrett, System Accounting Director, reviewed the residence hall and food plan rates, as requested by the universities. The proposed housing rates for FY20 allow the universities to address the inflationary increase on operating expenses, as well on the 2 percent M&R requirement, and fund the salary policy and employee health care increase. The increase to meal plan rates will address contracted increases for food operations and any related institutional administrative costs. The impact to students within the system will range from $230 to $490 more per year.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the FY20 Housing and Food Service Plan rates, as presented in Attachments I & II of the agenda item. Motion passed.

A copy of the FY20 Housing and Food Service Rates can be found on pages **550** to **558** of the official minutes.

7-I FY20 Special Schools Nonresident Tuition

Mary Ellen Garrett, System Accounting Director, stated that the South Dakota School for the Blind and Visually Impaired annually reviews its instructional and residential costs to determine an appropriate tuition rate for nonresident students. The residential costs are based on annual food service and residential costs for each resident student. Currently, SDSBVI has two students from Minnesota attending the SDSBVI. The burden is on the local school district to pay for both the tuition and residence costs. The proposed FY20 rate for both instructional and residential costs is $52,285 per student.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the FY20 nonresident instructional tuition rate at $37,235 and the residence cost to be set at $15,050 for the School for the Blind and Visually Impaired. Motion passed.

A copy of the FY20 Special Schools Nonresident Tuition rate can be found on pages **559** to **560** of the official minutes.

7-J FY20 Graduate Assistant Stipends

Mary Ellen Garrett, System Accounting Director, explained that the Board annually establishes a minimum stipend to be paid to graduate assistants. She noted that South Dakota State University currently waives tuition for its graduate assistants and fellows as compensation for their work. Therefore, the salary minimum does not apply to SDSU.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the BHSU, DSU, and NSU FY20 minimum graduate assistant stipends in the amount of $3,882 per semester and $970 per four-week session; SDSMT FY20 minimum graduate assistant stipends in the amount of $4,036 per semester and $1,008 per four-week session; and USD FY20 minimum graduate assistant stipends in the amount of $4,027 per semester and $1,006 per four-week session. Motion passed.

A copy of the FY20 Graduate Assistant Stipends can be found on pages **561** to **562** of the official minutes.

7-K FY18 CAFR Review

Scott Van Den Hemel, System Financial Compliance Officer, said there were no audit findings or mandatory auditor adjustments for the BOR system in FY18. Mr. Van Den Hemel and Dr. Kramer complimented the accounting and auditing staff throughout the BOR system who were involved in this outstanding result.

A copy of the FY18 CAFR Review can be found on pages **563** to **564** of the official minutes.

7-L SDSD Berry Wright Facility Renovation Preliminary Facility Statement and Facility Program Plan

Claudean Hluchy, Budget Director for the South Dakota School for the Deaf, presented the South Dakota School for the Deaf Preliminary Facility Statement and its Facility Program Plan for the renovation and remodeling of the Berry Wright classroom and administration building. Currently, the SDSD campus is home to the School for the Deaf administration and outreach offices, auditory testing center, SDSU Extension, and USD Archives. During the February 15, 2019, Board meeting, the Board approved a plan for SDSD to remain in the current facility and remodel to accommodate additional lessors. At this time, the potential tenant being accommodated is the Department of Health, which would occupy about 23,000 square feet of space. USD Archives will vacate the building in the future. The project cost exceeds the $1.5 million threshold, requiring a building committee. Because much of this will happen before a new law goes into effect July 1, 2019, which changes the building committee appointment threshold from $1.5 million to $5 million, the Board president will need to appoint a building committee member.

Regent Schieffer noted that the Board previously authorized a potential sale of the SDSD property, if an appropriate purchase offer was received. He said adoption of this particular motion does not change that previous authority granted for sale of the property, if such an offer would be made in the near future.

IT WAS MOVED by Regent Schieffer, seconded by Regent Roberts, to approve SDSD's Preliminary Facility Statement and Facility Program Plan for the renovation of the South Dakota School for the Deaf Berry Wright facility, with a cost not to exceed $1.7 million. The $1.7 million cost will be initially paid out of the Board's reserve fund, which will be repaid by the sale of the extraneous SDSD land. The full cost of the renovation project is to be recouped through a repayment agreement with the Department of Health. This motion is contingent and dependent upon potential offers to purchase the property, should an offer be made. A building committee representative should be appointed to oversee this project. Motion passed.

A copy of the SDSD Berry Wright Facility Renovation Preliminary Facility Statement and Facility Program Plan can be found on pages **565** to **575** of the official minutes.

7-M SDSU Campanile Avenue Utility Replacement Facility Program Plan

Dean Kattelmann, SDSU Associate Vice President for Facilities and Services, summarized South Dakota State University's Facility Program Plan for the construction and replacement of utility infrastructure, parking, and site improvements within and parallel to the right-of-way of Campanile Avenue. The project estimates currently put the project more than $5 million, making it a capital improvement project and requiring appointment of a building committee representative.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve SDSU's Facility Program Plan for the Campanile Avenue Utility Upgrades, at a cost not to exceed $5,433,000 using

HEFF M&R, General Fund M&R, and parking revenues. A building committee representative should be appointed to oversee this project. Motion passed.

A copy of the SDSU Campanile Avenue Utility Replacement Facility Program Plan can be found on pages **576** to **585** of the official minutes.

7-N FY2018 BHSU NCAA Agreed-Upon Procedures Report

Michele Anderson, System Internal Auditor on behalf of Black Hills State University, submitted BHSU's Division II independent accountant's report of expenses and revenues per NCAA Division II Bylaw 6.2.3. She explained that four exceptions were identified and the BHSU President has been notified.

A copy of the FY2018 BHSU NCAA Agreed-Upon Procedures Report can be found on pages **586** to **595** of the official minutes.

7-O SDSU Lease Purchase Agreement for Pennington County Property

Nathan Lukkes, Board of Regents General Counsel, stated that South Dakota State University requests the Board's authorization to enter into a revised Lease-Purchase Agreement with the SDSU Foundation Inc. for improved property in Pennington County, for the use and benefit of the SDSU West River Agriculture Center. At the June 26-28, 2018, meeting of the Board, the university previously requested approval of a Lease-Purchase Agreement for this real property within Item 9-G. That Lease-Purchase Agreement was not executed, however, due to changes in financing terms.

The interest rate reflected in the original agenda item was 4.75 percent for the duration of the Lease-Purchase Agreement. The commercial financing obtained by the SDSU Foundation Inc. for its underlying purchase of the real property now has the following terms: 4.75 percent for the first five years, and refinancing of the remaining principal with designation of a new interest rate every five years thereafter.

The purchase of this real property was authorized by the South Dakota Legislature within Chapter 122 of the 2018 Session Laws. In 2019, Senate Bill 44, which has an emergency clause, was signed by the Governor and authorized the sale of properties that will buy out this Lease-Purchase Agreement. The university anticipates this will occur prior to the first five-year refinancing period. There is no penalty for early repayment of the purchase price.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to grant the Executive Director the authority to finalize and execute the Lease-Purchase Agreement between the South Dakota Board of Regents and SDSU Foundation Inc. in substantially similar form to that set forth in Attachment I of the agenda item. Motion passed.

A copy of the SDSU Lease Purchase Agreement for Pennington County Property can be found on pages **596** to **606** of the official minutes.

7-P SDSU Plat Resolution

Nathan Lukkes, Board of Regents General Counsel, stated that a re-platting of the property described within this item is required due to an inaccuracy in the legal boundaries for the plat that is currently on file.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve and adopt the Resolution set forth in Attachment I of the agenda item, requesting the Commissioner of School and Public Lands to proceed with the plat as stated therein. Motion passed.

A copy of the SDSU Plat Resolution can be found on pages **607** to **610** of the official minutes.

7-Q SDSU Transfer of Facilities Resolution

Nathan Lukkes, Board of Regents General Counsel, explained that Bon Homme County has recently expressed interested in retaining full ownership of two steel Quonsets located in Tyndall, South Dakota, which South Dakota State University and its SDSU Extension have leased to the county since 1966. The Resolution presented with the agenda item would transfer those facilities to Bon Homme County.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve and adopt the Resolution set forth in Attachment I of the agenda item, authorizing the transfer of the buildings to Bon Homme County. Motion passed.

A copy of the SDSU Transfer of Facilities Resolution can be found on pages **611** to **620** of the official minutes.

7-R SDSU Real Property Sale/Acquisition Resolution

Nathan Lukkes, Board of Regents General Counsel, explained that the Board submitted legislation during the 2018 legislative session regarding land transactions at South Dakota State University, which was passed and signed into law by the Governor. At the December 2018 Board meeting, the Board approved submission of additional legislation related to SDSU land transactions for the 2019 legislative session, which was also passed and was signed into law by the Governor. SDSU now desires to complete all the transactions authorized by this legislation.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve and adopt the Resolution set forth in Attachment I of the agenda item, requesting the Commissioner of School and Public Lands to proceed with the real property transactions as stated therein. Motion passed.

A copy of the SDSU Real Property Sale/Acquisition Resolution can be found on pages **621** to **622** of the official minutes.

7-S (1) BOR Policy Revisions – BOR Policy 2:4:1 – Registrations, Cancellations, and Withdrawals (Second Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, submitted the new BOR Policy 2.4.1 for second reading.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the second reading of BOR Policy Revisions – BOR Policy 2:4:1 – Registrations, Cancellations, and Withdrawals as shown in Attachment I of the agenda item. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 2:4:1 – Registrations, Cancellations, and Withdrawals (Second Reading) can be found on pages **623** to **627** of the official minutes.

7-S (2) BOR Policy Revisions – BOR Policy 5:7 – Refunds (Second Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, submitted the changes to BOR Policy 5:7 for second reading.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the second reading of BOR Policy 5:7 – Refunds with the revisions shown in Attachment I of the agenda item. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 5:7 – Refunds (Second Reading) can be found on pages **628** to **637** of the official minutes.

7-S (3) BOR Policy Revisions – BOR Policy 6:1 – Facilities Planning (Second Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, submitted changes to BOR Policy 6:1 for second reading.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the second reading of BOR Policy 6:1 – Facilities Planning revisions as shown in Attachment I of the agenda item. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 6:1 – Facilities Planning (Second Reading) can be found on pages **638** to **640** of the official minutes.

7-S (4) BOR Policy 6:2 – Acquisition and Disposal of Real Property Revision (Second Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, submitted changes to BOR Policy 6:2 for second reading.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the second reading of BOR Policy 6:2 – Acquisition of Real Property as shown in Attachment I of the agenda item. Motion passed.

A copy of the BOR Policy 6:2 – Acquisition and Disposal of Real Property Revision (Second Reading) can be found on pages **641** to **644** of the official minutes.

7-S (5) New BOR Policy 7:7 – Personally Identifiable Information (Second Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, submitted the new BOR Policy 7:7 for second reading.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the second reading of the new BOR Policy 7:7 – Personally Identifiable Information as shown in Attachment I of the agenda item. Motion passed.

A copy of the New BOR Policy 7:7 – Personally Identifiable Information (Second Reading) can be found on pages **645** to **649** of the official minutes.

7-S (6) BOR Policy 5:18 – Off-Campus State-Funded Programs (First Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, requested that BOR Policy 5:18 should be deleted, as Off-Campus State-Funded Programs are addressed in BOR Policy 5:5:2 – Off-Campus Tuition.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the first reading to delete BOR Policy 5:18 – Off-Campus State-Funded Programs. Motion passed.

A copy of the BOR Policy 5:18 – Off-Campus State-Funded Programs (First Reading) can be found on pages **650** to **651** of the official minutes.

7-S (7) BOR Policy 5:5:2 – Tuition & Fees – Off-Campus Tuition (First Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, explained the suggested changes to BOR Policy 5:5:2 that will bring BOR policy into compliance with SDCL 13-51-1.2.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the first reading of BOR Policy 5:5:2 – Off-Campus Tuition, with the revisions as shown in Attachment I of the agenda item. Motion passed.

A copy of the BOR Policy 5:5:2 – Tuition & Fees – Off-Campus Tuition (First Reading) can be found on pages **652** to **655** of the official minutes.

7-S (8) BOR Policy 7:4 – Security and IT Systems (First Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, reviewed the proposed changes to BOR Policy 7:4.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the first reading of BOR Policy 7:4 – Security and IT Systems, with the revisions shown in Attachment I of the agenda item. Motion passed.

A copy of the BOR Policy 7:4 – Security and IT Systems (First Reading) can be found on pages **656** to **662** of the official minutes.

7-T DSU New Residence Village Facility Program Plan

Dr. Monte Kramer, System Vice President of Finance and Administration, introduced Stacy Krusemark, finance officer at Dakota State University, who discussed Dakota State University's Facility Program Plan for a new housing facility called Residence Village. DSU currently has five on-campus residence halls, two leased eight-plex apartment units, and one house, with a total capacity of 772 beds. Most of the residence halls were constructed between 1958-1970 and are composed of mostly double-occupancy rooms with shared restroom facilities. The proposed residence hall to be occupied by August 2021 will include approximately 120 beds. The unit mix is planned to be a combination of suite-style and apartment-style units, with all bedrooms being single occupancy. Attachment I has the details of the Facility Program Plan for DSU's Residence Village.

Dr. Kramer noted that with the enrollment projections provided by DSU, and with the fallback plan provided by DSU, the staff recommend approval of the new hall.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve DSU's Facility Program Plan for the new student residence village, at a cost not to exceed $10,664,000 and to be funded using revenue bonds. Motion passed.

A copy of the DSU New Residence Village Facility Program Plan can be found on pages **663** to **684** of the official minutes.

7-U (1) Routine Informational Items – Capital Project List

Dr. Monte Kramer, System Vice President of Finance and Administration, reviewed the April 2019 capital project list.

A copy of the Capital Project List can be found on pages **685** to **689** of the official minutes.

7-U (2) Routine Informational Items – System Tuition Fund Condition Statement

Dr. Monte Kramer, System Vice President of Finance and Administration, explained activity related to the System Tuition Fund. The Board's reserve is available to address emergencies as well as other Board priorities and critical needs. The current goal of the pool is 5 percent of tuition revenue or $10,142,657. The reserve is at 1.02 percent after taking into consideration the commitments against the fund. The fund will be back at 1.5 percent when the School for the Deaf land is sold and the fund is repaid the $1.7 million. The system tuition fund only grows by the amount of interest earned on tuition funds while held in the system pool.

A copy of the System Tuition Condition Statement can be found on pages **690** to **691** of the official minutes.

7-V Presentation on Efficiencies in the BOR System and Discussion

Dr. Paul B. Beran, Board of Regents Executive Director and CEO, said the public universities and other entities under the BOR's authority, including the central office, need to do a better job explaining cost structures and what the cost drivers are in higher education. Dr. Beran and Board staff prepared PowerPoint slides to lead this discussion on system efficiencies. Dr. Beran said he plans to add his notes to the slide deck, send those to the Board members for further review, and reschedule this Board Item for further discussion at the June Board meeting.

Campus Community Forum

The Board responded to questions from the campus community.

THURSDAY, APRIL 4, 2019

The Board reconvened at 7:30 a.m.

Breakfast Meeting with Area Legislators

Representative Scyller J. Borglum (District 32), Representative Tim Goodwin (District 30), and Representative Sam Marty (District 28B) met with Board members to informally discuss priorities in the public university system. Topics included tuition rates, student debt, university fundraising, faculty tenure, athletic funding, and need-based grant support for students.

ADJOURNMENT

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, to adjourn the meeting. Motion passed. The meeting adjourned at 9:30 a.m.

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on <u>Tuesday</u>, <u>April 2, 2019</u>, in accordance with SDCL 1-25-2 to discuss matters authorized therein. Following executive session, the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL 1-25-2, but no official action on them is being proposed at this time.

Recommended Actions:

2-A.1 – Approve the salary adjustments and appointments as outlined in Attachment I.

2-A.2 – Award honorary Doctorate of Science degrees to Dr. Brett Theeler (BHSU), Dr. Leonard Reinsfelder (DSU), Mr. Dana Dykhouse (SDSMT), and Mr. Hani Shafai (SDSMT); an honorary Doctorate of Public Service to Larry Tidemann (SDSU); and an honorary Doctorate of Laws to Judith K. Meierhenry (USD).

2-A.3 – Approve the leave request for Abigail Domagall (BHSU), J. Desy Schoenewies (BHSU), George Nora (NSU), Peter Ramey (NSU) Cedric Neumann (SDSU), Reinaldo Tonkoski (SDSU), Lan Xu (SDSU), Mejai Bola Mike Avoseh (USD), Paul Formisano (USD), Harry Freeman (USD), Thomas Geu (USD), Elizabeth Hanson (USD), Brennan Jordan (USD), Kevin Reins (USD), Grigoriy Sereda (USD), Daniel Soluk (USD), and Joseph Tinguely (USD).

2-A.4 – Approve the requests for a one (1) year extension of time for tenure consideration for Dr. Christine McCart (BHSU).

2-A.5 – Award two (2) years of prior service credit toward promotion for Sharman Adams (BHSU); two (2) years of prior service credit toward tenure for David Bishop (DSU); one (1) year of prior service credit toward tenure and one (1) year of prior service credit toward promotion for Jacob Wallace (SDSU); and one (1) year of prior service credit toward tenure and one (1) year of prior service credit toward promotion for Amy Laursen (USD).

2-A.6 – Approve the request to grant tenure to Dr. Charlene Wolf-Hall (SDSU) as a Professor.

2-A.7 – Approve the request to appoint Ms. Debra Bienert (SDSMT) to the rank of Senior Lecturer.

2-D – Authorize South Dakota State University to rename the South Dakota State University Performing Arts Center as the "Oscar Larson Performing Arts Center."

PERMANENT SALARY ADJUSTMENTS 5% OR GREATER

Dakota State University

Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Angi Kappenman	VP for Human Resources	22-Dec-18	Sal Adj-Unusual Circumstance	$90,200.00	$82,000.00	9%

Northern State University

Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Susan Bostian	Assoc VP Fin&Adm/HR Director	22-Feb-19	Sal Adj-Unusual Circumstance	$89,860.00	$82,640.00	8%
Justin Fraase	Dir Communications & Mrktng	22-Feb-19	Sal Adj-Unusual Circumstance	$88,500.00	$76,050.00	14%
Lisa Grote	Executive Admin Assistant	22-Feb-19	Sal Adj-Unusual Circumstance	$66,230.00	$52,233.00	21%
Monte Mehlhoff	Facilities Director	22-Feb-19	Sal Adj-Unusual Circumstance	$90,338.00	$81,338.00	10%
Joshua Moon	Dir Athletics	22-Feb-19	Sal Adj-Unusual Circumstance	$123,000.00	$111,122.00	10%
Veronica Paulson	VP of Finance & Administration	22-Feb-19	Sal Adj-Unusual Circumstance	$157,000.00	$140,707.00	10%

South Dakota School of Mines & Technology

Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Travis Dixon	Asst FB Coach-Def Asst Coach	22-Nov-18	Permanent Additional Duties	$36,165.00	$33,165.00	8%
Cody O'Neill	Asst FB Coach-Offensive Line	22-Nov-18	Permanent Additional Duties	$37,408.00	$34,408.00	8%
Joseph Wright	Assoc VP Res-Econ Dev	22-Jan-19	Market Increase	$145,000.00	$127,886.20	12%

South Dakota State University

Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Carla Anderson	Coordinator	22-Dec-18	Change Salary Rate/Pay Grade	$71,637.00	$53,920.00	25%
Lora Berg	Director-Marketing & Communica	22-Nov-18	Sal Adj-Unusual Circumstance	$98,738.00	$89,762.00	9%
Justin Goetz	Assistant General Counsel	22-Nov-18	Reclassification	$83,953.00	$76,321.00	9%
Justin Goetz	Assistant General Counsel	22-Dec-18	Change Salary Rate/Pay Grade	$92,348.00	$83,953.00	9%
Morakot Kaewmanee	Imaging Engineering/Res Asc II	22-Feb-19	Reclassification	$64,445.00	$55,670.00	14%
Sara Mooney	Associate Controller	22-Dec-18	Change Salary Rate/Pay Grade	$75,000.00	$65,000.00	13%
Mariah Weber	Wellness Coordinator	22-Jan-19	Reclassification	$49,682.00	$44,281.00	11%
Mariah Weber	Assistant Director	22-Feb-19	Change Salary Rate/Pay Grade	$56,000.00	$49,682.00	11%

| Janet Miller | Research Associate I | 22-Nov-18 | Permanent Additional Duties | $40,018.00 | $38,112.00 | 5% |
| Jessica Lewis | Coordinator | 22-Nov-18 | Reclassification | $51,584.00 | $49,128.00 | 5% |

University of South Dakota

Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Amy Fill	Interim Gallery Director	22-Jan-19	Sal Adj-Unusual Circumstance	$50,000.00	$47,470.94	5%
Elizabeth Freeburg	Associate Provost	22-Jan-19	Sal Adj-Unusual Circumstance	$149,000.00	$135,000.00	9%
Scott Pohlson	VP, Enroll, Market & URelation	22-Dec-18	Permanent Additional Duties	$181,038.44	$161,038.44	11%

Board of Regents

Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Lindsey Heiss	Assistant Director of HR	22-Jan-19	Change Salary Rate/Pay Grade	$67,541.60	$62,541.60	7%

APPOINTMENTS REPORTING TO THE PRESIDENT,SUPERINTENDENT or EXECUTIVE DIRECTOR

Name	Title	Effective Date	Salary	Institution
Heather Forney	VP for Finance & Administration	22-Mar-19	$167,000.00	SDSMT
Kurt Hackemer	Provost & VP Academic Affairs	22-Mar-19	$245,000.00	USD
Adam Rosheim	VP for Finance & Administration	22-Mar-19	$200,000.00	USD

Board Work

AGENDA ITEM: 1 – D
DATE: April 2-4, 2019

****

SUBJECT
    Rolling Calendar

CONTROLLING STATUTE, RULE, OR POLICY
    Board of Regents' By-Laws, Section 5.0

BACKGROUND / DISCUSSION
    The Board of Regents schedules its Board meetings using a rolling calendar. Therefore, at each regularly scheduled business meeting, the Board approves the dates and location of the meeting that will take place the following year. This allows the Board to have a year's worth of regularly scheduled meetings on the calendar at all times.

IMPACT AND RECOMMENDATIONS
    This will establish the March/April 2020 Board of Regents' meeting dates and location as March 31-April 2, 2020 in Aberdeen.

ATTACHMENTS
    Attachment I – Proposed calendar of 2020 dates and locations
    Attachment II – Important dates to avoid
    Attachment III – 2020 calendar
    Attachment IV – Dates and locations for BOR meetings over the previous 10 years

****
DRAFT MOTION 20190402_1-D:
    I move to approve the March/April 2020 Board of Regents' meeting dates and location a March 31-April 2 in Aberdeen.

2020 Calendar

BOR ITEMS DUE (from campus)	COPS TOPICS DUE (from COPS)	COPS MAILOUT	COPS MEETING	BOR INTERNAL POSTING	BOR MAILOUT	BOR MEETINGS	BOR MEETING LOCATION	BOR APPROVAL DATE
March 2	March 5	March 10	March 17	March 19	March 24	March 31 – April 2, 2020 (Tues-Thurs)	NSU, Aberdeen	
April 13	April 16	April 21	April 28	April 30	May 5	May 12-14, 2020 (Tues-Thurs)	SDSMT, Rapid City	
May 26 (10 a.m.)	May 28	June 2	June 9	June 11	June 16	June 23-25, 2020 (Tues-Thurs)	DSU, Madison	
July 6	July 9	July 14	July 21	July 23	July 28	August 4-6, 2020 (Tues-Thurs)	Pierre	
Sept. 8 (10 a.m.)	Sept. 10	Sept. 15	Sept. 22	Sept. 24	Sept. 29	Oct. 6-8, 2020 (Tues-Thurs)	SDSU, Brookings	
Nov. 4	Nov. 10	Nov. 12	Nov. 19	Nov. 24	Dec. 1	Dec. 8-10, 2020 (Tues-Thurs)	BHSU, Spearfish	

DATES TO KEEP IN MIND
2020

January 1, Wednesday	**New Year Holiday Observed**
January 14, Tuesday	Session Begins
January 20, Monday	**Martin Luther King Jr. Day**
February 17, Monday	**President's Day**
March 9-13, Mon-Fri	Spring Break
March 12, Thursday	Last day of main run of session
March 17, Tuesday	St. Patrick's Day
March 30, Monday	**Veto Day**
April 10, Friday	Good Friday
April 12, Sunday	**Easter**
April 5-7, Sun-Tues	National Conference on Trusteeship (AGB) (Wash, DC)
May 4-8, Mon-Fri	Finals Week at Campuses
May 9, Saturday	University Commencements
May 22, Friday	SDSBVI Commencement
May 25, Monday	**Memorial Day**
July 4, Saturday	**Independence Day**
July 31-Aug 9, Fri-Sun	Sturgis Rally
September 7, Monday	**Labor Day**
September 25-26, Fri-Sat	Buffalo Roundup
October 12, Monday	**Native American Day**
October 17, Saturday	First day of Pheasant Hunting Season
October 23-24, Fri-Sat	Governor's Hunt
November 11, Wednesday	**Veterans Day**
November 26, Thursday	**Thanksgiving**
December 10-16, Thurs-Wed	Finals Week at Campuses
December 19, Saturday*	University Commencement (SDSM&T, etc.)
December 25, Friday	**Christmas**

*Winter commencement
dates under development for
applicable institutions.

HOLIDAYS IN 2020

NEW YEAR'S DAY
Wednesday, January 1

M.L. KING JR. DAY
Monday, January 20

PRESIDENT'S DAY
Monday, February 17

ASH WEDNESDAY
Wednesday, February 26

ST. PATRICK'S DAY
Tuesday, March 17

PASSOVER
Sundown, April 8 through April 16

GOOD FRIDAY
Friday, April 10

EASTER
Sunday, April 12

MOTHER'S DAY
Sunday, May 10

MEMORIAL DAY
Monday, May 25

FATHER'S DAY
Sunday, June 21

INDEPENDENCE DAY
Saturday, July 4

LABOR DAY
Monday, September 7

ROSH HASHANAH
Sundown, Sept. 18 through Sept. 19

YOM KIPPUR
Sundown, Sept. 27 through Sept. 28

COLUMBUS DAY
Monday, October 12

ELECTION DAY
Tuesday, November 3

VETERANS DAY
Wednesday, November 11

THANKSGIVING DAY
Thursday, November 26

HANUKKAH
Sundown, Dec. 10 through Dec. 18

CHRISTMAS
Friday, December 25

2020

JANUARY
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

YEAR	January	March/April	May	June	August	October	December
2019		4/2-4, BHSU	14, Phone	25-27, SDSU	6-8, Pierre	1-3, DSU	10-12, USD
2018		3/27-29, BHSU	8-10, USD	26-28, SDSU	7-9, Pierre	2-4, SDSMT	4-6, NSU
2017		3/28-30, BHSU	9-11, SDSU	27-29, NSU	8-10, Pierre	3-5, DSU	5-7, SDSD
2016		3/30-4/1, SDSM&T	10-12, SDSU	28-30, DSU	2-4, Pierre	4-6, NSU	6-8, USD
2015		3/31-4/2, USD	12, Phone	9-11, DSU	10-12, Pierre	6-8, NSU	1-3, BHSU
2014		4/1-3, DSU	13, Phone	10-12, USD	12-14, Pierre	7-9, NSU	2-4, SDSMT
2013		4/3-4, NSU	15-16, SDSU	19-20, USD	14-15, SF	9-10, BHSU	4-5, SDSMT
2012	25 – Pierre	3/28-29, NSU/SDSBVI	16-17, SDSU	28-29, DSU	8-9, Pierre	10-11, USD	12-13, BHSU
2011		3/31-4/1, SDSU	19-20, NSU	29-30, DSU	9-11, BHSU	12-13, USD	15-16 SDSMT
2010		3/31-4/1, NSU	13-14, USD	24-25, SDSU	11-13, BHSU	13-14, SDSMT	16-17 Pierre

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Minor: NSU Minor in Creative Writing

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
Northern State University (NSU) requests authorization to offer a minor in Creative Writing. The minor would complement the existing Professional Writing and Rhetoric Minor, and expand opportunities for non-English majors to gain additional writing competencies. The minor is expected to appeal to students majoring in Communication Studies, Music, Theatre, Elementary Education, Secondary Education, and History. NSU notes that employment opportunities for graduates with writing skills continue to grow in a variety of fields.

IMPACT AND RECOMMENDATION
The proposed minor consists of eighteen credits and existing courses (no new courses are needed to offer the minor). NSU estimates six graduates per year with the minor after full implementation. NSU does require additional resources to offer the program.

Board office staff recommends approval of the minor.

ATTACHMENTS
Attachment I – New Program Request Form: NSU – Minor in Creative Writing

****
DRAFT MOTION 20190402_4-A(1):
I move to authorize NSU to offer a minor in Creative Writing, as presented.
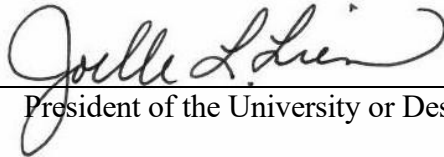
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	**Northern State University**
TITLE OF PROPOSED MINOR:	**Creative Writing**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**Any**
EXISTING RELATED MAJORS OR MINORS:	**English (BA, BSEd)**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**
PROPOSED CIP CODE:	**23.1302**
UNIVERSITY DEPARTMENT:	**Languages, Literature, and Communication Studies**
UNIVERSITY DIVISION:	**College of Arts and Sciences**

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.

_____   12/28/2018
President of the University or Designee   Date

1.   **Do you have a major in this field (*place an "X" in the appropriate box*)?**   ☐   ☒
                                                                                                                           Yes   *No*

2. **If you do not have a major in this field, explain how the proposed minor relates to your university mission.**

    Board Policy 1:10:6 establishes the mission of NSU is in part "to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation." The proposed Creative Writing minor meets and supports the NSU mission, primarily by promoting scholarly and creative activities.

3. **What is the nature/purpose of the proposed minor?**

    NSU's English program currently offers tracks focused in literature and professional writing: the literature based major/minor in English/English Education, the professional writing based minor in Professional Writing and Rhetoric, and the English emphasis option in professional

writing. While we do offer an English emphasis option in creative writing, a craft/technique based minor in Creative Writing promotes creative activities and would provide balanced English program tracks of professional writing, literature, and craft/technique.

The Creative Writing minor would allow non-English majors the opportunity to pursue a specialization in creative writing without requiring they major in English, and it would allow English majors the opportunity to earn credentials in creative writing beyond that currently offered within the emphasis.

4. **How will the proposed minor benefit students?**

Currently, NSU's English program offers English majors a 12-credit emphasis option in a specialized topic, such as creative writing and/or professional writing. However, while NSU offers a minor in Professional Writing and Rhetoric to provide a more in-depth study of professional writing, it does not offer a minor in Creative Writing that would provide a more comprehensive study of the subject than is found in the emphasis.

A minor in Creative Writing would enhance the writing skills, creative enterprise, and original product creation of English majors and non-majors. As such, while a minor in Creative Writing would augment several programs offered at NSU, the non-English majors that would pair best with the minor include Communication Studies, Music, Theatre, Elementary Education, Secondary Education, and History as well as the new BFA in Digital Media and the pre-professional program in Journalism.

A Creative Writing minor benefits English majors and non-majors by promoting invention and originality, developing adaptable critical and creative writing skills, and honing observational and interpretive skills. Additionally, English Education majors pursuing this minor would be better prepared to teach creative writing in their own classrooms. Invention, adaptability, observation, and interpretation are marketable skills (see response to question 5).

5. **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.*

During the August 7 – 9, 2018, South Dakota Board of Regents meeting, Black Hills State University (BHSU) submitted a proposal for a New Baccalaureate Degree Minor in Creative Writing that was accepted by the SDBOR. In that proposal, they provided current data and examples from the US Bureau of Labor Statistics and the National Association of Colleges and Employers to respond to this question pertaining to workforce demand. As this remains the most current data available, we will reference the applicable sections of the BHSU proposal here:

> According to the US Bureau of Labor Statistics, "[e]mployment of writers and authors is projected to grow eight percent from 2016 to 2026, about as fast as the

average for all occupations. Strong competition is expected for full-time jobs because many people are attracted to this occupation."[1] [2]

The National Association of Colleges and Employers (NACE) First-Destination Survey of 2016 cited an 84.6% Career Outcome Percentage for the Creative Writing field, higher than English (81.3%); English Language, Literature and Letters (82.5%); and Rhetoric and Composition (73.1%).[3]

While a third of students interested in becoming writers and authors will study creative writing at the graduate level,[4] and these students will need a background in the field to find competitive placement in programs, the Creative Writing minor also serves those wishing to pursue writing-intensive and creative-writing-intensive positions in some of the following occupations (please note: these are only a sample of related professions):[5]

- Editors (little to no change/projected to remain stable)
- Copy writers (projected to remain stable)
- Public Relations Specialists (projected 9% increase)
- Technical Writers (projected 11% increase)
- Adult Basic and Middle and Secondary Education and Literacy Teachers and Instructors (projected 8% increase)
- Librarians (projected 9% increase)

In South Dakota, specifically, these careers have the following projections[6]
- Editors (projected .7% increase)
- Copy writers (no information available for SD)
- Public Relations Specialists (projected 5.3% increase)
- Technical Writers (projected 11.3% increase)
- Adult Basic and Middle and Secondary Education and Literacy Teachers and Instructors (projected 7.8% increase)
- Librarians (projected 1.4% increase)
- Communications Teachers, postsecondary (projected 9.7% increase)

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[1] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Writers and Authors, on the Internet https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm (visited March 02, 2018).

[2] While there are projected to be no openings in South Dakota specifically for creative writers through 2024 (with an expected average growth in demand nationally), related careers that would be supplemented by this minor, such as Public Relations, are expected to grow within the state. (Porjection Central: State Occupational Projections, Writers and Authors in South Dakota, http://www.projectionscentral.com/Projections/LongTerm (visited April 20, 2018)

[3] First Destination Survey Class of 2015 Definitions and Detailed Report, National Association of Colleges and Employers at http://www.naceweb.org/uploadedfiles/files/2016/publications/product/survey/first-destination/nace-first-destination-class-of-2015-definitions-and-detailed-report.pdf (visited March 02, 2018).

[4] Careeronestop, U.S. Department of Labor, "Poets, Lyricists, and Creative Writers," https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Poets,%20Lyricists%20and%20Creative%20Writers&onetcode=27304305&location=south%20dakota (visited March 02, 2018).

[5] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Writers and Authors, on the Internet at https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm (visited March 2, 2018)

[6] Projections Central, Long Term Occupational Projects (2014-2024), http://www.projectionscentral.com/Projections/LongTerm (visited April 20, 2018)

- ▪ Education teachers, postsecondary (projected 10% increase)
- ▪ Middle School Teachers (projected 5.2% increase)
- ▪ Graphic Designers (projected 1.7% increase)

6. **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	**FY 19**	**FY 20**	**FY 21**	**FY 22**
Students enrolled in the minor (fall)	2	4	6	8
Completions by graduates	0	1	3	6

*Do not include current fiscal year.

Estimates are based on conversations our English faculty and the academic advisor for the Department of Languages, Literature, and Communication Studies have had with undergraduate students in the English program specifically and the College of Arts and Sciences generally, as well as the number of current majors in relevant fields, as indicated in number 4 above.

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

An analysis of over 20 Creative Writing minor programs offered nationwide, including at the University of South Dakota, University of Pittsburgh, University of Minnesota, Kent State University, University of California Berkeley, University of Delaware, Illinois State University, and the University of Colorado Boulder, informed our proposed curriculum for the minor.

An 18-credit Creative Writing minor is in keeping with regional and national norms, as are course offerings in multiple genres (i.e. poetry writing, fiction writing, creative non-fiction writing, and the study of literature). Similarly, in keeping with Creative Writing minor program standards nationwide, the majority of credit hours are devoted to the study and practice of creative writing (9 credits) with a minority of credit hours devoted to literature electives (6 credits). Also standard is an introductory course in creative writing (3 credits) that allows students practical experience with several genres while learning the fundamental skills possessed by professional creative writers such as critical reading, peer critiques, and attention to revision.

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

   A. **Distribution of Credit Hours**

Creative Writing Minor	Credit Hours	Percent
Requirements in minor	12	80%
Electives in minor	6	20%
Total	18	100%

Program Forms: New Baccalaureate Degree Minor Form (Last Revised 05/2017)

B. Required Courses in the Minor

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
ENGL	283	Introduction to Creative Writing	3	No
ENGL	475	Creative Writing: Non-fiction	3	No
ENGL	476	Creative Writing: Fiction	3	No
ENGL	478	Creative Writing: Poetry	3	No
		Subtotal	12	

9. **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)*	Credit Hours	New (yes, no)
		Must Choose 2		
ENGL	210	Introduction to Literature	3	No
ENGL	213	Backgrounds to Literature	3	No
ENGL	215	Literature in Global Contexts	3	No
ENGL	221	British Literature I	3	No
ENGL	222	British Literature II	3	No
ENGL	230	Literature for Younger Readers	3	No
ENGL	241	American Literature I	3	No
ENGL	242	American Literature II	3	No
ENGL	363	Literary Genres	3	No
ENGL	413	Literature of the Ancient World	3	No
ENGL	431	Shakespeare I	3	No
ENGL	432	Shakespeare II	3	No
		Subtotal	6	

10. **What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?**

Students within the Creative Writing minor are expected to achieve the following learning outcomes:
- gain core competency in writing within a variety of genres
- gain mastery of a range of stylistic choices, writing styles and conventions
- demonstrate a mastery of the conventions of standard American English
- demonstrate skill in extensive revision of their own writing

Students will achieve these outcomes through coursework and the following assessments: creative portfolios, exams, and individual and peer workshopping.

11. 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.*

Workshops in which students critically read and respond to the writing of their peers are the pedagogical mainstay of the creative writing classroom. Peers provide an initial audience and sounding board for a writer's work-in-progress, just as in several other academic disciplines, and it is within the workshop where students can best acquire the attention to craft and the critical reading skills exercised by professional creative writers.

Lectures and class discussions on the elements of craft, as well as in-class writing exercises, provide additional springboards for student writing. Professional readings by visiting writers and one-on-one student conferences with the instructor are also pedagogical standards.

The student's final project and the heart of assessment is a creative portfolio of work drafted, revised, and edited throughout the minor program, and this project is often accompanied by a public reading by students in the class.

D2L Brightspace or another LMS facilitates the exchange of drafts and feedback among students and the instructor.

12. Delivery Location[7]

    A. 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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall 2019**

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	No		

	Yes/No	*If Yes, identify delivery methods[8]*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		

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[7] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.
[8] Delivery methods are defined in AAC Guideline 5.5.

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? [9]

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		

13. 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."*

No exceptions requested.

14. 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.*

No new costs will be associated with adding this minor. We currently have a sufficient amount of full-time faculty qualified to teach all of the courses required/offered within the Creative Writing Minor. We currently offer all of the elective and required courses in our standard rotation, so faculty will not be redirected from other assignments. The only class we would add to our rotation is ENGL 283, a current common course for which we have filed an Authority to Offer an Existing Course form. Adding ENGL 283 to the current course rotation will not have an adverse effect on course offerings or faculty availability.

15. 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.

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[9] This question responds to HLC definitions for distance delivery.

16. 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.*

None.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Minor: NSU Minor in Social Work

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
Northern State University (NSU) requests authorization to offer a minor in Social Work. The minor will assist students interested in careers involving human relations, social assistance programs, and related endeavors. Social work and human services fields are diverse and growing due to an aging population and administrative growth within the health care fields. NSU reports US Bureau of Labor Statistics evidence indicating an expected growth for social work professions of 16% through 2026. Within South Dakota, social work appears on the SD Department of Labor and Regulations list of "Hot Careers" due to the growing demand.

IMPACT AND RECOMMENDATION
The proposed minor consists of eighteen credits and existing courses (no new courses are needed to offer the minor). NSU estimates six graduates per year with the minor after full implementation. NSU does require additional resources to offer the program.

Board office staff recommends approval of the minor.

ATTACHMENTS
Attachment I – New Program Request Form: NSU – Minor in Social Work

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DRAFT MOTION 20190402_4-A(2):
I move to authorize NSU to offer a minor in Social Work, as presented.

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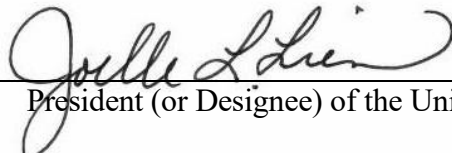
New Baccalaureate Degree Minor

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.

UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	**Social Work**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**Any baccalaureate degree**
EXISTING RELATED MAJORS OR MINORS:	**Sociology, Criminal Justice, Psychology**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**
PROPOSED CIP CODE:	**44.0701**
UNIVERSITY DEPARTMENT:	**History and Social Sciences**
UNIVERSITY DIVISION:	**College of Arts and Sciences**

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.

_____   1/8/2019
President (or Designee) of the University   Date

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1. **Do you have a major in this field (*place an "X" in the appropriate box*)?**   ☐   ☒

                                                                                                                             Yes   *No*

2. **If you do not have a major in this field, explain how the proposed minor relates to your university mission.**

    NSU's mission emphasizes offering pre-professional programs. Currently, we offer a Human Services specialization within the Sociology degree which minimally prepares students for

careers in social work-oriented fields. This Sociology degree is undergoing curriculum changes with the introduction of the new Criminal Justice degree at NSU which includes the removal of the Criminal Justice specialization from the Sociology degree. The Sociology program will introduce this Social Work minor to replace the Human Services specialization; this minor also offers more opportunities for students in cognate majors, such as Psychology or Criminal Justice, to complete a minor rather than having to double-major to complete a specialization. We believe the introduction of a new minor is best suited to prepare students for their careers.

3. **What is the nature/purpose of the proposed minor?**
Social Work is an interdisciplinary minor that begins to engage students with professional standards and practices within the social work field. The program will focus on four of the nine social work competencies required by the Council of Social Work Education (CSWE): demonstrating ethical and professional behavior, engage diversity and difference in practice, engage in policy practice, and assess individuals, families, groups, organizations, and communities[1]. Minors are not eligible for accreditation but CSWE does set the standards for social work bachelor's (BSW) and master's (MSW) degrees. By integrating many of those core competencies within the minor, we will equip students with the knowledge and skills required in those jobs and prepare students for future graduate study in Social Work. This minor will also provide supplemental opportunities for students interested in related fields, such as Criminal Justice and Psychology, to gain a solid foundation in the societal forces that influence the lives of underserved and diverse populations.

4. **How will the proposed minor benefit students?**
A Social Work minor meets the needs of students interested in social work, human services, and other service-oriented fields. This minor would introduce students to professional skills and practices within those fields, familiarize students with theories and knowledge required within those fields, and prepare to take the Association of Social Work (ASWB) basic examination[2] to achieve a Social Work Associate (SWA) license[3] within South Dakota after earning their Bachelor's degree. This license will allow students to apply for generalist social work jobs within the state. This minor would work well with several majors currently offered at NSU, especially Sociology, Criminal Justice, and Psychology, allowing them to enhance work that they would be doing within their fields. For example, a Criminal Justice major interested in corrections would find this minor valuable in dealing with community corrections and rehabilitation of inmates back to life after prison. Similarly, work in victim advocacy which is typically seen as a sociological or criminal justice field, would be enhanced through this minor's emphasis on different statuses and structures

Outside of more social service-oriented fields, a social work minor would assist in any careers that involve human relations, such as business or public administration, due to the focus on social policy and institutions that will affect the functioning of those fields. This combination of social work and business is becoming more popular as seen through combined degrees such as the University of Pittsburg's Master's Degrees in Social Work and Business Administration[4]. Business affect the communities that house them and community resistance – or acceptance – of

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[1] https://cswe.org/getattachment/Accreditation/Accreditation-Process/2015EPAS_Web_FINAL-(1).pdf.aspx
[2] https://www.aswb.org/
[3] https://dss.sd.gov/licensingboards/socialwork_licensing.aspx
[4] https://www.socialwork.pitt.edu/academics/master-social-work-msw/dualjoint-cooperative-degrees/master%E2%80%99s-degrees-social-work-msw-and-

Program Forms: New Baccalaureate Degree Minor Form (Last Revised 05/2017)

a business heavily impacts their success. Public administration and business careers would highly benefit from the social work mindset in terms of engaging with local communities to understand their needs and using evidence-based practices to understand policy impacts.

5. **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.*

    Social Work and Human Services are a diverse and growing field due to an aging population and administrative growth within the health care fields. According to the US Bureau of Labor Statistics, the Social Work profession is expected to grow 16% from 2016-2026[5] with similar growth rates in Social and Human Services[6], Health Education and Community Health[7], and an 18% growth in Social and Community Service Managers[8]. This growth is expected based on demand for health care and social services for underserved populations. Within South Dakota, child, family, and school social workers made the SD Department of Labor and Regulation "Hot Careers High Wage-High Demand" list with a projected 6% increase in demand for occupations in those fields[9]. Similarly, Projections Managing Partners, funded by the U.S. Department of Labor, Employment & Training Administration, with technical support from the Bureau of Labor Statistics, projects a growth of 10% in South Dakota for Social and Community Service Managers, 7.4% for Social and Human Service Assistants, and 4.2% for All Other Social Workers[10].

    This projected growth both in SD and nationally covers a wide variety of possible jobs according to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook[11], primarily:

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26	
				Percent	Numeric
Social workers	21-1020	682,100	791,800	16	109,700
Child, family, and school social workers	21-1021	317,600	362,600	14	45,000
Healthcare social workers	21-1022	176,500	212,000	20	35,400
Mental health and substance abuse social workers	21-1023	123,900	147,900	19	23,900
Social workers, all other	21-1029	64,000	69,300	8	5,300

[5] https://www.bls.gov/ooh/community-and-social-service/social-workers.htm
[6] https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm
[7] https://www.bls.gov/ooh/community-and-social-service/health-educators.htm
[8] https://www.bls.gov/ooh/management/social-and-community-service-managers.htm
[9] https://dlr.sd.gov/lmic/hot_careers.aspx
[10] http://www.projectionscentral.com/Projections/LongTerm
[11] https://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-6

6. **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	FY 2019	FY 2020	FY 2021	FY 2022
Students enrolled in the minor (fall)	3	6	9	12
Completions by graduates	0	1	3	6

*Do not include current fiscal year.

This estimate is based on current enrollment in the Sociology-Human Services specialization at NSU.

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

Individual Student Outcomes	Program Courses That Address the Outcomes						
	SOC 100/150	SOC 270	SOC 315	SOC 320	SOC 400	Electives	
Demonstrating ethical and professional behavior		X	X	X			
Engage diversity and difference in practice	X	X	X	X	X	X	
Engage in policy practice	X	X	X	X	X	X	
Engage with individuals, families, groups, organizations, and communities	X	X	X	X	X	X	

The curriculum for the minor aligns with four key CSWE competencies:

(a) Demonstrating ethical and professional behavior: CSWE describes this competency as understanding "the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels"[12]. This competency will largely be addressed within SOC 270, 315, and 320; all three courses are currently taught by a certified social worker with a Master's of Social Work. SOC 270 – Introduction to Social Work – provides a primer on the social welfare systems within the U.S. and common institutions with which a social worker will be engaged. SOC 315 and 320 are practicum courses that teach students the specific skills common to social worker practice (SOC 315) and have them work within the community (SOC 320). All three courses are designed to teach students the ethical standards and norms of the social work profession and give them opportunities to begin to practice those norms in both classroom and community settings.

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[12] https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Program Forms: New Baccalaureate Degree Minor Form (Last Revised 05/2017)

(b) Engage diversity and difference in practice: CSWE describes this competency as understanding "how diversity and difference characterize and shape the human experience and are critical to the formation of identity" and understanding "the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power." SOC 100/150 are pre-requisites to the higher level courses required within the minor and provide the necessary preparation and introduction to concepts that are addressed in more depth in later courses. SOC 100/150 provide the first introduction to concepts associated with diversity and difference. Once students have been introduced to concepts such as privilege, power, and oppression, this competency is explored in terms of social work practice in SOC 270, 315, and 320. Students are also required to take an elective specifically related to understanding specific dimensions of difference. The courses chosen for the elective classes all focus on different status such as age, sexuality, race, and so forth and how we understand and interact based on those statuses within society and the policies related to those statuses.

(c) Engage in policy practice: CSWE describes this competency as understanding "the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy." SOC 100/150 provide the necessary background information to students in understanding social institutions and their role in creating, implementing, and assessing the social policies that affect society. Once the fundamental understanding of social institutions is achieved, students will receive a more thorough grounding in social police and practice relevant specifically to social work through SOC 270, 315, and 320. SOC 320 will specifically ask students to engage in projects around the community, allowing them to interact with and see the effects of those systems in a practical manner. SOC 400 and the courses within the "Social Systems Elective" list provide the most comprehensive looks into the various social systems. SOC 400 is a course that examines the different institutions and networks connected to social welfare from a sociological classroom experience. The courses selected elective all provide in-depth and comprehensive look at individual systems affecting social life and the ways individuals and groups interact with those systems.

(d) Engage with individuals, families, groups, organizations, and communities: CWSE defines this competency as being able to "apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies." SOC 100/150 again provide the requisite foundational knowledge of human societies and behavior. This fundamental knowledge then allows the student to move through the required courses and the "Diverse Populations" and "Social Systems" electives. While the required courses and the "Diverse Populations" elective, especially SOC 270, SOC 315, and SOC 320, are often titled toward understanding "individuals" and "families," SOC 400 and the "Understanding Social Systems" electives are included in the curriculum specifically to educate students about the macro systems (e.g., "groups, organizations, and communities") that will be connected to their future careers within the social work fields.

Program Forms: New Baccalaureate Degree Minor Form (Last Revised 05/2017)

Our required courses within the minor are designed to effectively introduce students to the social work profession. The curriculum not only reflects competencies required of the BSW by the CSWE but is also designed to mirror the common curriculum in other social work minors and majors. For example, the University of South Dakota's B.S. in Social Work[13] requires Field of Social Work (SOCW 200), similar to SOC 270, Social Work Interactional Skills (SOCW210), mirroring our SOC 315, and Social Policy (SOCW 400), which examines the development and implementation of social welfare and social services policy in a manner consistent with SOC 400. Our minor is designed to rigorously address our chosen competencies and provide adequate preparation for students to sit the ASWB exam upon graduation. All courses are currently being offered on a regular rotation, allowing for students to complete the minor and graduate in a timely manner.

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

   A. **Distribution of Credit Hours**

Minor in Social Work	Credit Hours	Percent
Requirements in minor	15	83%
Electives in minor	3	17%
Total	18	100%

   B. **Required Courses in the Minor**

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
SOC	100	Introduction to Sociology OR	3	No
SOC	150	Social Problems	3	No
SOC	270	Introduction to Social Work	3	No
SOC	315	Social Work Practice I	3	No
SOC	320	Social Work Practice II	3	No
SOC	400	Social Policy	3	No
		Subtotal	15	

SOC 100/150 are general education requirements under Goal #3 and are offered every semester both online and in face-to-face classrooms. SOC 270 and SOC 315 are offered every fall semester and are taught by an adjunct with a MSW. SOC 320 and 400 will be offered every spring semester. SOC 320 is taught by an adjunct with an MSW while SOC 400 is taught by faculty from the Sociology department.

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

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
SPCM	201	Interpersonal Communications	3	No

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[13] http://catalog.usd.edu/preview_program.php?catoid=24&poid=3816

SOC	261	Human Sexuality	3	No
PSYC	325	Child and Adolescent Development	3	No
SOC	350	Race and Ethnic Relations	3	No
SOC	354	Victimology	3	No
SOC	382	Family	3	No
SOC	423	Social Stratification	3	No
SPCM	434	Small Group Communications	3	No
SOC	455	Juvenile Delinquency	3	No
SOC	456	Community Corrections	3	No
SOC	458	Sociology of Aging	3	No
SOC	459	Sociology of Death and Dying	3	No
SOC	470	Child Abuse and Neglect	3	No
SPCM	470	Intercultural Communication	3	No
SOC	471	Medical Sociology	3	No
SOC	483	Sociology of Gender Roles	3	No
		Subtotal	3	

These elective courses are chosen to reflect either interacting with (e.g, SPCM 201. SPCM 470, PSYCH 325, SOC 354) or understanding the needs of people associated with different categories within society (e.g., SOC 261, SOC 350, SOC 423, SOC 458, SOC 483). Many of the populations discussed within these courses represent marginalized groups within SD specifically, such as the Native population (SOC 350), the elderly (SOC 458), and the impoverished (SOC 423). Social systems are also reflected within these electives and are chosen specifically to help students understand various structures that affect the lives of individuals, such the family (SOC 382, SOC 470), the medical establishment (e.g., SPCM 434, SOC 459, SOC 471), and the criminal justice system (SOC 455, SOC 456). Electives are offered on a two-year rotation and having a higher number of choices of electives means that students will be able to complete the minor in a timely fashion and offer ownership of their education.

10. **What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?**

Our student learning outcomes (SLOs), like our curriculum, are specifically designed to mirror the CSWE competencies:

(a) Students will be able to practice evidence-based evaluation of social work practice: this SLO requires students to understand the function of social welfare systems and how they intervene with individuals and families. Students will be able to understand the steps and requirements for intervention and be able to evaluate when as well as what type of intervention is effective/ineffective. This SLO aligns most closely with CSWE competencies C and D and will be assessed within the four required courses in the minor through classroom work (SOC 270, SOC 315, SOC 400, elective) and a project portfolio (SOC 320).

(b) Students will be able to utilize the values and ethics of social work practice with diverse and vulnerable populations: combining competencies A and B, this SLO requires students to be able to work with diverse populations using the ethical standards of the social work field. This SLO will be assessed through classroom work (SOC 270, SOC 315, SOC 400, elective) and a project portfolio (SOC 320).

11. 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.*

As the minor is not creating new classes, we will use existing resources to complete this task. Courses are currently taught through lecture, guided discussion, and practicum (SOC 320).

12. Delivery Location[14]

A. 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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall 2019**

	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[15]*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? [16]

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

13. 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

14. 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.*

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[14] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.
[15] Delivery methods are defined in AAC Guideline 5.5.
[16] This question responds to HLC definitions for distance delivery.

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These courses are already being offered using existing resources. This minor is a new way to organize the courses and better prepare our students for social work careers.

15. 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.

16. 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.*

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Certificate: BHSU Undergraduate Certificate in Radio and Television Production

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
Black Hills State University (BHSU) requests authorization to offer an undergraduate certificate in Radio and Television Production. This certificate will provide introductory training and education related to producing radio, television, and streaming media. The certificate will provide students from communications related majors as well as other students with introductory skills in writing and producing broadcast media programs.

IMPACT AND RECOMMENDATION
The certificate consists of 12 credit hours and existing courses. BHSU currently offers 18 undergraduate certificates. The credits in the certificate stack to several bachelor's degree programs. In addition, the certificate can assist graduates gain entry level positions in the industry. BHSU is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS
Attachment I – New Certificate Request Form: BHSU – Undergraduate Certificate in Radio and Television Production

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DRAFT MOTION 20190402_4-B:
I move to authorize BHSU to offer an undergraduate certificate in Radio and Television Production as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). 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 Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
TITLE OF PROPOSED CERTIFICATE:	Radio & Television Production
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
PROPOSED CIP CODE:	09.0102
UNIVERSITY DEPARTMENT:	School of Arts and Humanities
UNIVERSITY DIVISION:	College of Liberal Arts

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.

12/3/2018

_____   ~~Click here to enter a date.~~

Institutional Approval Signature   Date
President or Chief Academic Officer of the University

1. **Is this a graduate-level certificate or undergraduate-level certificate (*place an "X" in the appropriate box*)?**

    Undergraduate Certificate   ☒   Graduate Certificate   ☐

2. **What is the nature/purpose of the proposed certificate?**
    This certificate will train students in the basics of producing radio, television, and streaming media. Students will learn to produce audio for radio, video and streaming media; and to produce video for television, corporate video, and streaming media. They will also learn the associated performance skills required for radio announcing and hosting television programs. Students will have their choice of electives in sports broadcasting, radio or television production, or writing for broadcast and digital media.

This certificate is intended as a stackable credential that would seamlessly integrate with existing mass communication emphases in integrated media, sports media, science communication, and public relations; as well as in the corporate communication major. The certificate will demonstrate majors' proficiency in writing and producing audiovisual materials for broadcast or online delivery, and in media performance skills.

This certificate could also be useful as a "standalone" credential that can be added to a four-year major outside of mass communication. Non-majors could use the credential to demonstrate their knowledge of basic multimedia production. Those not specifically interested in radio or television careers could use these skills to produce marketing materials or to manage corporate media, regardless of their chosen industry. Students who wish to produce materials for the campus electronic media would also benefit from focused training in radio and television production, in addition to the "on-the-job" experience they currently gain as a member of these student organizations. A certificate would recognize students' academic coursework without their having to complete a minor in radio/television.

3. **Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.[1]**
   The US Bureau of Labor statistics reports that careers in radio and television are experiencing rapid growth. The *Occupational Outlook Handbook* projects national job growth through 2016 as Broadcast and Sound Engineering Technicians should increase by 8%, Producers and Directors by 12%, Film and Video Editors by 12% and Camera Operators by 12%.[2] These careers are growing at or above the national average growth rate for all occupations (7%). In addition, similar growth is projected within South Dakota through 2024, including Producers and Directors at 11%, Film and Video Editors at 17%, and Camera Operators at 7%.[3]

   The proposed coursework will give students of any major experience in sound engineering, camera operation, video editing and on-air performance – training especially suited to these growing career fields. In addition, some related occupations such as Broadcast and Sound Engineering Technicians can enter the workforce with the certificate as their qualifying credential. The Occupational Outlook Handbook notes that "Broadcast and sound engineering technicians typically need postsecondary education. Depending on the work they do, they may need either a postsecondary non-degree award or an associate's degree."[4]

   Coursework within the certificate will prepare students for these jobs, through training in camera operation, shot composition, sound recording techniques, performance skills, writing, producing, and directing (detailed in 6A, below).

4. **Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

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[1] For workforce related information, please 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.
[2] Bureau of Labor Statistics, Occupational Outlook Handbook, available from https://www.bls.gov/ooh/.
[3] Projections Central, State Occupational Projections, Long Term Projections (Through 2024), available from http://www.projectionscentral.com/Projections/LongTerm.
[4] Bureau of Labor Statistics, Occupational Outlook Handbook, Broadcast and Sound Engineering Technicians, available from https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm.

The certificate will give students from a variety of majors experience working with (and in) campus media. This background will be beneficial when using corporate media channels to communicate with internal publics and give graduates confidence when speaking to reporters on behalf of their organizations.

At BHSU, many students who volunteer with the campus electronic media are not Mass Communication majors. The program will teach them the basics of producing radio and television for broadcast, cable/satellite, or online delivery. This training should improve the quality of the programming delivered to our local communities.

The certificate should also be useful in training area middle- and high-school teachers who seek positions as media advisors/media specialists.

5. **List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):[5]**

Prefix	Number	Course Title	Credit Hours	New (yes, no)
MCOM	221	Audio Production	3	No
MCOM	331	Video Production	3	No
		Choose Two of the Following:		
MCOM	305	Sports Broadcasting	3	No
MCOM	322	Radio Production	3	No
MCOM	330	Writing for Digital Media	3	No
MCOM	332	Television Production	3	No
		Subtotal	12	

6. **Student Outcome and Demonstration of Individual Achievement.[6]**

   A. **What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation**? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

   Audio Production Skills: record and produce audio projects in studio and on location; including vocals, sound effects and music. They will produce an advertisement or public service announcement, a radio newscast, a radio demo reel, and an audio podcast. Students have the option to explore audio production in greater depth by taking either the radio production or the sports broadcasting elective.

   Video Production Performance Skills: shoot and produce video projects in studio and on location; including videography, lighting and sound engineering. They will produce an advertisement or PSA, a music video, a short film and a television documentary. Students

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[5] Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

[6] Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

Program Forms: New Certificate Form (Last Revised 05/2017)

have the option to explore video production in greater depth by taking either the television production or the sports broadcasting elective.

Media Writing Skills: write program treatments for radio and television; including audience analyses (demographic and psychographic), audience needs analyses, program objectives, and simple budgets. Students have the option to explore media writing in greater depth by taking the writing for digital media elective.

Performance Skills: students will demonstrate on-microphone and on-camera performance skills through a combination of live and prerecorded projects. Students will host a live radio music show, a live audio interview, and a live-recorded radio newscast in the audio production course. They will also host a live television interview and anchor a live-recorded TV newscast in the video production course. Additionally, they will serve as talent in at least some of the other audio and video projects listed above. Students have the option to develop their performance skills in greater depth by taking the radio production, television production, or sports broadcasting elective.

B. Complete Appendix A – Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.*

7. **Delivery Location.**[7]

A. **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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**

	Yes/No	*Intended Start Date*	
On campus	Yes	Fall	2018

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	No		

	Yes/No	*If Yes, identify delivery methods*[8]	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)			

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

[8] Delivery methods are defined in AAC Guideline 5.5.

Program Forms: New Certificate Form (Last Revised 05/2017)

B. **Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)?** [9]

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

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[9] This question responds to HLC definitions for distance delivery.

Program Forms: New Certificate Form (Last Revised 05/2017)

Appendix A
Black Hills State University Certificate in Radio-Television Production

Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. 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.

Individual Student Outcome	MCOM 221*	MCOM 305	MCOM 322	MCOM 330	MCOM 331*	MCOM 332
Media Writing Skills: write program treatments for radio and television; including audience analyses (demographic and psychographic), audience needs analyses, program objectives, and simple budgets. Students have the option to explore media writing in greater depth by taking the writing for digital media elective.	X	X	X	X	X	X
Audio Production Skills: record and produce audio projects in studio and on location; including vocals, sound effects and music. They will produce an advertisement or public service announcement, a radio newscast, a radio demo reel, and an audio podcast. Students have the option to explore audio production in greater depth by taking either the radio production or the sports broadcasting elective.	X	X	X			
Video Production Skills: shoot and produce video projects in studio and on location; including videography, lighting and sound engineering. They will produce an advertisement or PSA, a music video, a short film and a television documentary. Students have the option to explore video production in greater depth by taking either the television production or the sports broadcasting elective.		X			X	X
Performance Skills: students will demonstrate on-microphone and on-camera performance skills through a combination of live and prerecorded projects. Students will host a live radio music show, a live audio interview, and a live-recorded radio newscast in the audio production course. They will also host a live television interview and anchor a live-recorded TV newscast in the video production course. Additionally, they will serve as talent in at least some of the other audio and video projects listed above. Students have the option to develop their performance skills in greater depth by taking the radio production, television production, or sports broadcasting elective.	X	X	X		X	X

Program Forms: New Certificate Form (Last Revised 05/2017)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Specialization: DSU Specialization in Software Engineering within the BS in Computer Science

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
Dakota State University requests authorization to offer a specialization in Software Engineering within the BS in Computer Science. Specializations require Board approval as they appear on student's transcript. The specialization focuses on the systematic development and application of techniques creating reliable software. Individuals working in software engineering positions typically create, edit, and test software programs. DSU currently has a related AS in Software Development and is the process of developing collaborative BS and MS programs in Software Engineering with South Dakota State University. Jobs in the field of software engineering are estimated to grow by 17% nationally through 2024.

IMPACT AND RECOMMENDATION
DSU requests authorization to offer the specialization on the Madison campus and online. The specialization requires the creation of one new course. DSU is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS
Attachment I – New Specialization Request Form: DSU – Specialization in Software Engineering within the BS in Computer Science

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DRAFT MOTION 20190402_4-C(1):
I move to authorize DSU to offer a specialization in Software Engineering within the BS in Computer science, including online delivery, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	Software Engineering
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	B.S. in Computer Science
INTENDED DATE OF IMPLEMENTATION:	5/10/2019
PROPOSED CIP CODE:	11.0101
UNIVERSITY DEPARTMENT:	Beacom College of Computer and Cyber Sciences
UNIVERSITY DIVISION:	Computer Science

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.

_____	9/25/2018
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1. **Level of the Specialization** (*place an "X" in the appropriate box*):

   Baccalaureate ☒   Master's ☒   Doctoral ☐

2. **What is the nature/purpose of the proposed specialization?**

   The Beacom College of Computer and Cyber Sciences seeks to add a new specialization, Software Engineering, to the BS in Computer Science. The current faculty recruiting cycle will result in the faculty talent to be able to offer the courses. Software engineering is the systematic development and application of techniques leading to the creation of correct and reliable software.[1] It has been also defined as "The application of a systematic, disciplined, quantifiable approach to the development, operation and maintenance of software."[1] The general nature and purpose of the program is to support businesses as many businesses generate their own computer programs or needs to personalize third-party software and needs software engineers/developers to write, edit and test programs. Software engineering is a rapidly

changing field; most software developers continue to learn on the job, as languages and development environments evolve.

Given the mission specificity within the Beacom College, and the size and complexity of the college (30+ FTE Faculty) and its programs (Computer Game Design, B.S., Computer Science, B.S., Cyber Operations, B.S., Network and Security Administration, B.S. and other minors and certificates), DSU and the Beacom College is the appropriate place to offer this specialization. All the courses listed in the specialization are existing courses, so no new courses will be required.

3. **Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.[1]**

Adding the Software Engineering specialization to the curriculum of the Beacom College is consistent with the board-designated mission of the college and of Dakota State University and supports our system, university and college goals pertaining to student success (this specialization will enhance student success), contribute to the state's workforce and economic development as this program aligns nicely with existing and future state workforce needs.

DSU currently has a A.S. in Software Development and this addition to the Computer Science major will allow students to move from the Software Development major to the B.S. in Computer Science, Software Engineering Specialization or to the proposed B.S. Software Engineering major. Both bachelor's degrees would then feed into the proposed M.S. in Software Engineering major, creating stackable credentials in software engineering. These graduates will provide project leadership and technical guidance along every stage of the software development life cycle. DSU is developing a stackable progression in this area. Starting with the current AS in software development at DSU or other schools, a student will be able to stack those credits into the BS in Software Engineering degree or at least the specialization. This provides the student the opportunity to scaffold of their software engineering skill set while the college can use the courses most efficiently.

Software engineering is a fast growing occupational field nationally and in South Dakota. In most cases, a bachelor's degree, usually in computer science, computer systems engineering, software engineering or mathematics or completion of a college program in computer science is required to become a software engineer. The addition of a specialization in software engineering to the BS in computer science will provide additional employment opportunities to graduates in this field.

The U.S. Bureau of Labor Statistics (BLS) projects that jobs for software developers will grow by 17% from 2014 to 2024, making software engineering one of the faster growing sectors in the job market.

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[1] For workforce related information, please 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.

Program Forms: New Specialization Form (Last Revised 05/2017)

From the Occupational Outlook Handbook (https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm), there is evidence of a growing need for software development professionals.[2]

Quick Facts: Software Developers	
2017 Median Pay	$103,560 per year $49.79 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	1,256,200
Job Outlook, 2016-26	24% (Much faster than average)
Employment Change, 2016-26	302,500

In addition to national demand, strong growth is expected for positions as software engineers within South Dakota. This section needs some South Dakota data. For example, the SD Department of Labor and Regulation notes that employment of software developers is expected to grow between 14-24% in Rapid City and Sioux Falls with a total of about 24 annual job openings in those two cities through 2024.[3]

4. **List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):**

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		System General Education	30	
		Required Support Courses	19	
		BS in Computer Science Requirements:		
CIS	332	Structured Systems Analysis and Design OR	3	NO
CSC	321	Information Security Management		
CSC	105	Introduction to Computers	3	NO
CSC	150	Computer Science	3	NO
CSC	234	Software Security	3	NO
CSC	250	Computer Science II	3	NO
CSC	260	Object Oriented Design	3	NO
CSC	300	Data Structures	3	NO
CSC	310	Advanced Data Structures	3	NO
CSC	314	Assembly Language	3	NO

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[2] https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm
[3] Labor Market Information Center, South Dakota Department of Labor and Regulation, July 2017. Available from https://dlr.sd.gov/lmic/documents/substate_occupational_projections_2014_2024.xlsx

CSC	383	Networking		3	NO
CSC	404	Foundation of Computation		3	NO
CSC	410	Parallel Computing		3	NO
CSC	456	Operating Systems		3	NO
CSC	461	Programming Languages		3	NO
CSC	470	Software Engineering		3	NO
CSC	482	Algorithms and Optimization		3	NO
		Select three 300-400-level CIS/CSC courses (CIS 275 is allowed; CIS 350 is not allowed)		9	NO
		Software Engineering Specialization Requirements:			
CIS	275	**Web Application Programming I**		3	No
CIS	375	**Web Application Programming II**		3	No
Pick 6 credits from the following (any two of the 5 below)				6	Choose an item.
CIS	476	**Web Development Environments**		3	No
CIS	451	**Mobile Development Environments**		3	No
CSC	443	**Scripting for Network Administration**		3	No
CSC	455	**Development of Environments & Tools**		3	Yes
CSC	470	**Software Engineering**		3	No

Total number of hours required for completion of specialization	12
Total number of hours required for completion of major	57
Total number of hours required for completion of degree	120

5. Delivery Location[4]

A. 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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall 2018**

	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[5]*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	Online primarily synchronous delivery	**Fall 2019**

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[4] The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.
[5] Delivery methods are defined in AAC Guideline 5.5.

Program Forms: New Specialization Form (Last Revised 05/2017)

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? [6]

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

6. **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.*

Appendix A attached which describes DSU's stackable software engineering credentials.

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[6] This question responds to HLC definitions for distance delivery.

APPENDIX A

Software Engineering at DSU
Stackable Credentials
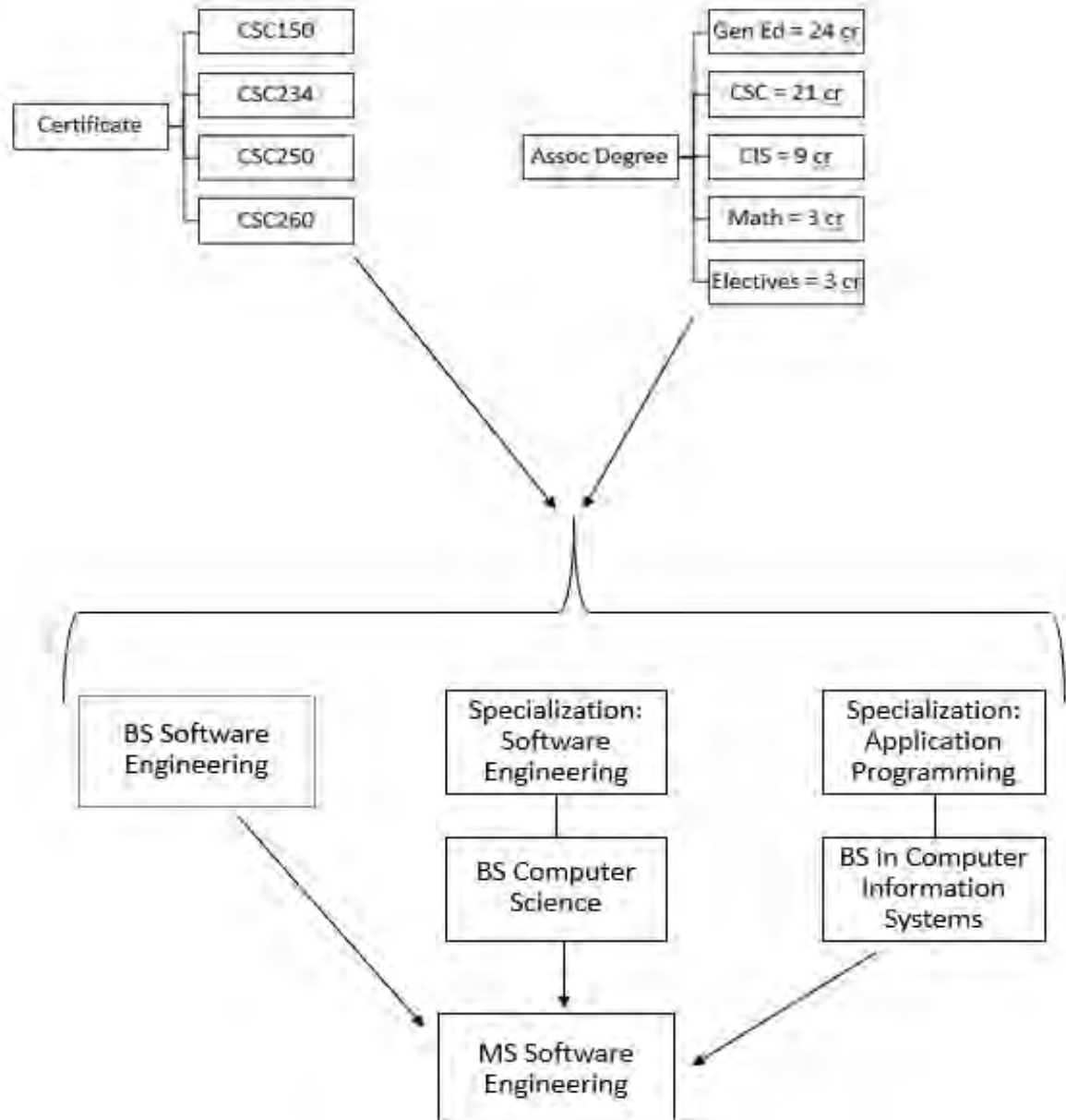
Program Forms: New Specialization Form (Last Revised 05/2017)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Specialization: USD Specialization in Clinical Studies within the BS in Health Sciences

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
The University of South Dakota (USD) requests authorization to offer a specialization in Clinical Studies within the BS in Health Sciences. Specializations require Board approval as they appear on student's transcript. This specialization is intended for students who are interested in pursuing careers as clinicians in disciplines such as medicine, physician assistant, physical therapy, and occupational therapy. The specialization will offer undergraduate students' coursework that will better prepare them for the rigorous demands of graduate programs in clinical fields.

IMPACT AND RECOMMENDATION
USD requests authorization to offer the specialization on the Vermillion campus. The specialization does not require the creation of new courses. USD is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS
Attachment I – New Specialization Request Form: USD – Specialization in Clinical Studies within the BS in Health Sciences

****

DRAFT MOTION 20190402_4-C(2):
I move to authorize USD to offer a specialization in Clinical Studies within the BS in Health Sciences, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Specialization

UNIVERSITY:	**University of South Dakota**
TITLE OF PROPOSED SPECIALIZATION:	**Clinical Studies Specialization**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**Bachelor of Sciences in Health Sciences**
INTENDED DATE OF IMPLEMENTATION:	**8/1/2019**
PROPOSED CIP CODE:	**51.0000**
UNIVERSITY DEPARTMENT:	**Health Sciences Major**
UNIVERSITY DIVISION:	**School of Health Sciences/Health Affairs**

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.

Elizabeth M. Freeburg	12/3/18
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1. **Level of the Specialization:**

   Baccalaureate ☒   Master's ☐   Doctoral ☐

2. **What is the nature/purpose of the proposed specialization?**

   The University of South Dakota requests authorization to offer a Clinical Studies Specialization for students enrolled in the Bachelor of Sciences in Health Sciences program. This specialization is intended for students who are interested in pursuing careers as clinicians in disciplines such as medicine, physician assistant, physical therapy, and occupational therapy. Students who desire to become clinicians in these health care professions must complete a rigorous graduate-level program. This purpose of this specialization is to offer undergraduate students' coursework that will better prepare them for the rigorous demands of graduate programs in clinical fields.

   Graduate programs in the clinical disciplines include extensive study of human anatomy and require a high level of critical thinking and problem-solving skills. Students must be able to critically evaluate research literature and apply it to clinical decision-making. A major focus of the first-year curriculum in the graduate programs is mastery of the anatomy of the human body. Students would greatly benefit from an upper-level anatomy course that prepares them beyond the required prerequisite of eight credit hours of anatomy and physiology.

   The curriculum of the graduate programs requires an understanding of research methods, including the ability to understand, interpret and utilize statistical calculations in clinically-relevant research projects. Typically, three credit hours of introductory-level statistics are required for these programs. Students would benefit from at least one more statistics course beyond the recommended three credit hours, so they have an enhanced knowledge of data analysis. This will improve their ability to carefully review medical literature, and to plan and analyze statistical calculations in their research projects. Finally, the curriculum in graduate

Program Forms: New Specialization Form (Last Revised 05/2017)

clinical programs requires the ability to analyze medical literature, to develop a research project, and to be able to write effectively for scholarship and publication. An upper-level course in evidence-based practice will offer students the opportunity to develop skills in these areas.

3. **Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.[1]**

Benefits to Students

Students who choose the clinical health professions face at least two significant challenges in their education: 1) gaining admission to the competitive program and 2) succeeding with confidence in the rigorous graduate-level program of study. Common skills for success in the clinical health care professions, according to the Occupational Outlook Handbook, include problem-solving skills, communication skills, and attention to detail. The curriculums of the graduate programs for the health care professions are designed to develop student skills in these areas, as well as to prepare students to pass difficult comprehensive licensure exams required for entrance into the professions.

https://www.bls.gov/ooh/healthcare/physical-therapists.htm#tab-4
https://www.bls.gov/ooh/healthcare/occupational-therapists.htm#tab-4
https://www.bls.gov/ooh/healthcare/physicians-and-surgeons.htm#tab-4
https://www.bls.gov/ooh/healthcare/physician-assistants.htm#tab-4

A survey offered to of Bachelor of Science in Health Sciences alumni who graduated in the past seven years and who are now enrolled, or have completed graduate clinical education programs, revealed a need for this specialization. Students indicated that the curriculum of the Bachelor of Science in Health Sciences was excellent in helping them to develop their communication and teamwork skills, and that this was an area of strength for them in their graduate education. Suggestions from students were that more statistics would have been beneficial, and that more research and scholarly writing would have been valuable.

There are many reasons why the transition from undergraduate education to the clinical graduate program can be challenging for many students, and some of these factors cannot be changed. For example, graduate education is typically Monday through Friday, with 9 a.m. to 4 p.m. classroom time, year-round. This is a stark contrast to the more open, flexible schedule of education at the undergraduate level. In addition, the stakes are much higher in a clinical education setting, where the goal is to develop competent clinicians who can make critical decisions that directly impact human life and health.

Although some factors that impact the transition from undergraduate to graduate education in clinical programs are beyond our influence, we can develop a curriculum option to serve their needs. The intent of this specialization is to provide students with the best preparation possible in critical areas identified as a need, so that students have the tools they need to continue to grow and learn in their graduate program, and to ultimately become exceptional clinicians. This specialization will offer students the opportunity to build these essential skills in their

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[1] For workforce related information, please 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.

undergraduate education, with the intent of easing this transition so that students have the knowledge and skills to feel confident and to obtain success in their graduate program.

Workforce Demands

The job outlook for all of these fields reveals abundant opportunities for graduates. According to the Occupational Outlook Handbook, all of these fields are expected to grow faster or much faster than average for the 2016-2026 time period.
https://www.bls.gov/ooh/healthcare/physical-therapists.htm

In the state of South Dakota, there is a current and projected shortage of physical therapists. Growth plus replacement needs are estimated to average about 51 openings per year in South Dakota from 2016-2026.
https://www.southdakotaworks.org/vosnet/analyzer/results.aspx?session=occproj

Physician assistants are also in high demand in South Dakota. Growth plus replacement needs are estimated to average about 45 openings per year in South Dakota from 2016-2026.
https://www.southdakotaworks.org/vosnet/analyzer/results.aspx?session=occproj

Occupational therapy is another profession that is in high demand. Growth plus replacement needs are estimated to average about 26 openings for occupational therapists in South Dakota per year in from 2016-2026.
https://www.southdakotaworks.org/vosnet/analyzer/results.aspx?session=occproj

Physicians are needed in South Dakota. According to the South Dakota Department of Labor, Growth plus replacement needs are estimated to average about 14 openings per year from 2016-2026 for the category "Physicians and Surgeons, other".
https://www.southdakotaworks.org/vosnet/analyzer/results.aspx?session=occproj

There are many categories of physicians; this data only reflects a small number of openings for all positions in South Dakota that require a Doctor of Medicine (MD) degree.

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ANAT	411	Human Gross Anatomy	4	No
HSC	440	*Evidence-based Decisioning* (Pending Minor Course Mod to Re-title)	3	No
Choose one of the three statistics courses below for a total of 3 or 4 credits:				
STAT	281	Introduction to Statistics (3 cr)		No
PSYC	371	Statistics in Psychological Research (3 cr)	3-4	No
BIOL	420/420L	Introduction to Biostatistics & Computational Biology with lab (4 cr)		No

Clinical Studies Specialization Subtotal	**10-11**
Total Number of Hours Required for Major w/ Clinical Studies Specialization (35 + [10-11])	**45-46**
General Education Requirements	**24**
Electives (Choose Prerequisites for Clinical Program)	**50-51**
Total Requirements Including General Education Requirements (35+[10-11]+24 +[50-51])	**120**

Existing Curriculum

Pref.	Num	Title	Cr. Hrs
Health Sciences, B.S.-No Specialization			
HSC	110	The Interprofessional Team	3*
*Health Career Advancement Studies Students will select one HSC 3 credit hour elective in place of HSC 110			
HSC	305	Professional Communication and Relationship-Centered Care	3
HSC	310	Health Care Delivery	3
HSC	315	Introduction to Public Health	3
HSC	350	Principles of Health Care	3
HSC	360	Technology in Care Delivery	3
HSC	380	Health Literacy and Culture Care	3
HSC	450	Patient Safety-Quality Improvement	3
HSC	460	Leading Change	3
Departmental Requirements			**27**
Select one of the following science sequences (8 cr.)			
PHGY	220/ 220L	Human Physiology and Integrated Anatomy I	
PHGY	230/ 230L	Human Physiology and Integrated Anatomy II	8
or			
HSC	280/ 280L	Essentials of Human Anatomy and Physiology	
HSC	281	Human Disease	
Select three of the following courses (9 credit hours total) or select a major track with a Health Sciences Specialization			
HSC	111	Introduction to Research	3
SPAN	120	Medical Spanish I	3
SPAN	121	Medical Spanish II	3
HSC	222	Undergraduate Research I	3
HSC	250	Healthcare Terms in the Clinical Setting	3
HSC	262	Health Careers Exploration	3
HSC	275	Comparative Cultures, Theory, and Leadership (Travel)	3
HSC	306	Spanish for Healthcare Workers	3
HSC	312	Undergraduate Research II	3

Existing Curriculum

Pref.	Num.	Title	Cr. Hrs
Health Sciences, B.S.-No Specialization			
HSC	110	The Interprofessional Team	3*
*Health Career Advancement Studies Students will select one HSC 3 credit hour elective in place of HSC 110			
HSC	305	Professional Communication and Relationship-Centered Care	3
HSC	310	Health Care Delivery	3
HSC	315	Introduction to Public Health	3
HSC	350	Principles of Health Care	3
HSC	360	Technology in Care Delivery	3
HSC	380	Health Literacy and Culture Care	3
HSC	450	Patient Safety-Quality Improvement	3
HSC	460	Leading Change	3
Departmental Requirements			**27**
Select one of the following science sequences (8 cr.)			
PHGY	220/ 220L	Human Physiology and Integrated Anatomy I	
PHGY	230/ 230L	Human Physiology and Integrated Anatomy II	8
or			
HSC	280/ 280L	Essentials of Human Anatomy and Physiology	
HSC	281	Human Disease	
Select three of the following courses (9 credit hours total) or select a major track with a Health Sciences Specialization.			
HSC	111	Introduction to Research	3
SPAN	120	Medical Spanish I	3
SPAN	121	Medical Spanish II	3
HSC	222	Undergraduate Research I	3
HSC	250	Healthcare Terms in the Clinical Setting	3
HSC	262	Health Careers Exploration	3
HSC	275	Comparative Cultures, Theory, and Leadership (Travel)	3
HSC	306	Spanish for Healthcare Workers	3
HSC	312	Undergraduate Research II	3

Program Forms: New Specialization Form (Last Revised 05/2017)

HSC	320	Introduction to Epidemiology	3	HSC	320	Introduction to Epidemiology	3
HSC	325	Global Health	3	HSC	325	Global Health	3
HSC	330	Native People's Health Care, Promotion, and Policy	3	HSC	330	Native People's Health Care, Promotion, and Policy	3
NATV	330	Native People's Health Care, Promotion, and Policy	3	NATV	330	Native People's Health Care, Promotion, and Policy	3
HSC	340	Interprofessional Approach to Person-Centered Care	3	HSC	340	Interprofessional Approach to Person-Centered Care	3
HSC	365	Universal Supports in Disability Services	3	HSC	365	Universal Supports in Disability Services	3
HSC	370	Computerized Medical Record & Regulatory Compliance	3	HSC	370	Computerized Medical Record & Regulatory Compliance	3
HSC	385	History and Intro. to Disability	3	HSC	385	History and Intro. to Disability	3
HSC	400/500	Clinical Analytics	3	HSC	400/500	Clinical Analytics	3
PHIL	430/530	Public Health Ethics and Policy	3	PHIL	430/530	Public Health Ethics and Policy	3
PUBH	430/530	Public Health Ethics and Policy	3	PUBH	430/530	Public Health Ethics and Policy	3
HSC	440/540	Major Issues in Health and Human Services	3	HSC	440/540	==Evidence-based Decision Making==	3
HSC	475	Process and Outcome Evaluation	3	HSC	475	Process and Outcome Evaluation	3
HSC	494	Internship	1-12	HSC	494	Internship	1-12
HSC	498	Undergraduate Research/Scholarship (C)	1-6	HSC	498	Undergraduate Research/Scholarship (C)	1-6
		Subtotal Electives:	**9**			**Subtotal Electives:**	**9**
		Additional Major Requirements (17 hours)	**17**			**Additional Major Requirements (17 hours)**	**17**
		Total number of hours required for major with No specialization :	**44**			Total number of hours required for major with No specialization	**44**

(Curriculum As Requested on Minor Program Modification Form)				Bachelor of Science in Health Sciences with Paramedic Specialization			
Existing Curriculum				*Existing Curriculum*			
Pref.	Num	Title	Cr. Hrs	Pref.	Num.	Title	Cr. Hrs
Health Sciences, B.S.-Core				**Health Sciences, B.S.-Core**			
HSC	110	The Interprofessional Team	3*	HSC	110	The Interprofessional Team	3*
*Health Career Advancement Studies Students will select one HSC 3 credit hour elective in place of HSC 110				***Health Career Advancement Studies Students will select one HSC 3 credit hour elective in place of HSC 110**			
HSC	305	Professional Communication and Relationship-Centered Care	3	HSC	305	Professional Communication and Relationship-Centered Care	3
HSC	310	Health Care Delivery	3	HSC	310	Health Care Delivery	3
HSC	315	Introduction to Public Health	3	HSC	315	Introduction to Public Health	3
HSC	350	Principles of Health Care	3	HSC	350	Principles of Health Care	3
HSC	360	Technology in Care Delivery	3	HSC	360	Technology in Care Delivery	3
HSC	380	Health Literacy and Culture Care	3	HSC	380	Health Literacy and Culture Care	3
HSC	450	Patient Safety-Quality Improvement	3	HSC	450	Patient Safety-Quality Improvement	3
HSC	460	Leading Change	3	HSC	460	Leading Change	3
		Departmental Requirements	**27**			**Departmental Requirements**	**27**
		Select one of the following science sequences (8 cr.)				**Select one of the following science sequences (8 cr.)**	
PHGY	220/220L	Human Physiology and Integrated Anatomy I		PHGY	220/220L	Human Physiology and Integrated Anatomy I	
PHGY	230/230L	Human Physiology and Integrated Anatomy II	8	PHGY	230/230L	Human Physiology and Integrated Anatomy II	8
or				or			
HSC	280/280L	Essentials of Human Anatomy and Physiology		HSC	280/280L	Essentials of Human Anatomy and Physiology	

Program Forms: New Specialization Form (Last Revised 05/2017)

Left column:

HSC	281	Human Disease	
		Subtotal Science sequence:	**8**
		Subtotal Core courses:	**35**

Select three of the following courses (9 credit hours total) or select a major track with a Health Sciences Specialization

HSC	111	Introduction to Research	3
SPAN	120	Medical Spanish I	3
SPAN	121	Medical Spanish II	3
HSC	222	Undergraduate Research I	3
HSC	250	Healthcare Terms in the Clinical Setting	3
HSC	262	Health Careers Exploration	3
HSC	275	Comparative Cultures, Theory, and Leadership (Travel)	3
HSC	306	Spanish for Healthcare Workers	3
HSC	312	Undergraduate Research II	3
HSC	320	Introduction to Epidemiology	3
HSC	325	Global Health	3
HSC	330	Native People's Health Care, Promotion, and Policy	3
NATV	330	Native People's Health Care, Promotion, and Policy	3
HSC	340	Interprofessional Approach to Person-Centered Care	3
HSC	365	Universal Supports in Disability Services	3
HSC	370	Computerized Medical Record & Regulatory Compliance	3
HSC	385	History and Intro. to Disability	3
HSC	400/500	Clinical Analytics	3
PHIL	430/530	Public Health Ethics and Policy	3
PUBH	430/530	Public Health Ethics and Policy	3
HSC	440/540	Major Issues in Health and Human Services	3
HSC	475	Process and Outcome Evaluation	3
HSC	494	Internship	1-12
HSC	498	Undergraduate Research/Scholarship (C)	1-6
		Subtotal Electives:	**9**
		Additional Major Requirements (17 hours)	**17**
		Required hours for major with No specialization:	**44**

Paramedic Specialization (Optional)
The Paramedic Specialization is optional, however, students wishing to add the specialization must:
1. have instructor/Health Sciences permission due to need for certification requirements (BLS for healthcare provider and EMT-B certification)
2. be admitted to the Sanford Paramedics Program
3. meet the degree requirement of completing a minimum of 30 cr. hrs. at the 300 and 400 level.

HSC	100	Intro to Advanced Life Support	1
HSC	101	Emergency Medical Services Anatomy & Physiology	2
HSC	102	Emergency Medical Services Clinical I	2
HSC	201	Advanced Airway Management	2
HSC	205	Patient Assessment	3
HSC	210	Emergency Med. Services Pharmacology	2

Right column:

HSC	281	Human Disease	
		Subtotal Science sequence:	**8**
		Subtotal Core courses:	**35**

Select three of the following courses (9 credit hours total) or select a major track with a Health Sciences Specialization.

HSC	111	Introduction to Research	3
SPAN	120	Medical Spanish I	3
SPAN	121	Medical Spanish II	3
HSC	222	Undergraduate Research I	3
HSC	250	Healthcare Terms in the Clinical Setting	3
HSC	262	Health Careers Exploration	3
HSC	275	Comparative Cultures, Theory, and Leadership (Travel)	3
HSC	306	Spanish for Healthcare Workers	3
HSC	312	Undergraduate Research II	3
HSC	320	Introduction to Epidemiology	3
HSC	325	Global Health	3
HSC	330	Native People's Health Care, Promotion, and Policy	3
NATV	330	Native People's Health Care, Promotion, and Policy	3
HSC	340	Interprofessional Approach to Person-Centered Care	3
HSC	365	Universal Supports in Disability Services	3
HSC	370	Computerized Medical Record & Regulatory Compliance	3
HSC	385	History and Intro. to Disability	3
HSC	400/500	Clinical Analytics	3
PHIL	430/530	Public Health Ethics and Policy	3
PUBH	430/530	Public Health Ethics and Policy	3
HSC	440/540	==Evidence-based Decision Making==	3
HSC	475	Process and Outcome Evaluation	3
HSC	494	Internship	1-12
HSC	498	Undergraduate Research/Scholarship (C)	1-6
		Subtotal Electives:	**9**
		Additional Major Requirements (17 hours)	**17**
		Required hours for major with No specialization:	**44**

Paramedic Specialization (Optional)
The Paramedic Specialization is optional, however, students wishing to add the specialization must:
1. have instructor/Health Sciences permission due to need for certification requirements (BLS for healthcare provider and EMT-B certification)
2. be admitted to the Sanford Paramedics Program
3. meet the degree requirement of completing a minimum of 30 cr. hrs. at the 300 and 400 level.

HSC	100	Intro to Advanced Life Support	1
HSC	101	Emergency Medical Services Anatomy & Physiology	2
HSC	102	Emergency Medical Services Clinical I	2
HSC	201	Advanced Airway Management	2
HSC	205	Patient Assessment	3
HSC	210	Emergency Med. Services Pharmacology	2

Program Forms: New Specialization Form (Last Revised 05/2017)

Pref.	Num	Title	Cr. Hrs		Pref.	Num	Title	Cr. Hrs
HSC	210L	Emergency Med. Services Pharmacology Lab	2		HSC	210L	Emergency Med. Services Pharmacology Lab	2
HSC	211	Emergency Medical Services Clinical II	3		HSC	211	Emergency Medical Services Clinical II	3
HSC	240	Medical Emergencies I	2		HSC	240	Medical Emergencies I	2
HSC	240L	Medical Emergencies I Lab	1		HSC	240L	Medical Emergencies I Lab	1
HSC	241	Medical Emergencies II	2		HSC	241	Medical Emergencies II	2
HSC	241L	Medical Emergencies II Lab	1		HSC	241L	Medical Emergencies II Lab	1
HSC	300	Cardiac Emergencies	3		HSC	300	Cardiac Emergencies	3
HSC	246	Emergency Med. Services Clinical III	2		HSC	246	Emergency Med. Services Clinical III	2
HSC	254	Trauma Emergencies	3		HSC	254	Trauma Emergencies	3
HSC	254L	Trauma Emergencies Laboratory	1		HSC	254L	Trauma Emergencies Laboratory	1
HSC	264	Emerg. Medical Services Clinical IV	2		HSC	264	Emergency Medical Services Clinical IV	2
HSC	304	Emergency Medical Services Operations	3		HSC	304	Emergency Medical Services Operations	3
HSC	308	Paramedic Professional Development	1		HSC	308	Paramedic Professional Development	1
HSC	308L	Paramedic Profess. Development Lab	2		HSC	308L	Paramedic Profess. Development Lab	2
HSC	296	Paramedic Field Experience	3		HSC	296	Paramedic Field Experience	3
Paramedic Specialization			**43**		**Paramedic Specialization**			**43**

Free Electives *in order for this specialization to not exceed 120 hours one optional course must be selected for 3 credit hours that counts twice for gen eds.*	Free Electives *in order for this specialization to not exceed 120 hours one optional course must be selected for 3 credit hours that counts twice for gen eds.*
Minimum of 30 credit hours must be taken from USD. *Maximum of 90 transfer credit hours may be applied to the degree.*	*Minimum of 30 credit hours must be taken from USD.* *Maximum of 90 transfer credit hours may be applied to the degree.*

Total number of hours required for major with Paramedic specialization	35 + 43		Total number of hours required for major with Paramedic specialization	35 + 43
Total number of hours required for degree	120		Total number of hours required for degree	120

(Curriculum As Requested on Minor Program Modification Form)	*Bachelor of Science in Health Sciences with Clinical Studies Specialization*
Existing Curriculum	*Proposed Curriculum (highlight changes)*

Pref.	Num	Title	Cr. Hrs		Pref.	Num.	Title	Cr. Hrs
Health Sciences, B.S.-Core					**Health Sciences, B.S.-Core**			
HSC	110	The Interprofessional Team	3*		HSC	110	The Interprofessional Team	3*
***Health Career Advancement Studies Students will select one HSC 3 credit hour elective in place of HSC 110**					***Health Career Advancement Studies Students will select one HSC 3 credit hour elective in place of HSC 110**			
HSC	305	Professional Communication and Relationship-Centered Care	3		HSC	305	Professional Communication and Relationship-Centered Care	3
HSC	310	Health Care Delivery	3		HSC	310	Health Care Delivery	3
HSC	315	Introduction to Public Health	3		HSC	315	Introduction to Public Health	3
HSC	350	Principles of Health Care	3		HSC	350	Principles of Health Care	3
HSC	360	Technology in Care Delivery	3		HSC	360	Technology in Care Delivery	3
HSC	380	Health Literacy and Culture Care	3		HSC	380	Health Literacy and Culture Care	3
HSC	450	Patient Safety-Quality Improvement	3		HSC	450	Patient Safety-Quality Improvement	3
HSC	460	Leading Change	3		HSC	460	Leading Change	3
		Departmental Requirements	**27**				**Departmental Requirements**	**27**
Select one of the following science sequences (8 cr.)					**Select one of the following science sequences (8 cr.)**			
PHGY	220/ 220L	Human Physiology and Integrated Anatomy I			PHGY	220/ 220L	Human Physiology and Integrated Anatomy I	
PHGY	230/ 230L	Human Physiology and Integrated Anatomy II			PHGY	230/ 230L	Human Physiology and Integrated Anatomy II	
or			8		**or**			8
HSC	280/ 280L	Essentials of Human Anatomy and Physiology			HSC	280/ 280L	Essentials of Human Anatomy and Physiology	
HSC	281	Human Disease			HSC	281	Human Disease	
		Subtotal Science sequence:	**8**				**Subtotal Science sequence:**	**8**
		Subtotal Core courses:	**35**				**Subtotal Core courses:**	**35**

Program Forms: New Specialization Form (Last Revised 05/2017)

				Bachelor of Sciences in Health Sciences, Clinical Studies Specialization		
			ANAT	411	Human Gross Anatomy	4
			HSC	440	Evidence-based Decision Making	3
			Choose one of three statistics courses below for a total of 3 or 4 credits:			
			STAT	281	Introduction to Statistics	3
			OR			
			PSYC	371	Statistics in Psychological Research	3
			OR			
			BIOL	420/ 420L	Introduction to Biostatistics & Computational Biology with Lab	4
					Clinical Studies Specialization Subtotal	10-11
					Total Number of Hours Required for Major with Clinical Studies Specialization (35 + 10/11)	45-46
					General Education Requirements	24
					Electives (Choose Prerequisites for Clinical Program)	50-51
					Total Requirements Including General Education Requirements (35 + 10/11 +24 + 50/51)	120

Total number of hours required for completion of specialization	10-11
Total number of hours required for completion of major	35
Total number of hours required for completion of degree	120

5. Delivery Location[2]

A. 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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	*Intended Start Date*	
On campus	Yes	**Fall**	**2019**

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	No		

	Yes/No	*If Yes, identify delivery methods[3]*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? [4]

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		

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[2] The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.
[3] Delivery methods are defined in AAC Guideline 5.5.
[4] This question responds to HLC definitions for distance delivery.

Program Forms: New Specialization Form (Last Revised 05/2017)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Site: BHSU BS in Corporate Communication

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION
Black Hills State University (BHSU) requests authorization to offer the Bachelor of Science (BS) in Corporate Communication through online delivery. The online program should appeal to place bound students interested in employment opportunities in communication fields, a growing sector in the Rapid City market. The program emphasizes strong written and oral communication skills, teamwork, and problem solving, all of which are competencies in demand by state employers.

IMPACT AND RECOMMENDATION
BHSU is currently authorized to offer two online majors. This program would be the first offered by BHSU's College of Arts and Sciences online. No related programs are currently available online in the Regental system. BHSU does not request any new resources. BHSU anticipates graduating an additional twenty students per year with the major after full implementation of the online program.

Board office staff recommends approval to offer the program online.

ATTACHMENTS
Attachment I – New Site Request Form: BHSU BS in Corporate Communication (Online)

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DRAFT MOTION 20190402_4-D(1):
I move to approve BHSU's new site proposal to offer the BS in Corporate Communication through online delivery.

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:	BHSU
DEGREE(S) AND PROGRAM:	Bachelor of Science; Corporate Communication major
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
CIP CODE:	09.9999
UNIVERSITY DEPARTMENT:	College of Liberal Arts
UNIVERSITY DIVISION:	School of Arts and Humanities

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.

	Click here to enter a date.
President of the University	Date

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

   A recent study of so-called educational deserts (areas in which a person would need to drive more than 60 miles to the nearest two- or four-year college or university) indicates a need for a increased, strategic focus on online delivery at Black Hills State University. [2] The maps presented indicate that the western half of the continental United States—particularly in the non-coastal west—have significant desert spaces. BHSU's serves the west-river part of South Dakota, which is near the eastern edge of a large education desert, as well as parts of Nebraska, Wyoming and Montana, which have some of the largest educational deserts on the map. Thus, BHSU is positioned to serve many underserved populations of prospective students through online programs. While the professional schools have made strides in online education, the College of Liberal Arts has no online majors to date.

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[2] Myers, Ben. "Who Lives in Educational Deserts?" *The Chronicle of Higher Education.* July 17, 2018.

Thus, the College of Liberal Arts at BHSU proposes to offer its existing Corporate Communication fully online. We believe this program will appeal particularly to distance learners because of its clear application to future employment. The applied nature of the program should have immediate appeal to adult learners looking for practical programs. Employers are consistently looking for new graduates with strong written and oral communication skills, teamwork, and problem solving abilities. The Corporate Communication program boasts all of these learning outcomes.

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.**

At this time, no other institution in the South Dakota regental system offers this program online.

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*).**

The Corporate Communication program was designed by faculty in mass communications to serve the needs of students who wish for applied programs. The program makes use of existing courses in mass communications and business. Enrollment in those two areas is robust, but the number of majors in Corporate Communications is down from a high in 2013 of 27 to 8. We be believe a reason for the decline is the hybrid nature of our class offerings; many classes are online, discouraging many on-campus students, but not all of the classes are online, making the program unavailable to distance learners. By putting this program fully online—and improving marketing and developing models for advising at a distance—we expect this major to grow. Furthermore, we expect that most of the growth would come from students living in areas designated as educational deserts, where there is significant need for educational options.

Note on estimated enrollment: Under the heading "Students from other university programs, the figure for 2020 is simply the number of students who were in this program in the face-to-face format as of 2017, when the program had 8 students enrolled.

Note on estimated credit hours and graduates: the estimate of credit hours is based on the fact that major requires 45 hours and on the estimate that a student would take, on average, 7 credit hours per semester for six semesters (taking only electives and general education for the first year of a four year program). We are assuming that increases in number of graduates would appear in year three and that the program would have a retention rate of 65% and that the students are equally distributed from first year to senior year.

Fiscal Years*		

	1st	2nd	3rd	4th
Estimates	FY 2020	FY 2021	FY 2022	FY 2023
Students new to the university	12	16	20	25
Students from other university programs	8	8	8	8
=Total students in the program at the site	20	24	28	33
Program credit hours (major courses)**	140	168	196	231
Graduates	13	16	18	21

*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?
We would anticipate only modest impact and not significant impact to any particular program. Students interested in corporate communication would likely come from those already considering mass communications or some area of business. However, our marketing will target prospective students in remote locations who are currently not in a university program because they have not found one that fits their needs.

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 Corporate Communication	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	30	30	0
Subtotal, Degree Requirements					
Required Support Courses	0	0	0	0	0
Major Requirements	45	24	unknown	24	0
Major Electives or Minor	18	Variable depending on minor	Variable depending on minor	Variable depending on minor	0
Subtotal, Requirements of the Proposed Major	93	Variable	variable	variable	0
Free Electives	27	Variable	Variable	Variable	0
Total, Degree with Proposed Major	120	variable	variable	variable	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.

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

We would provide services as we currently do for students in the program who take most but not all of their courses online. Students in this major are assigned to a faculty advisor who is highly

Program Forms: New Site Request Form (Last Revised 05/2017)

experienced at working with students from a distance. They would also have access to the support of the Writing Assistance Center, the Math Assistance Center and other tutoring made available to our face-to-face and online students.

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).**

   No additional accreditation is needed for this 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 exceptions needed.

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.*

   The university has the infrastructure and technology to support the program both face-to-face and online. Putting the program fully online requires only that we offer seven additional classes online, offering each one at least every fourth semester. We would cut face-to-face courses as is reasonable given that many of the program's classes also support face-to-face majors. By cutting some face-to-face classes while adding online offerings, we can make these adjustments largely within the workloads of our current faculty. We will use adjunct labor as needed to cover either the added online classes or the classes full-time faculty members give up to teach these courses.

   Even if we assume the addition of one class per semester to the overall offerings of the program (more than is likely needed), the cost would be only approximately $8,000 per year at the current rate for compensation of adjuncts with master's degrees in the field. Additionally, in the first year we would dedicate additional resources to marketing ($1,000) from college funds.

   At the self-support rate of $325.25 per credit hour, between the first and second year, we would anticipate an increase in revenue of $9.107; (as compared to the first year) $18,214 in the third year, and $29,598 in the fourth year. These figures consider only additional revenue from classes in the major, not the revenue generated by electives and general education classes taken by students recruited from elsewhere to BHSU specifically for this online major.

10. **Additional Information:**

Below is the curriculum for the major.

Corporate Communications Major Course Requirements

Required Core - 36 semester hours
- 3 ACCT 210 Principles of Accounting I

- 3 BADM 101 Survey of Business
- 3 BADM 370 Marketing
- 3 MCOM 161 Graphic Communication
- 3 MCOM 210 Basic Newswriting
- 3 MCOM 235 Social Media Survey
- 3 MCOM 331 Video Production
- 3 MCOM 351 Web Design
- 3 MCOM 430 Media Law
- 3 MCOM 452 Mass Media Issues
- 3 MCOM 475 Public Relations
- 3 MCOM 494 Internship*

Required Electives - 9 semester hours

Take 3 courses from the following:

- 3 BADM 336 Entrepreneurship I
- 3 BADM 372 Advertising
- 3 BADM 475 Consumer Behavior
- 3 MCOM 257 Intermediate Desktop Publishing
- 3 MCOM 265 Basic Photography
- 3 MCOM 330 Writing For Digital Media
- 3 MCOM 373 Public Relations Case Study
- 3 MCOM 448 Interactive Multimedia Design
- 3 SPCM 410 Organizational Communication

*The internship will serve as a capstone experience. Students will work within a business/communication setting and be mentored closely by a faculty advisor. The internship and related writing requirements will tie the corporate communication curriculum together and serve as a capstone experience.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D (2)
DATE: April 2-4, 2019

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SUBJECT
New Site: SDSU BS in Human Development and Family Studies

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION
South Dakota State University (SDSU) requests authorization to offer the BS in Human Development and Family Studies online. Human Development and Family Studies is the study of lifespan development in the context of family, community and society. The major prepares students for careers assisting prevention specialists, advocates, and educators working with children and families. The U.S. Bureau of Labor Statistics expects growth in this area (i.e. human service specialist) of 16% through 2026. SDSU proposes to offer the degree online for place-bound and non-traditional students across the state and beyond due to the growing need in this area.

IMPACT AND RECOMMENDATION
SDSU currently offers eight majors online at the undergraduate level. No related programs are currently available online in the Regental system. SDSU does not request any new resources. SDSU anticipates graduating an additional eight students per year after full implementation of the online program.

Board office staff recommends approval to offer the program online.

ATTACHMENTS
Attachment I – New Site Request Form: SDSU BS in Human Development and Family Studies (Online)

****

DRAFT MOTION 20190402_4-D(2):
I move to approve SDSU's new site proposal to offer the BS in Human Development and Family Studies through online delivery.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Human Development and Family Studies (B.S.)
NEW SITE(S):[1]	Online
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
CIP CODE:	19.0701
UNIVERSITY DEPARTMENT:	Counseling & Human Development
UNIVERSITY DIVISION:	Education & Human Sciences

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.

_____   2/6/2019
President of the University   Date

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

   South Dakota State University (SDSU) requests authorization to offer the B.S. in Human Development and Family Studies online. Human Development and Family Studies is the study of lifespan development in the context of family, community and society. The Human Development and Family Studies major prepares students for careers assisting prevention specialists, advocates, and educators working with children and families. Graduates are employable in schools, state government, clinics, childcare facilities, and non-profit organizations.

   The U.S. Bureau of Labor Statistics expects growth in this area (i.e. human service specialist) to be faster than the average occupation. This projection includes the job outlook growth at 16%.[2] These specialists work for nonprofit organizations, for-profit social service agencies, and state and local governments. In South Dakota, growth in this occupation is projected at 9.6%. Additionally, substance abuse and behavioral disorder counselors is projected to grow 23%, much faster than the average for all occupations.[3] Based on the need for more

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[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.
[2] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Human Service Assistants, on the Internet at https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm (visited *July 08, 2018*).
[3] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Substance Abuse,

professionals in these areas, SDSU proposes to offer the degree online for place-bound and non-traditional students across the state and beyond.

SDSU's *Imagine 2023* strategic plan has identified numerous goals and strategies that support delivery of an online major in Human Development and Family Studies.[4] This includes:

- Achieve academic excellence through increasing programs offered which use a diversity of delivery methods, times, (or scheduling) and locations.
- Affirming student success as a foundational University priority by ensuring student success of underrepresented populations through the establishment and continuation of programming and initiatives focused on access.
- Increase recruitment, retention, and graduation of professionally prepared global citizens by achieve strategic enrollment management plan, which includes strategies for at-risk and diverse student success.

The B.S. in Human Development and Family Studies delivered online supports the South Dakota Board of Regents Strategic Plan 2014-2020:

Goal 1: Student Success
- Grow the number of undergraduate and graduate degrees awarded.
- Increase first-year and overall retention rates of current department students by more closely aligning curriculum with student career goals.

Goal 2: Academic Quality and Performance
- Grow the number of students participating in experiential learning.

The University does not request new state resources or new student fees to support online delivery. Self-support tuition revenue will be used to support online delivery. The major is currently delivered by SDSU on campus in Brookings and at University Center – Sioux Falls.

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 university offers a similar program through online delivery.

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.**

Based on projections from program inquires to the Office of Continuing & Distance Education at SDSU, the online program is expected to initially attract eight new students to the university in the first two years and the numbers are anticipated to increase by four new students per year. Specifically, this estimate was developed after reviewing the number of students who applied to SDSU and identified Human Development and Family Studies as their major and the internet as the (preferred) location. Over the past eight academic years (2010/2011 – 2017/2018) the average number of students indicating Human Development and Family Studies as a major and the internet as the (preferred) location was 4 per academic year.

Behavioral Disorder, and Mental Health Counselors, on the Internet at https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm (visited *July 11, 2018*).
[4] https://www.sdstate.edu/imagine-2023-aspire-discover-achieve/strategic-planning-2023

	Fiscal Years *			
	1st	**2nd**	**3rd**	**4th**
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	8	8	12	16
Students from other university programs	2	2	2	2
=Total students in the program at the site	10	19	31	38
Program credit hours (major courses) **	40	193	329	441
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?**

No negative impact is anticipated. The Human Development and Family Studies program at South Dakota State University has been a leader in online delivery. Approximately 87% of the program is currently offered online . This proposal provides a commitment to offer all core courses that satisfy the major and offer them in a regular rotation.

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.**

B.S. in Human Development and Family Studies	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours new to this university for online delivery
System General Education Requirements	30	30	30	0
Subtotal, Degree Requirements	30	30	30	0
College of Education & Human Sciences Requirements	4	4	0	0
Required Support Courses	18	18	9	0
Major Requirements	45	36	0	9
Subtotal, Requirements of the Proposed Major	67	58	0	0
Electives	23	23	23	0
Total, Degree with Proposed Major	120			

*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.

The table above is based on the current curriculum as it appears in the catalog (see Appendix A). All of these courses listed in the curriculum are offered on the SDSU Main Campus in Brookings. Three major core courses will be developed for online delivery to be able to provide the complete curriculum through the internet. The courses are: HDFS 341 Family Theories (3 cr.), HDFS 425 Family Resiliency (3 cr.), and HDFS 435 Family Policy (3 cr.).

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

An academic advisor will be assigned to those distance students in the major. They will connect with the students using e-mail, phone, Skype, and numerous other technologies as they

communicate. A student services facilitator is housed in Continuing and Distance Education and is available to assist students in connecting to necessary resources online and on campus. Finally, online tutoring support is available through Smarthinking (Pearson Education) and student services such as disability services accommodations will be available to students upon request.

Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance. The Librarian provides on-line research guides and is available for consultations with faculty and students.

- Distance Library Services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.

- SDSU students have on-line access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.

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).

There is not an accreditation available for the Human Development and Family Studies undergraduate major. However, the SDSU curriculum closely follows the National Council on Family Relations (NCFR) certification program for becoming a Certified Family Life Educator (CFLE).

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

None

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.*

Tuition revenue generated from online tuition will be self-support tuition and will adequately fund the program. Because nearly all courses are already online or will be in the near future, a budget is not provided. Growth that requires additional courses will be met by self-support tuition. It is anticipated that additional revenue will result from more students completing online courses and could average $45,000 to $70,000 per year once the program is established. Therefore, no additional costs or resources will be required.

Courses will be taught by SDSU Human Development and Family Studies faculty and temporary faculty. If online enrollment in the B.S. in Human Development and Family Studies grows to a level where a new faculty member is needed, the position will be funded with self-support tuition revenue.

Appendix A

B.S. in Human Development and Family Studies

Requirements for Human Development and Family Studies Major: 120 Credits

Bachelor of Science in Education and Human Sciences

System General Education Requirements

- Goal #1 Written Communication: ENGL 101 and ENGL 201 Credits: 6
- Goal #2 Oral Communication: SPCM 101
- Goal #3 Social Sciences/Diversity: PSYC 101 and SOC 100 Credits: 6
- Goal #4 Arts and Humanities/Diversity: Credits: 6
- Goal #5 Mathematics: MATH 102 Credits: 3
- Goal #6 Natural Sciences: BIOL 101-101L and SGR #6 Elective Credits: 6

College of Education and Human Sciences Requirements

- EHS 119 - EHS Seminar Credits: 2
- EHS 319 - Life, Love, and Money Credits: 2

Major Requirements

- HDFS 150 - Early Experience Credits: 2
- HDFS 227 - Human Development and Personality I: Childhood Credits: 3
- HDFS 237 - Human Development II: Adolescence Credits: 3
- HDFS 241 - Family Relations Credits: 3
- HDFS 247 - Human Development III: Adulthood Credits: 3
- HDFS 250 - Development of Human Sexuality Credits: 3
- HDFS 255 - Program Design, Implementation and Evaluation Credits: 3
- HDFS 341 - Family Theories Credits: 3
- HDFS 410 - Parenting Credits: 3
- HDFS 425 - Family Resiliency Credits: 3
- HDFS 435 - Family Policy Credits: 3
- HDFS 441 - Professional Issues in Human Development and Family Studies Credits: 3
- HDFS 487 - Preparation for Practicum Credits: 1
- HDFS 495 - Practicum Credits: 6
- SPCM 201 - Interpersonal Communication (COM) Credits: 3
  or SPCM 470 - Intercultural Communication (COM) Credits: 3

Supporting Coursework

- ENGL 379 – Technical Communication (COM) Credits: 3
- FCSE 421 - Adult Education Credits: 3
  or CA 321 - Consumer Needs and Program Funding Credits: 3
- GERO 201 - Introduction to Gerontology Credits: 3
- POLS 100 - American Government (COM) [SGR #3] Credits: 3
  or ECON 201 - Principles of Microeconomics (COM) [SGR #3] Credits: 3
  or ECON 202 - Principles of Macroeconomics (COM) [SGR #3] Credits: 3
- SOC 307 - Research Methods I (COM) Credits: 3
- SOC 308 - Research Methods II (COM) Credits: 3
  or STAT 281 - Introduction to Statistics (COM) [SGR #5] Credits: 3

Electives

Taken as needed to complete any additional degree requirements.

Academic Requirements

A pre-graduation check is required by end of junior year. A Graduation Application must be completed at beginning of graduation semester. To effectively meet the wide range of professional interests of HDFS majors, students are required to develop a plan of study under the supervision of an advisor. This plan should include the specification of courses within and outside of the department that are targeted to assist in the professional preparation of the student. Emphases might include a focus on areas such as: children's services, religious services, family organizations, youth development organizations, gerontology services, families with special needs, etc. A grade of "D" on courses in the major cannot be counted and course must be repeated. Any required course with a department/program prefix is considered a course in the major.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
New Site: SDSU MA in English

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION
South Dakota State University (SDSU) requests authorization to offer the MA in English online. The online program is for distance learners who from various professions who are place bound and unable to enroll in a traditional face-to-face program. The online program will target students who have begun their careers and wish to obtain either graduate credit in special areas (such as grant writing) or graduate credit that leads to the MA degree. SDSU notes that it has lost potential students in recent years from the existing program because there was not an online option.

IMPACT AND RECOMMENDATION
SDSU currently offers eleven master's programs online. No related programs are currently available online in the Regental system, although the University of South Dakota (USD) offers a related program on the Vermillion campus. SDSU does not request any new resources. SDSU anticipates graduating an additional nine students per year after full implementation of the online program.

Board office staff recommends approval to offer the program online.

ATTACHMENTS
Attachment I – New Site Request Form: SDSU MA in English (Online)

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DRAFT MOTION 20190402_4-D(3):
I move to approve SDSU's new site proposal to offer the MS in English through online delivery.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	**SDSU**
DEGREE(S) AND PROGRAM:	**English (M.A.)**
NEW SITE(S):[1]	**Online**
INTENDED DATE OF IMPLEMENTATION:	**2019-2020 Academic Year**
CIP CODE:	**23.0101**
UNIVERSITY DEPARTMENT:	**English**
UNIVERSITY DIVISION:	**Graduate School**

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.

Bary K. Dunn	1/31/2019
President of the University	Date

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

   South Dakota State University (SDSU) requests authorization to offer the M.A. in English online. It will be comprised of courses divided over two tracks: 1) literary studies; and 2) writing and rhetoric studies.[2] The online program is for distance learners who hail from a myriad of professions and are interested in earning an M.A. in English but are geographically, physically, etc., not able to enroll in a traditional face-to-face program.

   The proposed program aligns with several of SDSU's institutional priorities, including the delivery of cutting-edge, accessible academic programming. It also aligns with the Imagine 2023 Strategic Plan[3], specifically items 1.1 and 2.2 (included in section 10), in which English identifies the creation of an online graduate program as one of its Key Performance Indicators. Over the past few years, the Department of English has seen a significant increase in applicant queries looking for an online M.A. in English. The department's belief is that the strong English B.A. programs will be natural feeders for the online M.A. program because graduates who begin their careers right out of college will already be aware of the program and have a familiarity with the department, the curriculum, and the faculty. The

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[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.

[2] https://www.sdstate.edu/english/graduate-program#Tracks

[3] https://www.sdstate.edu/imagine-2023-aspire-discover-achieve

department also will target the recent graduates as well as other local and regional professionals whose careers would benefit from obtaining an M.A. in English.

The intention is to keep face-to-face and online programs separate because they will serve two distinct groups of students. The online program is largely for students who have begun their careers and wish to obtain either graduate credit in special areas (such as grant writing) or graduate credit that leads to the M.A. degree, but who can't travel for face-to-face classes or take these classes because of their work schedule or geographical constraints. Because the majority of the face-to-face M.A. students are graduate teaching assistants, they reside in or near Brookings. These students wish to gain experience teaching in the college classroom; take advantage of the face-to-face assistantship opportunities the University offers in teaching, tutoring, publishing, and editing (for example, via the *Oakwood* literary magazine or the soon-to-arrive *Victorian Periodicals Review* international journal); and prefer face-to-face interactions with professors and other students. Upon degree completion, these students, unlike the population that targeted for the online M.A., seek full-time, permanent employment or begin a Ph.D. program.

The University does not request new state resources or new student fees to support online delivery. Self-support tuition revenue will be used to support online delivery.

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. The University of South Dakota offers the M.A. in English at their main campus. Dakota State University offers an online graduate certificate in Digital Humanities. The certificate in Digital Humanities is geared specifically toward methods and practices within the field of digital humanities, and it does not include English courses. In May 2017, the SDBOR approved Black Hills State University to develop a proposal for a Master of Arts in Teaching (M.A.T.) in English. The M.A.T. in English will be pedagogically different than SDSU's M.A. in English. SDSU's program is a traditional M.A. that offers focuses in studying literature and/or writing and rhetoric, and it is not invested in either teacher preparation or curriculum development.

Related online regional programs include:
- Minnesota
  - Minnesota State University, Mankato
    – Literature & English Studies (M.A.)
- Nebraska
  - University of Nebraska – Kearney
    – English (M.A.) – Writing Emphasis (M.A.)
  - University of Nebraska – Omaha
    – Writing (M.F.A.)
- North Dakota
  - University of North Dakota
    – English Language Learner Education (M.Ed.)
- Iowa
  - University of Northern Iowa

- – Teaching English in Secondary Schools (M.A.)
- – Teaching English to Speakers of Other Languages (M.A.)
- Wyoming
  - University of Wyoming
    - – English (M.A.)

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.

Students will be new to the University. The online M.A. in English is expected to attract an average of 7-10 new students per year. Students and professionals like the flexibility of online programs that allow them to continue to live and work anywhere. This estimate is based largely on individual inquiries and expressions of interest. These primarily come from:

- Individuals who inquired about an online M.A. program at SDSU;
- Students accepted to SDSU's face-to-face program but who decided not to attend because they are employed full-time outside of Brookings; and
- Enrolled students who decided to leave the face-to-face program because they obtained full-time jobs outside of Brookings.

Currently (SP 19), the department has six students enrolled as "non-degree seeking" students in ENGL 792: Grant and Proposal Writing. These six students represent the target audience of distance learners who want to earn an M.A. but are geographically prevented from doing so. These students have also indicated that they would apply to a formal online M.A. program at SDSU should one exist. Since December 2018, the department has received approximately six additional inquiries about offering an online M.A.

This group includes a number of teachers employed at South Dakota high schools, community colleges, and tribal colleges. Individuals from neighboring states such as Minnesota and North Dakota also have inquired. These inquiries reflect a larger population seeking similar credentials, and the program expects the number of inquiries (and enrollees) to remain stable (and possibly even increase) once we begin to promote the program.

Based on what the English face-to-face graduate program experiences, the on-line program would lose on average 1 student per year (graduating 5 students per year at the end of the second year, reflected in Fiscal Year 3). Reasons for leaving will undoubtedly vary, but will likely relate to balancing employment demands with coursework demands and the cost of the program if students are unable to obtain financial aid.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	6	7	8	10
Students from other university programs	0	0	0	0
=Total students in the program at the site	6	12	17	19
Program credit hours (major courses)**	108	216	306	342
Graduates	0	0	5	5

*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?**

Delivering the M.A. in English online is not expected to negatively impact enrollment in SDSU's face-to-face, on-campus courses or enrollment in other regental institutions. Because SDSU anticipates its target audience being comprised mainly of distance learners who are geographically prevented from commuting to Brookings (or other BOR institution locales) for face-to-face classes, this target audience will not have to seek online graduate education at institutions outside of 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.**

No new courses are being requested along with this new site request. The Department of English has piloted online courses but has not made them a standard part of the current, face-to-face M.A. curriculum as they have marketed the courses toward true distance learners. The courses have focused on composition studies, creative writing, and literature. In addition, the department has piloted discipline-specific online and hybridized courses in grant writing as well as technical and professional writing (for specific populations, such as graduate students in nursing, but also for the general student population). Many faculty members from South Dakota's tribal colleges have taken the courses, and they have expressed interest in obtaining the M.A. from SDSU.

English (M.A.)	Credit hours	Credit hours currently available from this university online[4]	Credit hours currently available from other universities available online	Credit hours new to this university
Core Requirements	6	0	0	0
Option A - Thesis				
Thesis	6	0	0	0
Electives	18	15	0	0
Option B - Research/Design Paper				
Master's Research Problems/Projects	2		0	0
Electives	24	15	0	0
Option C - Coursework Only				
Electives	30	15	0	0
Total, Degree with Proposed Major *Option A*	30			
Option B	32			
Option C	36			

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[4] Classes offered as ENGL 791 Independent Study or ENGL 792 Topics. Topics taught in the past two years included Professional and Technical Writing, Grant and Proposal Writing, Composition Studies, Creative Writing, and Literature.

*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.

Available Options for Graduate Degrees

Master of Arts	Option A - Thesis	30 Credit Hours
	Option B - Research/Design Paper	32 Credit Hours
	Option C - Coursework Only	36 Credit Hours

Core Requirements
- ENGL 704 - Introduction to Graduate Studies Credits: 3
- ENGL 705 - Seminar in Teaching Composition Credits: 3 *required for all Teaching Assistants (Non-GTAs must substitute a 700-level elective)*
- Select one of the following options:
  Option A - Thesis
  - ENGL 798 - Thesis (COM) Credits: 1-7 (6 credits required)
  - Electives Credits: 18
  Option B - Research/Design Paper
  - ENGL 788 - Master's Research Problems/Projects (COM) Credits: 1-6 (2 credits required)
  - Electives Credits: 24
  Option C - Coursework Only
  - Electives Credits: 30

Total Required Credits: 30 (Option A), 32 (Option B), 36 (Option C)

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

A program area advisor will serve as the academic advisor to students in the major. Appointments may be conducted using e-mail, phone, Skype, and other technologies facilitating long-distance communication. A student services facilitator is housed in Continuing and Distance Education and is available to assist students in connecting to necessary resources on campus and online. In addition, online tutoring support is available through Smarthinking (Pearson Education) and can be utilized in graduate level courses. The department will also work with the Writing Center to expand opportunities for students in online graduate level classes to receive tutoring.

Library support services will be available to students through a variety of means:
- Students can contact librarians for research assistance and online research guides that are available for enrolled students—English, for example, has the Language and Literature Research Guide available via the Briggs Library web-site.[5]
- Distance library services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have online access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.

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[5] https://libguides.sdstate.edu/literature

Other student services such as disability services accommodations will be available to students upon request.

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).**

No.

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.*

Tuition revenue generated from online tuition will be self-support tuition and will adequately fund the program. Because nearly all courses are already online or will be in the near future, a budget is not provided. Growth that requires additional courses will be met by self-support tuition. It is anticipated that additional revenue will result from more students completing online courses and could average $30,000 to $50,000 per year once the program is established. Therefore, no additional costs or resources will be required.

Courses will be taught by SDSU English faculty and temporary faculty with terminal degrees. If online enrollment grows to a level where a new faculty member is needed, the position will be funded with self-support tuition revenue.

Several faculty members have already developed and taught or are developing and planning to teach online graduate courses. Further, the Department of English will not need to hire additional faculty in order to staff the program. They are able to re-distribute workloads among the tenure-track faculty to offer online courses every semester and during the summer. Also, they have two full-time instructors and two part-time instructors who hold the terminal degree, and the department would be able to utilize their expertise as teachers in the program as well.

Appendix A
English Strategic Plan and Key Performance Indicators (1.1 and 2.2)

(1.1)	Excellent programs available to more students.	a. Evaluate current online course offerings; explore program(s) at the graduate level. b. Ensure quality assurance of online courses and programs. c. Increase enrollment at satellite locations, including Centers and technical institutions.	a. Ongoing b. Ongoing c. Ongoing	a. FTE; Workload b. FTE; Workload c. FTE; Workload	a. Number of BOR-approved online programs b. Course passing QA review; program assessment results c. Course and program enrollment	(a)-(c). Directors, Department Heads, and Director for Continuing and Distance Education; English faculty
(2.2)	Engage with tribal communities and under-served populations by promoting AIS major and minor and developing distance (online) programs.	a. Develop and market innovative programs, including online, degree completion programs at the graduate level. b. English and AIS actively engage with the Wokini Initiative and the Expanding the Circle grant. c. Develop articulation agreements with TCUs and other regional institutions. d. Utilize college-wide strategies to recruit students from emerging diverse student populations in the region.	a. Ongoing b. Ongoing c. Ongoing d. Fall 2018	a. Financial; Workload b. Workload c. Workload d. FTE; Workload	a. Programs offered; enrollment b. Engagement; Wokini goals implemented within the college; Wokini goals implemented within AIS c. Articulation agreements signed; students matriculated d. Students recruited into both English and AIS	a. Dean, Directors, and Department Heads; English faculty b. Dean, Directors, and Department Heads; AIS Coordinator; Wokini Council; English faculty c. Dean, Directors, and Department Heads d. Dean and Associate Dean for Academic Programs

Appendix B
SDSU Master of Arts in English

Overview
The English department at South Dakota State University has offered the M.A. degree since 1994. Our program is small enough for students to receive individual support from faculty within a close-knit graduate student community, but flexible enough to accommodate students' individual educational goals. We offer several options for the completion of the degree. Students may choose either the Literature track or the Writing and Rhetoric track, and within each of these tracks they may complete their degree by submitting a critical or creative thesis, a critical and/or creative portfolio, or a written exam. Students in our program work closely with faculty who have expertise in a wide range of specialty areas, including British and American literature, women's writing, Native American literature, critical theory, rhetoric, composition, creative writing, professional and technical writing, peace and conflict studies, and film studies. Students interested in applying to our program should contact both the Graduate School and the English department Graduate Coordinator for information regarding the application process.

Our Mission
The English department's M.A. program prepares students for professional careers or further graduate study by developing their capacity to analyze texts, conduct research, apply theory, and write creatively and critically.

Student Learning Outcomes
Upon the completion of the English M.A. program, students will be able to:
- Demonstrate an advanced ability to analyze and interpret literary and cultural texts.
- Examine significant texts, authors, periods, movements, genres, theories, and modes from literary history, interpreting the relationship between texts and their historical, aesthetic, cultural, and ideological contexts.
- Compose sophisticated argumentative, creative, and reflective texts that demonstrate focus, content, structure, evidence, style, and grammar appropriate to their rhetorical contexts.
- Demonstrate an advanced ability to apply theoretical concepts to the writing and analysis of texts.
- Produce original research that advances knowledge within the discipline; generates questions for scholarly inquiry; identifies its methodological and theoretical foundations; employs library resources and discipline-specific databases; evaluates and integrates secondary criticism; and documents sources using MLA style.
- Explain how literature both reflects and enriches the diversity of human experience through its exploration of the ways in which race, ethnicity, religion, gender, sexuality, ability, and class shape identity and influence perception.
- Deliver instruction that demonstrates a growing mastery of course content (cultural analysis, rhetoric, grammar, and research) and increasing skill in helping students of varying abilities improve their cultural awareness, critical acumen, reading comprehension, and writing competence. (Graduate teaching assistants only.)

Tracks and Options for Completing the Degree
Tracks
M.A. students in English choose one of the following tracks:
- Studies in Literature
- Studies in Writing and Rhetoric

Options
Within each track, students may choose one of three options for the completion of the degree. These options include Graduate School Option A: Thesis (the English department's "thesis option"), Graduate School Option B: Research/Design Project (the English department's "portfolio option") and Graduate School Option C: Coursework (the English department's "written exam" option).

Thesis Option
The thesis option requires students to successfully complete:
- Twenty-four credits of graduate coursework in English (eight courses)
- Six hours of thesis credit
- A thesis
- An oral exam

Students who choose the thesis option may choose to complete a critical or a creative thesis. Learn more about our thesis option guidelines.

Portfolio Option
The portfolio option requires students to successfully complete:
- Thirty credits of graduate coursework in English (ten courses)
- Two hours of research credit
- A portfolio
- An oral exam

Students who choose the portfolio option may complete a portfolio that contains critical work, creative work, or a combination of both.

Learn more about our portfolio option guidelines.

Written Exam Option
The written exam option requires students to successfully complete:
- Thirty-six credits of graduate coursework in English (twelve courses)
- A written exam
- An oral exam

Learn more about our written exam option guidelines.

Course Requirements
Students who choose the thesis option must complete twenty-four credits of coursework (eight courses) and six credits of thesis for a total of thirty credits; students who choose the portfolio option must complete thirty credits of coursework (ten courses) and two credits of research for a total of thirty-two credits; students who choose the written exam option must complete thirty-six credits of coursework (twelve courses).

Core Requirements
6 credits
- ENGL 704: Intro to Graduate Studies (3 credits)
- ENGL 705: Seminar in Teaching Composition (3 credits; GTAs only; Non-GTAs must substitute a 700-level elective)

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Additional Requirements for Studies in Literature Track
24 credits for thesis option; 26 credits for portfolio option; 30 credits for written exam option
- 2 courses (6 credits) in American literature
- 2 courses (6 credits) in British literature
- 2 elective courses (6 credits; students who write a creative thesis must choose 2 creative writing courses)
- Students pursuing the thesis option must take 6 credits of thesis; students pursuing the portfolio option must take 2 additional elective courses and 2 credits of research; students pursuing the written exam option must take 4 additional elective courses (12 credits)

Additional Requirements for Studies in Writing and Rhetoric Track
24 credits for thesis option; 26 credits for portfolio option; 30 credits for written exam option
- ENGL 710: Seminar in Rhetoric (3 credits)
- 1 course (3 credits) in American literature
- 1 course (3 credits) in British literature
- 3 additional courses (9 credits) in linguistics, rhetoric, or writing (students who write a creative thesis must choose at least 2 creative writing courses)
- Students pursuing the thesis option must take 6 credits of thesis; students pursuing the portfolio option must take 2 additional elective courses and 2 credits of research; students pursuing the written exam option must take 4 additional elective courses (12 credits)

Note: 50% of the student's coursework must be at the 700 level.

Oral Exam
All graduate students must pass an oral exam during their final semester in order to receive the M.A. degree. Option A (thesis) students must sit for the oral exam by the graduate school's oral exam deadline for Option A students. Option B (portfolio) and Option C (written exam) students must sit for the oral exam by the graduate school's capstone deadline.

The oral exam lasts for two hours. During the first hour, students who have chosen the thesis or portfolio options defend their projects, while students who have chosen the written exam option defend their written exam. According to the Graduate School Regulations and Procedures, "[T]he committee and candidate should recognize that an advanced degree is more than evidence of satisfactory completion of courses and that integration of the content of the program is expected of successful candidates." For this reason, questions asked during the second hour of the oral exam should focus on the student's coursework and should require the student to demonstrate the ability to synthesize subject matter drawn from a variety of courses.

For Option A (thesis) students, the Graduate School will send the thesis advisor an evaluation form prior to the oral exam. This form must be signed by all committee members and submitted to the graduate school by the advisor immediately after the exam.

The thesis/portfolio/exam advisor must also bring a copy of the English department's M.A. Oral Exam Assessment Form for each committee member to the exam. After each committee member has completed this form, the thesis/portfolio/exam advisor will submit all copies to the Graduate Coordinator for filing.

Reading List

All students must submit a reading list to their committee as they near the completion of their degree program. Students who choose the thesis or portfolio option must submit their reading list prior to the oral exam so that committee members may use the list to develop oral exam questions relating to coursework. Students who choose the written exam option must submit the reading list prior to the written exam so that committee members may use the list to prepare written exam questions. The reading list will list all the graduate courses the student has taken and should be arranged into appropriate subject categories (for example, "American Literature," "British Literature," "Writing, Rhetoric, and Theory"). For each course taken, the student should provide the following information:

- The course prefix and number.
- The title of the course.
- The semester the course was taken.
- The instructor of the course.
- A brief but sufficiently detailed course description (may be quoted from the syllabus).
- A list of all texts and films required for the class. All texts included on the class schedule must be listed individually; for example, if an anthology was used in the course, the student must list not just the title of the anthology, but also the titles of the individual readings from the anthology.

To assist with the completion of the reading list, students should save copies of syllabi from all of their courses.

Timeline for Completion of the Degree

The M.A. program in English is a two- to three-year program. During the second semester of their first year, students must inform the Graduate Coordinator whether they will be choosing the thesis, portfolio, or written exam option in order to complete their degree.

The timelines outlined below apply to students with graduate teaching assistantships. They are approximate and may vary by individual student. Teaching assistants may take slightly longer to complete the program, while students who are not teaching assistants may complete the degree in a shorter period of time. Not completing the program within three years is considered unsatisfactory progress.

Thesis Option

24 credits of coursework; 6 credits of thesis; 30 credits total.

1st Year (12 credits total)
- 1st Semester (6 credits). Teach 2 courses, take 2 courses. Includes English 705: Seminar in Teaching.
- 2nd Semester (6 credits). Teach 2 courses, take 2 courses. Includes English 704: Introduction to Graduate Studies. Determine thesis topic, choose thesis advisor, and form thesis committee. File Plan of Study Form and Advisory Committee Request Form.

2nd Year (18 credits total)
- 1st Semester (9 credits). Teach 2 courses, take 2 courses, take 3 credits of thesis. Present thesis proposal early in semester.
- 2nd Semester (9 credits). Teach 2 courses, take 2 course, take 3 credits of thesis. Apply for graduation, file Change of Plan of Study if required, schedule and take oral exam, and submit thesis by appropriate deadlines.

Portfolio Option
30 credits of coursework; 2 credits of research; 32 credits total.

1st Year (12 credits total)
- 1st Semester (6 credits). Teach 2 courses, take 2 courses. Includes English 705: Seminar in Teaching.
- 2nd Semester (6 credits). Teach 2 courses, take 2 courses. Includes English 704: Introduction to Graduate Studies.

2nd Year (12 credits total)
- 1st Semester (6 credits). Teach 2 courses, take 2 courses. Choose portfolio advisor and form portfolio committee. File Plan of Study.
- 2nd Semester (7 credits). Teach 2 courses, take 2 courses, take 1 credit of research.

3rd Year (6 credits total)
- 1st Semester (7 credits). Teach 2 courses, take 2 courses, take 1 credit of research. Early in semester, assemble reading list and distribute to committee (provide syllabi to individual committee members upon request). Apply for graduation, file Change of Plan of Study if required, schedule and take oral exam, and submit portfolio by appropriate deadlines.

Written Exam Option
36 credits of coursework.

1st Year (12 credits total)
- 1st Semester (6 credits). Teach 2 courses, take 2 courses. Includes English 705: Seminar in Teaching.
- 2nd Semester (6 credits). Teach 2 courses, take 2 courses. Includes English 704: Introduction to Graduate Studies.

2nd Year (12 credits total)
- 1st Semester (6 credits). Teach 2 courses, take 2 courses. Choose exam advisor and form exam committee. File Advisory Committee Request Form.
- 2nd Semester (6 credits). Teach 2 courses, take 2 courses. File Plan of Study.

3rd Year (12 credits total)
- 1st Semester (6 credits). Teach 2 courses, take 2 courses.
- 2nd Semester (6 credits). Teach 2 courses, take 2 courses. Early in semester, assemble reading list and distribute to committee (provide syllabi to individual committee members upon request). Apply for graduation, file Change of Plan of Study if required, schedule and take written and oral exams by appropriate deadlines.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Site: USD Undergraduate Certificate in Arts in Health

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION
The University of South Dakota (USD) requests authorization to offer the undergraduate certificate in Arts in Health through online delivery. The request is in response to feedback received by the USD from potential students who cannot travel to the Vermillion campus. USD notes two recent surveys indicating that nearly half of the healthcare institutions in the United States have arts in healthcare programming. The certificate complements education received in a traditional major while developing skills as practitioners at arts in health sites.

IMPACT AND RECOMMENDATION
USD currently offers nine certificates online at the undergraduate level. No related programs are currently available online in the Regental system. USD does not request any new resources. USD anticipates graduating an additional four students per year after full implementation of the online program.

Board office staff recommends approval to offer the program online.

ATTACHMENTS
Attachment I – New Site Request Form: USD Undergraduate Certificate in Arts in Health (Online)

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DRAFT MOTION 20190402_4-D(4):
I move to approve USD's new site proposal to offer the undergraduate certificate in Arts in Health through online delivery.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Site Request

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	Arts in Health Certificate (undergraduate and graduate certificates)
NEW SITE(S):[1]	Online
INTENDED DATE OF IMPLEMENTATION:	2019-2020 catalog
CIP CODE:	51.2301
UNIVERSITY DEPARTMENT:	Art
UNIVERSITY DIVISION:	College of Fine Arts

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

1. **What is the need for offering the program at the new physical site or through distance delivery?**
   The USD Department of Art has received feedback from off-campus students that they want to take the certificate courses but cannot attend campus to take the courses. Online is a viable option to reach the students not close enough to take courses for the certificate on-campus.

   Increasing numbers of clinicians and other professionals from the medical community are working side by side with arts professionals in both healthcare and community settings, and around the world the arts are emerging as an important and integral component of healthcare. In two recent surveys, nearly half of the healthcare institutions in the United States reported having arts in healthcare programming. The existing certificates add an additional element to a student's related degree program. The online certificate programs will help undergraduate students develop skills to be practitioners for Arts in Health sites, and graduate students will develop skills to be coordinators/leaders for Arts in Health sites.

   Arts in Health is not a degree but will offer information for students looking to pursue advanced degrees in related fields or add-ons to their degree in order to separate themselves from competition in their degree field. There is no undergraduate degree for Arts Therapists in the nation, but this certificate can help prepare students looking to pursue Arts Therapy or Arts in Health as a graduate degree. Career Outlook for Art Therapists are expected to increase by 3.52% over the next few years https://www.recruiter.com/careers/art-therapists/outlook/

2. **Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery?**
   No other Regental universities offer the Arts in Health certificate.

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[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.

Program Forms: New Site Request Form (Last Revised 05/2017)

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.**

Students will be both current USD campus and online students while others are from other universities. Advisors working with interested students helped estimate the numbers based on feedback from advising meetings.

	Fiscal Years*			
	1st	**2nd**	**3rd**	**4th**
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	4	6	8	10
Students from other university programs	2	3	4	5
=Total students in the program at the site	7	11	15	19
Program credit hours (major courses)**	21	33	45	57
Graduates	1	2	3	4

4. **What is the perceived impact of this request on existing programs in the Regental system?**
The Arts in Health undergraduate and graduate certificates' impact will be a positive add-on to a variety of degrees, not only at USD, but state-wide since we will offer it online. We have previously seen students from Art, Psychology, Music and Nursing taking the on-campus courses for the AIH certificate and we expect this trend to continue as the audience and jobs for AIH continue to grow.

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.**

Note: The courses in the undergraduate and graduate certificates are cross-listed at both levels.

Arts in Health Certificate	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					
Subtotal, Degree Requirements					
Required Support Courses					
Certificate Requirements	12	12	0	9	3
Major Electives or Minor					
Subtotal, Requirements of the Proposed Major					
Free Electives					
Total, Degree with Proposed Major					

*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.

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 Continuing and Distance Education (CDE) and the Department of Art in keeping with the model used in delivering existing

Program Forms: New Site Request Form (Last Revised 05/2017)

online courses. Because the College of Fine Arts has been offering education courses online for over a decade, it is very experienced in serving online and off-campus students.

The University of South Dakota I.D. Weeks Library is available for online research.

Technical support will be provided by USD's Information Technology Services department. Help Desk services are available to online learners during the traditional work day, in the evenings, and on the weekends.

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).**
There is no specialized accrediting body for this certificate.

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 exceptions requested from BOR policies.

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 AIH Certificate is already offered on-campus at USD. There will be no additional costs associated with offering it online, instead of on campus.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
> Agreements on Academic Cooperation – NSU

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION
> Board of Regents Policy 5:3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, the Northern State University seeks approval to renew an agreement on academic cooperation with Dongguk University, South Korea. The original agreement was approved by the Board at the October 2008; the most recent renewal was approved by the Board in June 2013.

> NSU also requests to enter into a new agreement on academic cooperation with Korea University of Media Arts, Korea.

IMPACT AND RECOMMENDATION
> The agreements with Dongguk University and the Korea University of Media Arts allows for collaboration in research, and exchange of students, faculty, and staff.

> Regarding student exchange under both agreements, each institution agrees to accept and enroll exchange students on a non-degree basis and will pay tuition to their home institution. Students will also be responsible for paying for their own housing, meals, travel and any other incidental costs, and any fees associated with takin courses at the host institution. The agreements would each be valid for a period of five years.

> Board staff recommend approval.

ATTACHMENTS
> Attachment I – Agreement on Academic Cooperation: NSU & Dongguk University
> Attachment II – Agreement on Academic Cooperation: NSU & Korea University of Media Arts

****

DRAFT MOTION 20190402_4-E(1)
> I move to approve the agreements on academic cooperation between Northern State University and 1) Dongguk University, and 2) Korea University of Media Arts.

Memorandum of Understanding between
Northern State University, USA
and
Dongguk University, South Korea

Northern State University, Aberdeen, South Dakota, USA and Dongguk University, South Korea recognizing the benefits to their respective universities through the establishment of international links, agree to formulate this Memorandum of Understanding (MoU), aiming to promote cooperation and exchange between the two parties.

Both parties, based on the principle of equality and mutual benefits, will develop cooperation and exchange in the following areas, within the framework of this Agreement.

1. The development of collaborative partnerships that will include student, faculty a n d s t a f f exchanges.
2. Establishing and promoting areas of research collaboration and cooperation in fields of mutual interest. This may include conducting collaborative research projects and/or the exchange of academic information and materials.
3. The promotion of other academic activities, as jointly agreed upon, to better enhance mutual understanding and cooperation between the parties.

It is understood that the implementation of this Agreement will begin on the day it is signed by both parties and will continue thereafter for a p e r i o d o f f i v e (5) years. It may be amended or modified by mutual written agreement by academic or administrative representatives of both parties and it may be terminated at the initiative of either party with a written notice of at least six months prior to the termination.

An agreement for each specific exchange activity will be signed after friendly discussion and negotiation.

This Agreement is drawn in both English and (list other) languages and either copy has the same validity.

Signed on behalf of
Northern State University

Dr. Timothy Downs
President
Northern State University
USA

Date: __11/07/18__

Signed on behalf of
Dongguk University

Dr. Tae Sik Han
President
Dongguk University
South Korea

Date: __2018. 11. 7__

AGREEMENT ON ACADEMIC COOPERATION BETWEEN

NORTHERN STATE UNIVERSITY AND DONGGUK UNIVERSITY

Northern State University and Dongguk University, recognizing the benefits to their respective universities through the establishment of international links, have concluded this agreement on academic cooperation ("Agreement").

1   The purpose of this Agreement is to develop academic and educational cooperation and promote mutual understanding between the two universities.

2   Both universities agree to develop the following collaborative activities in academic areas of mutual interest, on the basis of equality and reciprocity.

    a. Exchange of faculty members, researchers, and administrative staff
    b. Exchange of students
    c. Implementation of collaborative research projects
    d. Implementation of lectures and symposia
    e. Exchange of academic information and materials
    f. Promotion of other academic cooperation on which both parties have agreed

3   The development and implementation of specific activities based on this Agreement will be separately negotiated and agreed on between the faculties, schools or institutes, which are to carry out the specific activities. Both universities agree to carry out these activities in accordance with the laws and regulations of the respective countries.

4   It is understood that the implementation of any of the types of cooperation stated in Clause 2 shall depend upon the availability of resources and financial support at the universities concerned.

5   Should any collaborative research activities conducted under this Agreement have any potential for developing intellectual property, both universities shall seek an equitable and fair understanding as to ownership and other property interests that may arise.

6   This Agreement may be amended or modified by a written agreement signed by the representatives of both universities.

7   This Agreement is valid for a period of five (5) years from the signature date of the representatives of both universities below. This Agreement may be renewed after being reviewed and renegotiated by both universities.

8   This Agreement may, at any time during its period of validity, be terminated by either university upon prior written notice to the other party made at least six (6) months prior to the termination date.

9   This Agreement shall be executed in English in two (2) copies; each university shall retain one copy.

STUDENT EXCHANGE AGREEMENT
BETWEEN
NORTHERN STATE UNIVERSITY
AND
DONGGUK UNIVERSITY

Northern State University and Dongguk University conclude this Agreement to promote student exchange, based upon the Memorandum of Understanding (MOU) between Northern State University and Dongguk University.

1. **Duration of Stay**
   The duration of stay for exchange students shall not exceed a period of one academic year, and shall be subject to the agreement of the host institutions.

2. **Numbers of Exchange Students**
   Each institution will work with the host institution on acceptance. The institutions undertake to balance the numbers of students from each institution over the term of the Agreement. With the agreement of the host institution the number of student exchanges in a particular year may change where it is necessary to "balance" the numbers of exchange students. Note: 2 students for a 4-6 week summer semester (2 courses, 6 credits) stay or 2 students for an 8 week summer research stay is equivalent to 1 student for a full semester stay.

3. **Status of Exchange Students**
   Each institution shall normally accept incoming exchange students as visiting students who do not plan to obtain a degree from the host university.

4. **Acceptance Procedures**
   The students participating in the exchange program under the terms of this Agreement shall be selected initially by the home institutions, and the host institution shall make the final admission decisions in each case.

5. **Study Program**
   Each exchange student shall determine the study program at the host institution in consultation with academic advisors at both the home and host institutions. Depending on the study program, language requirements and/or other prerequisites may be imposed in accordance with the regulations of the host institutions. Exchange students will normally be permitted to enter a program in which there is space and no limits on access, provided the student meets the stipulated prerequisite requirements. Academic advisor contact information must be given to host institution each semester.

6. Academic Record and Accreditation

The host institutions shall evaluate the academic performance of each exchange student according to its rules. Students shall be responsible for requesting that transcripts be sent, at their expense, to their home University. The home institution may give credit to each student according to it regulations.

7. Tuition, Fees and Expenses:

Students from partner institutions pay tuition at their home campus. Therefore, they are not required to pay tuition at the host institution. Exchange students will be responsible for all fees and expenses required by the host institution. A list of required fees will be provided by the host institution each semester. In addition, all incoming exchange students will be required to pay the following:

- Round-trip airfare
- Mandatory university room or housing
- Mandatory meal plan as stipulated by university regulations
- Required South Dakota regental approved medical insurance
- Textbooks and living expenses
- Expenses related to entry and departure from the country
- All visa related fees
- Any fees associated with targeted courses at the host institution and required support fees.

8. Government Requirements

Exchange students will meet all requirements of the host country as regards immigration, including where appropriate, arrangements for their families and dependents. Exchange students shall ensure that they keep their host institution fully informed of their movements and their contact details during the period of their exchange. The host institution will act as the point of contact with the student.

9. Financial Responsibility

Exchange student shall take out comprehensive health insurance which is valid in the host country and host institution. Exchange students shall be responsible for their own expenses, including travel expenses, food, accommodation costs, and health care fees. The host institution will assist the exchange student to find initial accommodation wherever necessary.

10. Program Administration

Each institution shall designate an officer for general program administration, and shall inform the other institution of any changes in these arrangements. The officer shall be in regular contact with each other to make arrangements necessary to implement this Agreement. All programs are subject to the regulations and conditions as set forth by the Office of International Programs at Northern State University and the Office of International Affairs at Dongguk University.

11. Conditions for Collaboration

Nothing in the Agreement shall be construed by one Exchanging Institution as an indemnification of the other for liabilities of a party or third persons for property loss or damage or death or personal injury arising out of the performance of this Agreement. Any liabilities or claims for property loss or death or personal injury by an Exchanging Institution or its agents, employees, contractors or assigns or by third persons, arising out of and during this agreement shall be determined according to applicable law.

12. Commencement and Duration of the Agreement

The Agreement shall enter into force on the date of its signing by both institutions and shall remain in force for five years.

Either institution may, by giving six months written notice to the other institution, terminate the Agreement. In the absence of such and early termination, the renewal of this Agreement shall be reviewed by the two institutions no less than six months prior to the natural termination of the current Agreement.

In the event that either party terminates the Agreement, the host institution shall honor the terms of the Agreement for students whose exchange has been approved prior to the termination, as if the Agreement remained in force for the period of exchange.

The terms of this Agreement may be revised or modified at any time through joint review and recommendation by both institutions. No revision or modification shall come into effect until such time as both institutions have signed a letter agreeing to the revision or modification.

The following signatures are affixed as acknowledgement and acceptance of the terms of this Agreement:

For Northern State University

Dr. Timothy Downs
President
Northern State University
USA

Date: __11/07/18__

For Dongguk University

Dr. Tae Sik Han
President
Dongguk University
Korea

Date: __2018. 11. 7__

STUDENT EXCHANGE AGREEMENT

BETWEEN

NORTHERN STATE UNIVERSITY

AND

KOREA UNIVERSITY OF MEDIA ARTS

Northern State University and Korea University of Media Arts conclude this Agreement to promote student exchange, based upon the Memorandum of Understanding (MOU) between Northern State University and Korea University of Media Arts.

1. **Duration of Stay**

   The duration of stay for exchange students shall not exceed a period of one academic year, and shall be subject to the agreement of the host institutions.

2. **Numbers of Exchange Students**

   Each institution will work with the host institution on acceptance. The institutions undertake to balance the numbers of students from each institution over the term of the Agreement. With the agreement of the host institution the number of student exchanges in a particular year may change where it is necessary to "balance" the numbers of exchange students. Note: 2 students for a 4-6 week summer semester (2 courses, 6 credits) stay or 2 students for an 8 week summer research stay is equivalent to 1 student for a full semester stay.

3. **Status of Exchange Students**

   Each institution shall normally accept incoming exchange students as visiting students who do not plan to obtain a degree from the host

university.

4. Acceptance Procedures

The students participating in the exchange program under the terms of this Agreement shall be selected initially by the home institutions, and the host institution shall make the final admission decisions in each case.

5. Study Program

Each exchange student shall determine the study program at the host institution in consultation with academic advisors at both the home and host institutions. Depending on the study program, language requirements and/or other prerequisites may be imposed in accordance with the regulations of the host institutions. Exchange students will normally be permitted to enter a program in which there is space and no limits on access, provided the student meets the stipulated prerequisite requirements. Academic advisor contact information must be given to host institution each semester.

6. Academic Record and Accreditation

The host institutions shall evaluate the academic performance of each exchange student according to its rules. Students shall be responsible for requesting that transcripts be sent, at their expense, to their home University. The home institution may give credit to each student according to it regulations.

7. Tuition, Fees and Expenses:

Students from partner institutions pay tuition at their home campus. Therefore, they are not required to pay tuition at the host institution. Exchange students will be responsible for all fees and expenses

required by the host institution. A list of required fees will be provided by the host institution each semester. In addition, all incoming exchange students will be required to pay the following:

- Round-trip airfare
- Mandatory university room or housing
- Mandatory meal plan as stipulated by university regulations
- Required South Dakota regental approved medical insurance
- Textbooks and living expenses
- Expenses related to entry and departure from the country
- All visa related fees
- Any fees associated with targeted courses at the host institution.

8. **Government Requirements**

Exchange students will meet all requirements of the host country as regards immigration, including where appropriate, arrangements for their families and dependents. Exchange students shall ensure that they keep their host institution fully informed of their movements and their contact details during the period of their exchange. The host institution will act as the point of contact with the student.

9. **Financial Responsibility**

Exchange student shall take out comprehensive health insurance which is valid in the host country and host institution. Exchange students shall be responsible for their own expenses, including travel expenses, food, accommodation costs, and health care fees. The host institution will assist the exchange student to find initial accommodation wherever necessary.

10. **Program Administration**

Each institution shall designate an officer for general program

administration, and shall inform the other institution of any changes in these arrangements. The officer shall be in regular contact with each other to make arrangements necessary to implement this Agreement. All programs are subject to the regulations and conditions as set forth by the Office of International Programs at Northern State University and the Office of International Affairs at Korea University of Media Arts.

11. **Conditions for Collaboration**

Nothing in the Agreement shall be construed by one Exchanging Institution as an indemnification of the other for liabilities of a party or third persons for property loss or damage or death or personal injury arising out of the performance of this Agreement. Any liabilities or claims for property loss or death or personal injury by an Exchanging Institution or its agents, employees, contractors or assigns or by third persons, arising out of and during this agreement shall be determined according to applicable law.

12. **Commencement and Duration of the Agreement**

The Agreement shall enter into force on the date of its signing by both institutions and shall remain in force for five years.

Either institution may, by giving six months written notice to the other institution, terminate the Agreement. In the absence of such and early termination, the renewal of this Agreement shall be reviewed by the two institutions no less than six months prior to the natural termination of the current Agreement.

In the event that either party terminates the Agreement, the host institution shall honor the terms of the Agreement for students whose exchange has been approved prior to the termination, as if the Agreement remained in force for the period of exchange.

The terms of this Agreement may be revised or modified at any time through joint review and recommendation by both institutions. No revision or modification shall come into effect until such time as both institutions have signed a letter agreeing to the revision or modification.

The following signatures are affixed as acknowledgement and acceptance of the terms of this Agreement:

For Northern State University   For Korea University of Media Arts

Dr. Timothy Downs
President
Northern State University
USA

Date : Nov. 8, 2018

Dr. Yoo Jae Won
President
Korea University of Media Arts
Korea (Republic of)

Date : 2018. 11. 08

AGREEMENT ON ACADEMIC COOPERATION BETWEEN

NORTHERN STATE UNIVERSITY AND KOREA UNIVERSITY OF MEDIA ARTS

Northern State University, Aberdeen, South Dakota, USA and Korea University of Media Arts, Sejong, Republic of Korea, recognizing the benefits to their respective universities through the establishment of international links, have concluded this agreement on academic cooperation ("Agreement").

1   The purpose of this Agreement is to develop academic and educational cooperation and promote mutual understanding between the two universities.

2   Both universities agree to develop the following collaborative activities in academic areas of mutual interest, on the basis of equality and reciprocity.

   a. Exchange of faculty members, researchers, and administrative staff
   b. Exchange of students
   c. Implementation of collaborative research projects
   d. Implementation of lectures and symposia
   e. Exchange of academic information and materials
   f. Promotion of other academic cooperation on which both parties have agreed

3   The development and implementation of specific activities based on this Agreement will be separately negotiated and agreed on between the faculties, schools or institutes, which are to carry out the specific activities. Both universities agree to carry out these activities in accordance with the laws and regulations of the respective countries.

4   It is understood that the implementation of any of the types of cooperation

stated in Clause 2 shall depend upon the availability of resources and financial support at the universities concerned.

5   Should any collaborative research activities conducted under this Agreement have any potential for developing intellectual property, both universities shall seek an equitable and fair understanding as to ownership and other property interests that may arise.

6   This Agreement may be amended or modified by a written agreement signed by the representatives of both universities.

7   This Agreement is valid for a period of five (5) years from the signature date of the representatives of both universities below. This Agreement may be renewed after being reviewed and renegotiated by both universities.

8   This Agreement may, at any time during its period of validity, be terminated by either university upon prior written notice to the other party made at least six (6) months prior to the termination date.

9   This Agreement shall be executed in English in two (2) copies; each university shall retain one copy.

Signed on behalf of
Northern State University

Dr. Timothy Downs
President
Northern State University
USA

Date: Nov. 8, 2018

Signed on behalf of
Korea University of Media Arts

Dr. Yoo JaeWon
President
Korea University of Media Arts
Republic of Korea

Date: 2018. 11.08

Memorandum of Understanding between
Northern State University, USA
and
Korea University of Media Arts, Korea

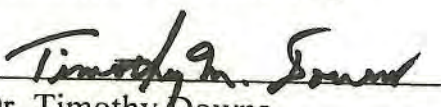Northern State University, Aberdeen, South Dakota, USA and Korea University of Media Arts, Sejong, Republic of Korea, recognizing the benefits to their respective universities through the establishment of international links, agree to formulate this Memorandum of Understanding (MoU), aiming to promote cooperation and exchange between the two parties.

Both parties, based on the principle of equality and mutual benefits, will develop cooperation and exchange in the following areas, within the framework of this Agreement.

1. The development of collaborative partnerships that will include student, faculty and staff exchanges.
2. Establishing and promoting areas of research collaboration and cooperation in fields of mutual interest. This may include conducting collaborative research projects and/or the exchange of academic information and materials.
3. The promotion of other academic activities, as jointly agreed upon, to better enhance mutual understanding and cooperation between the parties.

It is understood that the implementation of this Agreement will begin on the day it is signed by both parties and will continue thereafter for a period of five (5) years. It may be amended or modified by mutual written agreement by academic or administrative representatives of both parties and it may be terminated at the initiative of either party with a written notice of at least six months prior to the termination.

An agreement for each specific exchange activity will be signed after friendly discussion and negotiation.

This Agreement is drawn in both English and Korean languages and either copy has the same validity.
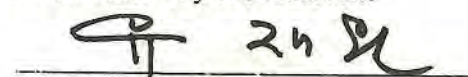
Signed on behalf of
Northern State University

Dr. Timothy Downs
President
Northern State University (Institution's Name)
USA

Date: Nov. 8, 2018

Signed on behalf of
Korea University of Media Arts

Dr. Yoo JaeWon
President
Korea University of Media Arts
Republic of Korea

Date: 2018. 11. 08

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
> Agreements on Academic Cooperation – SDSMT

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION
> Board of Regents Policy 5:3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, South Dakota School of Mines and Technology seeks approval to enter into an agreement on academic cooperation with The OsloMet – Oslo Metropolitan University, Norway, as well as Aalen University, Aalen, Germany.

IMPACT AND RECOMMENDATION
> The South Dakota School of Mines and Technology actively seeks international partnership opportunities with universities that are reviewed and deemed to be a good match in our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

> Regarding student exchange under both agreements, each institution agrees to accept and enroll exchange students on a non-degree basis. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in Section 6 of the agreement. Students will be responsible for paying for their own housing, meals, travel and any other incidental costs, and any fees associated with takin courses at the host institution. Each agreement would be valid for a period of five years.

> Board staff recommend approval.

ATTACHMENTS
> Attachment I – Agreement on Academic Cooperation: SDSMT & The OsloMet – Oslo Metropolitan University
> Attachment II – Agreement on Academic Cooperation: SDSMT & Aalen University

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DRAFT MOTION 20190402_4-E(2):
> I move to approve the South Dakota School of Mines & Technology's agreements on academic cooperation with 1) The OsloMet – Oslo Metropolitan University, and 2) Aalen University.

EXCHANGE AGREEMENT

BETWEEN

OSLOMET - OSLO METROPOLITAN UNIVERSITY, FACULTY OF TECHNOLOGY, ART AND DESIGN,

OSLO, NORWAY

AND

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

RAPID CITY, SOUTH DAKOTA, USA

The OsloMet - Oslo Metropolitan University, Oslo, Norway (hereafter referred to as "OsloMet") and South Dakota School of Mines and Technology (SDSM&T) recognizing the educational and cultural exchanges which can be achieved between our two institutions, enter into this agreement to facilitate the exchange of students and scholars.

1.   **Definitions**

i) For the purposes of this agreement ''home'' institution shall mean the institution at which a student intends to graduate, and '' host'' institution shall mean the institution which has agreed to accept the student from the home institution.

ii) Semester or academic year shall normally refer to the period relevant to the host institution.

iii) "Faculty" shall represent the appropriate academic entity at the respective institutions.

2.   **Purpose of the Agreement**

i)   The general purpose of this agreement is to establish specific educational relations and cooperation between the two participating institutions in order to promote academic linkages and to enrich the understanding of the culture of the two countries concerned.

ii)   The purpose of exchanges between Faculty members is to promote collaborative research, other educational developments and to further mutual understanding.

iii)   The purpose of each student exchange is to enable students to enroll in subjects at the host institution for credit which will be applied towards their degree at their home institution.

3.   **Responsibilities of Participating Institutions and Students**

i)   Each institution shall undertake all those measures as are seen as reasonable to give maximum effect to this exchange program.

ii)   Each institution agrees to accept and enroll exchange students as full-time, "non-degree" students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in item number 6 of this document. SDSM&T students going to OsloMet pay tuition and fees to SDSM&T.

iii)   Each exchange student will be provided with the same academic resources and support services that are available to all students at the host institution.

iv)   It is the responsibility of each exchange student to obtain official approval from his or her home institution for subjects taken at the host institution.

v)   It is the responsibility of each exchange student to ensure that he or she obtains a copy of his or her official statement of results (transcript) covering the subjects taken during the period of exchange. In addition, each host institution will forward a copy of the statement of results to the home institution's

International Office. Exchange students will be responsible for paying any fees associated with having a transcript sent from the host institution to the home institution.

vi) Exchange students will be subject to the rules and procedures as specified by the host institution for the academic period in which the student enrolls. The home institution will have responsibility for all matters concerning credit for subjects taken.

4.   Balancing the Exchange

i)   It is the objective under this agreement that there will be parity in the number of students exchanged. For the purpose of computing this parity, the exchanges will be weighed as follows:

ii)   One short-term, credit-bearing program (less than 4 weeks) = 0.25 units; one summer session (4 - 11 weeks) = 0.5 units; one summer term (12 weeks) = 1.0 unit; one semester = 1.0 unit; one academic year = 2 units. However, each institution should be prepared to consider a disparity in any given semester or year during the period of this agreement. Any and all imbalances shall be resolved by the end of the period of this agreement.

iii) The period of study for an exchange will be for one or two semesters the longest, but the number is limited to one semester over parity in each semester for the duration of the agreement.

iv)   In principle, the exchange of students will occur on a one for one basis. This number may vary in any given year. Each institution will make every effort to keep the number of students participating balanced. The number of OsloMet students each year who are relieved of any payments of tuition and fees to SDSM&T is limited to one over parity. All other OsloMet students are welcome to study at SDSM&T, but will be required to pay full out-of-state tuition and fees. The selection of which students pay and which do not will be determined by OsloMet.

5.   Selection and Enrollment of Students

It is expected that only highly motivated students of above-average academic quality will be selected to participate in an exchange program. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

i)   have completed at least one year of study at their home institution (University-specific programs, such as research, may have additional requirements);

ii)   are enrolled at their home and host institution for the full period of the exchange;

iii) have an enrollment proposal, approved by their home Faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International Office of subject availability, including enrollment limitations and conditions;

iv)   have obtained agreement from their home Faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a clinical or practical assignment as part of an exchange program;

v)   are proficient in the language of instruction at the host university. For OsloMet students, SDSM&T will accept in lieu of the TOEFL or IELTS examination a favorable recommendation from a professor who is qualified to determine the student's English proficiency. SDSM&T students who plan to take courses held in Norwegian at OsloMet are advised to show proof of language skills of at least level B2 or better. For SDSM&T students, OsloMet will accept in lieu of an official language examination a favorable recommendation from a professor who is qualified to determine the student's Norwegian language proficiency.

Each home institution will endeavor to send completed applications for their students to the International Offices at the host institution at least twelve (12) weeks before the beginning of the entry semester. This may be somewhat flexible, depending on estimated student visa processing times. The host institution reserves the right of final approval on the admission of a student.

6. **Financial Responsibilities of Institutions**

   i)   Participating students from SDSM&T will pay appropriate tuition and fees at SDSM&T as per the published tuition and fee schedule. Participating students of SDSM&T are relieved of any payments of tuition and fees to OsloMet except as cited in the following paragraphs. In addition, participants of OsloMet will pay tuition and fees at OsloMet, if so required. Participating students of OsloMet are relieved of any payments of tuition and fees to SDSM&T except as cited in the following paragraphs.

   ii) Students attending SDSM&T in reciprocal exchange agreements will pay all applicable incidental charges, the international student fee, appropriate room and board fees, and possibly the TabletPC lease fee. (Some courses require use of the TabletPC.) They will not be charged the system mandatory fees or discipline fees, provided the exchange is in balance and the outgoing students receive a similar waiver of academic fees. Students who enroll in an off-campus course will pay all off-campus tuition and program delivery fees associated with the course.

   iii) Students attending OsloMet on exchange agreements will pay the general activities/social fees required (if any) by OsloMet.

   iv) All living expenses shall be borne by the students of both institutions.

   v)   The host institution will provide the appropriate orientation program(s) to the students at no additional cost. Excursions offered throughout the summer programs and the semester will be charged in full or in part to the student.

7. **Financial Responsibilities of Exchange Students**

   i)   Exchange students will be financially responsible for:

   - travel to and from the host institution
   - books, stationery, etc.
   - travel documentation, visas, etc.
   - accommodation and living expenses
   - personal travel within the host country
   - nominal fee for official transcripts and/or Statement of Results
   - health coverage relevant to the exchange institution and country
     - SDSM&T has student insurance that is mandated through our governing Board of Regents, so students coming to SDSM&T must plan to purchase this insurance.
     - OsloMet has student insurance that is mandated through the Federal Government, so students coming to OsloMet must plan to purchase this insurance

   ii) The home institution shall satisfy itself that a candidate for exchange has the ability to meet all his or her financial responsibilities as detailed above.

8. **Accommodation**

   i)   The host institution ensures assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including utility accounts and rental deposit. The host institution cannot guarantee housing on campus.

   ii) Accommodations for short term programs will be determined on an individual basis.

9. **Exchange Student Families**

It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all additional expenses and workload are the responsibility of the exchange student. (Please note that SDSM&T does not have accommodations on campus for married students with families.)

10.   Faculty and Staff Exchanges

The two institutions agree in principle to the possibility of exchanges by Faculty and general staff (Administrative and Technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.

11.   Exchange Program Review

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research.

12.   Period of Agreement

This Agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five years, and renewable every five years thereafter. The Agreement may be terminated by either party provided six months written notice is given to the other party.

13.   Notices

i)   Any notice or other communication under this Agreement shall be given in writing and delivered by hand, sent by pre-paid post or facsimiled transmission.

ii) The address for any such notices is as follows:

OsloMet - Oslo Metropolitan University
Name: Brit Balgaard
Position Title: Senior Adviser
Address: PO Box 4, St Olavs Plass, 0130 Oslo, Norway
Telephone: +47 67 23 86 19
Facsimile:
e-mail: brit.balgaard@oslomet.no

South Dakota School of Mines and Technology
Name: Ms. Susan Aadland
Position Title: Director, Ivanhoe International Center
Address: 501 East Saint Joseph Street
Rapid City, SD 57701-3995
USA
Telephone: +1-605-394-6884
Facsimile: +1-605-394-6883
e-mail: international@sdsmt.edu

14.   Signatures

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of
OsloMet - Oslo Metropolitan University
by

South Dakota School of Mines and Technology
by

Egil Trømborg
Dean, Faculty of Technology, Art and Design

James M. Rankin
President

Date: _____   **Date:** _____

EXCHANGE AGREEMENT

BETWEEN

AALEN UNIVERSITY OF APPLIED SCIENCES, AALEN, GERMANY

AND

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

RAPID CITY, SOUTH DAKOTA, USA

The Aalen University, Aalen, Germany (hereafter referred to as "AU") and South Dakota School of Mines and Technology (SDSM&T) recognizing the educational and cultural exchanges which can be achieved between our two institutions, enter into this agreement to facilitate the exchange of students and scholars.

1.   **Definitions**

   i) For the purposes of this agreement ''home'' institution shall mean the institution at which a student intends to graduate, and " host'' institution shall mean the institution which has agreed to accept the student from the home institution.

   ii) Semester or academic year shall normally refer to the period relevant to the host institution.

   iii) "Faculty" shall represent the appropriate academic entity at the respective institutions.

2.   **Purpose of the Agreement**

   i)   The general purpose of this agreement is to establish specific educational relations and cooperation between the two participating institutions in order to promote academic linkages and to enrich the understanding of the culture of the two countries concerned.

   ii)   The purpose of exchanges between Faculty members is to promote collaborative research, other educational developments and to further mutual understanding.

   iii) The purpose of each student exchange is to enable students to enroll in subjects at the host institution for credit, which will be applied towards their degree at their home institution.

3.   **Responsibilities of Participating Institutions and Students**

   i)   Each institution shall undertake all those measures as are seen as reasonable to give maximum effect to this exchange program.

   ii)   Each institution agrees to accept and enroll exchange students as full-time, "non-degree" students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in item number 6 of this document. SDSM&T students going to AU pay tuition and fees to SDSM&T.

   iii) Each exchange student will be provided with the same academic resources and support services that are available to all students at the host institution.

   iv)   It is the responsibility of each exchange student to obtain official approval from his or her home institution for subjects taken at the host institution.

   v)   It is the responsibility of each exchange student to ensure that he or she obtains a copy of his or her official statement of results (transcript) covering the subjects taken during the period of exchange. In addition, each host institution will forward a copy of the statement of results to the home institution's International Office. Exchange students will be responsible for paying any fees associated with having a transcript sent from the host institution to the home institution.

vi) Exchange students will be subject to the rules and procedures as specified by the host institution for the academic period in which the student enrolls. The home institution will have responsibility for all matters concerning credit for subjects taken.

4.   Balancing the Exchange

i)   It is the objective under this agreement that there will be parity in the number of students exchanged. For the purpose of computing this parity, the exchanges will be weighed as follows:

ii) One short-term, credit-bearing program (less than 4 weeks) = 0.25 units; one summer session (4 - 11 weeks) = 0.5 units; one summer term (12 weeks) = 1.0 unit; one semester = 1.0 unit; one academic year = 2 units. However, each institution should be prepared to consider a disparity in any given semester or year during the period of this agreement. Any and all imbalances shall be resolved by the end of the period of this agreement.

iii) The period of study for an exchange will be for one or two semesters the longest, but the number is limited to one semester over parity in each semester for the duration of the agreement.

iv) In principle, the exchange of students will occur on a one for one basis. This number may vary in any given year. Each institution will make every effort to keep the number of students participating balanced. The number of AU students each year who are relieved of any payments of tuition and fees to SDSM&T is limited to one over parity. All other AU students are welcome to study at SDSM&T, but will be required to pay full out-of-state tuition and fees. The selection of which students pay and which do not will be determined by AU.

5.   Selection and Enrollment of Students

It is expected that only highly motivated students of above-average academic quality will be selected to participate in an exchange program. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

i)   have completed at least one year of study at their home institution (University-specific programs, such as research, may have additional requirements);

ii) are enrolled at their home and host institution for the full period of the exchange;

iii) have an enrollment proposal, approved by their home Faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International Office of subject availability, including enrollment limitations and conditions;

iv) have obtained agreement from their home Faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a clinical or practical assignment as part of an exchange program;

v)   are proficient in the language of instruction at the host university. For AU students, SDSM&T will accept in lieu of the TOEFL or IELTS examination a favorable recommendation from a professor who is qualified to determine the student's English proficiency. [OPTIONAL SECTION] SDSM&T students who plan to take courses held in German at AU are advised to show proof of language skills of at least level B2 of the European Reference Framework or better. For SDSM&T students, AU will accept in lieu of an official language examination a favorable recommendation from a professor who is qualified to determine the student's German proficiency.

Each home institution will endeavor to send completed applications for their students to the International Offices at the host institution at least twelve (12) weeks before the beginning of the entry semester. This may be somewhat flexible, depending on estimated student visa processing times. The host institution reserves the right of final approval on the admission of a student.

6. **Financial Responsibilities of Institutions**

   i)   Participating students from SDSM&T will pay appropriate tuition and fees at SDSM&T as per the published tuition and fee schedule. Participating students of SDSM&T are relieved of any payments of tuition and fees to AU except as cited in the following paragraphs. In addition, participants of AU will pay tuition and fees at AU, if so required. Participating students of AU are relieved of any payments of tuition and fees to SDSM&T except as cited in the following paragraphs.

   ii) Students attending SDSM&T in reciprocal exchange agreements will pay all applicable incidental charges, the international student fee, appropriate room and board fees, and possibly the TabletPC lease fee. (Some courses require use of the TabletPC.) They will not be charged the system mandatory fees or discipline fees, provided the exchange is in balance and the outgoing student receives a similar waiver of academic fees. Students who enroll in an off-campus course will pay all off-campus tuition and program delivery fees associated with the course.

   iii) Students attending AU on exchange agreements will pay the student semester fee/general activities/social fees required (if any) by AU.

   iv) All living expenses shall be borne by the students of both institutions.

   v)   The host institution will provide the appropriate orientation program(s) to the students at no additional cost. Excursions offered throughout the summer programs and the semester will be charged in full or in part to the student.

7. **Financial Responsibilities of Exchange Students**

   i)   Exchange students will be financially responsible for:

   - travel to and from the host institution
   - books, stationery, etc.
   - travel documentation, visas, etc.
   - accommodation and living expenses
   - personal travel within the host country
   - nominal fee for official transcripts and/or Statement of Results
   - health coverage relevant to the exchange institution and country
     - SDSM&T has student insurance that is mandated through our governing Board of Regents, so students coming to SDSM&T must plan to purchase this insurance.
     - AU has student insurance that is mandated through the Federal Government, so students coming to AU must plan to purchase this insurance

   ii) The home institution shall satisfy itself that a candidate for exchange has the ability to meet all his or her financial responsibilities as detailed above.

8. **Accommodation**

   i)   The host institution ensures assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including utility accounts and rental deposit. The host institution cannot guarantee housing on campus.

   ii) Accommodations for short term programs will be determined on an individual basis.

9. **Exchange Student Families**

   It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all additional expenses and workload are the responsibility of the exchange student. (Please note that SDSM&T does not have accommodations on campus for married students with families.)

10.   Faculty and Staff Exchanges

The two institutions agree in principle to the possibility of exchanges by Faculty and general staff (Administrative and Technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.

11.   Exchange Program Review

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research.

12.   Period of Agreement

This Agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five years, and renewable every five years thereafter. The Agreement may be terminated by either party provided six months written notice is given to the other party.

13.   Notices

i)   Any notice or other communication under this Agreement shall be given in writing and delivered by hand, sent by pre-paid post or facsimiled transmission.

ii) The address for any such notices is as follows:

Aalen University	**South Dakota School of Mines and Technology**
Name: Mr. Pascal Cromm	Name: Ms. Susan Aadland
Position Title: Director International Relations	Position Title: Director, Ivanhoe International Center
Address: Beethovenstrasse 1, D-73430 Aalen GERMANY	Address: 501 East Saint Joseph Street
	Rapid City, SD 57701-3995
Telephone: + 49-7361-576-1700	USA
Facsimile: + 9-7361-576-1709	Telephone: +1-605-394-6884
e-mail: aaa@hs-aalen.de	Facsimile: +1-605-394-6883
	e-mail: international@sdsmt.edu

14.   Signatures

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of	**Signed on behalf of**
Aalen University	**South Dakota School of Mines and Technology**
by	**by**
Prof. Dr. Gerhard Schneider	**James M. Rankin**
President	**President**
Date:	**Date:**

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
Agreements on Academic Cooperation – SDSU

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION
Board of Regents Policy 5:3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, the South Dakota State University seeks approval to enter into agreements on academic cooperation with 1) Lower Brule Community College, 2) Sisseton-Wahpeton College, and 3) Sinte Gleska University.

IMPACT AND RECOMMENDATION
These agreements reaffirm the partnerships between the institutions with SDSU to work together to enhance the education experiences and opportunities for students, faculty, and staff.

The partner institutions will focus on strengthening the capabilities of each respective institution to meet the needs of American Indian students and will promote professional attainment among students in selected disciplines/fields. Each agreement would be valid for a period of five years.

Board staff recommend approval.

ATTACHMENTS
Attachment I – Agreement on Academic Cooperation: SDSU & Lower Brule Community College

Attachment II – Agreement on Academic Cooperation: SDSU & Sisseton-Wahpeton College

Attachment III – Agreement on Academic Cooperation: SDSU & Sinte Gleska University

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DRAFT MOTION 20190402_4-E(3):
I move to approve the agreements on academic cooperation between South Dakota State University and 1) Lower Brule Community College, 2) Sisseton-Wahpeton College, and 3) Sinte Gleska University.

Memorandum of Understanding
Between
Lower Brule Community College, Lower Brule, South Dakota
(Affiliate of Sinte Gleska University, Mission, South Dakota)
And
South Dakota State University, Brookings, South Dakota

1. PARTIES

Lower Brule Community College (LBCC), Lower Brule, South Dakota and South Dakota State University (SDSU), Brookings, South Dakota enter into this Memorandum of Understanding (MOU).

2. PURPOSES

This MOU reaffirms the partnership between LBCC and SDSU to work together to enhance the educational experiences and opportunities for LBCC and SDSU students, faculty and staff. This MOU establishes a cooperative framework for academic programs, potential research and economic development projects and outreach efforts.

The partners will focus on strengthening the capacities of both institutions to meet the needs of American Indian students and will promote professional attainment among students in selected disciplines/fields.

3. OBJECTIVES

The objectives of the MOU may include
   a. Develop and maintain an updated course-by-course equivalency guide.
   b. Develop program-to-program articulation agreements for selected majors.
   c. Provide transitional programs and support services to facilitate the transfer of students between institutions.
   d. Enrich and expand curricular offerings at both institutions.
   e. Develop a faculty exchange program.
   f. Identify collaborative research, scholarship and creative activity projects.
   g. Others, as identified through mutual agreement between LBCC and SDSU.

Separate documents may be developed for each of the above listed items, as needed.

4. RESPONSIBILITIES

Both parties agree to:
a. Respect the individuality and mission of each institution.
b. Respect the recruitment prerogatives and rights of each institution.
c. Publically acknowledge and support this MOU.

5. AMENDMENT AND TERMINATION

This MOU takes effect upon signatures of LBCC and SDSU and shall remain or be amended upon for 5 years from the date of execution. The MOU may be extended or amended upon written request of either LBCC or SDSU. Either LBCC or SDSU may terminate this MOA with a 60-day written notice to the other.

6. AUTHORITIES
Initially approved and accepted:

Lower Brule Community College

_____
Chief Academic Officer

1/8/19
_____
Date

_____
President

1/7/19
_____
Date

South Dakota State University

_____
Provost and VPAA

1-14-2019
_____
Date

_____
President

1-15-19
_____
Date

Memorandum of Understanding
Between
Sisseton-Wahpeton College, Agency Village, South Dakota
And
South Dakota State University, Brookings, South Dakota

1. PARTIES

Sisseton-Wahpeton College (SWC), Agency Village, South Dakota and South Dakota State University (SDSU), Brookings, South Dakota enter into this Memorandum of Understanding (MOU).

2. PURPOSES

This MOU reaffirms the partnership between SWC and SDSU to work together to enhance the educational experiences and opportunities for SWC and SDSU students, faculty and staff. This MOU establishes a cooperative framework for academic programs, potential research and economic development projects and outreach efforts.

The partners will focus on strengthening the capacities of both institutions to meet the needs of American Indian students and will promote professional attainment among students in selected disciplines/fields.

3. OBJECTIVES

The objectives of the MOA may include:
  a. Maintain an updated course-by-course equivalency guide.
  b. Develop program articulation for selected majors.
  c. Provide transitional programs and support services to facilitate the transfer of students between the institutions.
  d. Enrich and expand curricular offerings on campuses.
  e. Develop a faculty exchange program.
  f. Identify collaborative research, scholarship and creative activity projects.
  g. Identify collaborative service-learning projects for SWC and SDSU students, faculty and staff.
  h. Foster cultural education and enrichment for faculty and students.
  i. Serve as a resource for Higher Learning Commission accreditation.
  j. Provide assistance with the Associate's degree in Social and Behavior Science including:
  k.

  a. Working with SWC administration, faculty and staff, and community members to identify joint service-learning opportunities for our students;
  b. Recruiting PhD students to assist with course delivery, and

    c.   Developing joint research projects that can involve SWC faculty and students in data collection, analysis, and reporting and thus build your college's capacity to engage in related research.

    I.   Others as identified through mutual agreement between SWC and SDSU.

Separate documents may be developed for each of the above listed items.

4.   RESPONSIBILITIES

Both parties agree to:
    a.   Respect the individuality and the mission of each institution.
    b.   Respect the recruitment prerogatives and rights of each institution.
    c.   Publicly acknowledge and support this MOU.

5.   AMENDMENT AND TERMINATION

This MOU takes effect upon signatures of SWC and SDSU and shall remain or be amended upon for 5 years from the date of execution. The MOU may be extended or amended upon written request of either SWC or SDSU. Either SWC or SDSU may terminate this MOA with a 60-day written notice to the other.
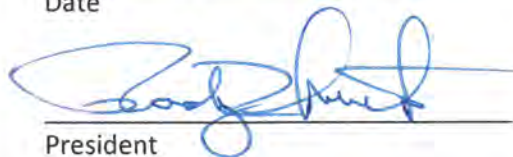
6.   AUTHORITIES
Initially approved and accepted:

Sisseton-Wahpeton College   South Dakota State University

_____   _____
Director of Instruction   Provost and VPAA
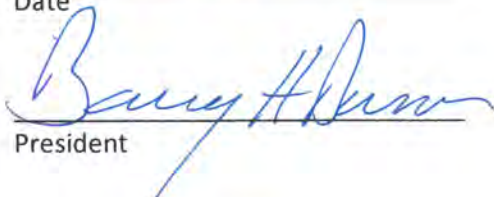
_____   _____
Date   Date

_____   _____
President   President

_____   _____
Date   Date

Memorandum of Understanding
Between
Sinte Gleska University, Mission, South Dakota
And
South Dakota State University, Brookings, South Dakota

1. PARTIES

Sinte Gleska University (SGU), Mission, South Dakota and South Dakota State University (SDSU), Brookings, South Dakota enter into this Memorandum of Understanding (MOU).

2. PURPOSES

This MOU reaffirms the partnership between SGU and SDSU to work together to enhance the educational experiences and opportunities for SGU and SDSU students, faculty and staff. This MOU establishes a cooperative framework for academic programs, potential research and economic development projects and outreach efforts.

The partners will focus on strengthening the capacities of both institutions to meet the needs of American Indian students and will promote professional attainment among students in selected disciplines/fields.

3. OBJECTIVES

The objectives of the MOU may include:
   a. Develop and maintain an updated course-by-course equivalency guide.
   b. Develop program-to-program articulation agreements for selected majors.
   c. Provide transitional programs and support services to facilitate the transfer of students between institutions.
   d. Enrich and expand curricular offerings at both institutions.
   e. Develop a faculty exchange program.
   f. Identify collaborative research, scholarship and creative activity projects.
   g. Serve as a resource for Higher Learning Commission re-accreditation.
   h. Others, as identified through mutual agreement between SGU and SDSU.

Separate documents may be developed for each of the above listed items, as needed.

4. RESPONSIBILITIES

Both parties agree to:
a. Respect the individuality and mission of each institution.
b. Respect the recruitment prerogatives and rights of each institution.
c. Publically acknowledge and support this MOU.
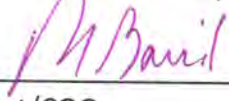
5. AMENDMENT AND TERMINATION

This MOU takes effect upon signatures of SGU and SDSU and shall remain or be amended upon for 5 years from the date of execution. The MOU may be extended or amended upon written request of either SGU or SDSU. Either SGU or SDSU may terminate this MOA with a 60-day written notice to the other.

6. AUTHORITIES
Initially approved and accepted:

Sinte Gleska University

_____
Provost/COO
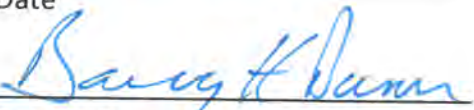
_____
Date   2/1/19

_____
President

_____
Date   8-01-2019

South Dakota State University

_____
Provost and VPAA

_____
Date   1-29-2019

_____
President

_____
Date   1-29-19

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
Articulation Agreements – SDSU

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:27 – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION
BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is "transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree." Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION
To comply with BOR Policy 2:27, South Dakota State University requests approval for the following articulation agreements:

- Students who have completed the Avera McKennan Radiologic Technology program at Avera McKennan School of Radiologic Technology can apply credit toward the Associate of Arts in General Studies or Bachelor of General Studies at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Mechanical Drafting, Design & Engineering Technology at Alexandria

(Continued)

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DRAFT MOTION 20190402_4-F(1):
I move to approve the articulation agreements between South Dakota State University and Avera McKennan School of Radiologic Technology, Alexandria Technical & Community College, Casper College, Laramie County Community College, Northwest Iowa Community College, Ridgewater College, South Central College, and Western Iowa Technical Community College as presented.

Technical & Community College (ATCC) can apply credit toward the Bachelor of Science degree in Operations Management (Manufacturing Specialization) at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Mechatronics at Alexandria Technical & Community College (ATCC) can apply credit toward the Bachelor of Science degree in Operations Management (Manufacturing Specialization) at SDSU.

- Students who have completed coursework in the Associate of Science degree in Construction Management at Casper College (CC) can apply credit toward the Bachelor of Science degree in Construction Management at SDSU.

- Students who have completed coursework in the Associate of Science degree in Construction Technology at Casper College (CC) can apply credit toward the Bachelor of Science degree in Construction Management at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Construction Management at Laramie County Community College (LCCC) can apply credit toward the Bachelor of Science degree in Construction Management at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Electrical Technology at Northwest Iowa Community College (NWICC) can apply credit toward the Bachelor of Science degree in Electronics Engineering Technology at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Industrial Instrumentation & Control at Northwest Iowa Community College (NWICC) can apply credit toward the Bachelor of Science degree in Operations Management (Electronics Emphasis) at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Carpentry at Ridgewater College (RC) can apply credit toward the Bachelor of Science degree in Construction Management at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Electronics Technician at Ridgewater College (RC) can apply credit toward the Bachelor of Science degree in Electronics Engineering Technology at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Mechatronics Engineering Technology at South Central College (SCC) can apply credit toward the Bachelor of Science degree in Electronics Engineering Technology at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Human Resources Management at Western Iowa Technical Community College (WITCC) can apply credit toward the Bachelor of Science degree in Operations Management (Manufacturing Emphasis) at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Mechanical Engineering Technology at Western Iowa Technical

       Community College (WITCC) can apply credit toward the Bachelor of Science degree in Operations Management (Manufacturing Emphasis) at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Robotics and Automation at Western Iowa Technical Community College (WITCC) can apply credit toward the Bachelor of Science degree in Electronics Engineering Technology at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Technical Business Management at Western Iowa Technical Community College (WITCC) can apply credit toward the Bachelor of Science degree in Operations Management (Manufacturing Emphasis) at SDSU.

       Board staff recommend approval.

ATTACHMENTS

       Attachment I – SDSU Articulation Agreements

Articulation Agreement
Between
South Dakota State University
AND
Avera McKenna d/b/a Avera McKennan School of Radiologic Technology
Agreement with Respect to Applying Radiologic Technology Certificate
Toward the
Associate of Arts Degree in General Studies
OR
Bachelor of General Studies Degree

I.   Parties

The parties to this agreement are Avera McKenna d/b/a Avera McKennan School of Radiologic Technology, Sioux Falls, South Dakota and South Dakota State University (SDSU).

II.   Purpose

The purpose of this agreement is to:

a. Provide increased educational opportunities for students from South Dakota and the region.
b. Provide student who complete the Avera McKennan Radiologic Technology program an opportunity to earn and Associates of Arts degree in General Studies or a Bachelor of General Studies Degree.
c. Have a signed agreement that addresses the needs of the students in the Avera McKennan Radiologic Technology program to complete an Associates of Arts degree in General Studies or a Bachelor of General Studies Degree in order to sit for the American Registry of Radiologic Technologist's exam to be credentialed as a Registered Radiologic Technician.

III.   Academic Program – A.A. in General Studies

a. Requirements to be completed to earn the A.A. in General Studies are the following:
    i.   ENGL 101, Composition I, 3 credits
    ii.   ENGL 201, Composition II, 3 credits
    iii. SPCM 101, Fundamentals of Speech, 3 credits
    iv.   Mathematics, 3 credits
    v.   Natural Sciences, 3-6 credits*
    vi.   Social Sciences, 3-6 credits*
    vii. Humanities/Arts, 3-6 credits*
          *Three additional credits selected from approved list of courses for Goals #3, #4, or #6 to reach 24 System General Education credits
    viii. 0-6 elective credits to reach a total of 30 credits from outside of the Radiologic Technology curriculum.

b. Pathway One: Reverse Articulation (complete the 30 credits from SDSU and then complete the Radiologic Technology program at Avera McKennan School of Radiologic Technology. Transfer the RT program credits back to SDSU for completion of degree.)

    i. Student must meet admission requirements for AA degree.

    ii. Student will complete the required AA in General Studies degree courses through SDSU. Then, students will enter the Radiologic Technology program at Avera McKennan School of Radiologic Technology.

    iii. Upon successful completion of the Radiologic Technology program, the student will transfer back to SDSU and submit the graduation application. At that time, SDSU will accept a block of 30 technical credits in transfer.

    iv. SDSU will waive the graduation requirement that 8 of the last 16 credits for the Associate's degree be earned as institutional credit.

    v. Students must meet all other SD Board of Regents and university requirements in order to receive the degree.

        a. Students must meet the placement requirements in math, English and reading before enrolling in math and English courses. Placement in these courses is determined by ACT, SAT or ACCUPLACER.

c. Pathway Two: Forward Articulation (complete the Radiologic Technology Program at Avera McKennan and transfer to SDSU to complete the AA in General Studies.)

    i. Student must meet admission requirements for AA degree.

    ii. Upon successful completion of the requirements for the Radiologic Technology Program, students may transfer to SDSU to complete the AA in General Studies. At that time, SDSU will accept a block of 30 technical credits from the Radiologic Technology Program. Students must successfully complete the Radiologic Technology Program at Avera McKennan prior to transferring to SDSU for the technical credits to be accepted.

    iii. Students will complete requirements for the AA in General Studies and any other general education or free elective requirements that remain unsatisfied.

    iv. Students must meet all SD Board of Regents policies and university graduation requirements in order to receive the degree.

        1. Students must meet the placement requirements for math, English and reading before enrolling in math and English courses. Placement in these courses is determined by ACT, SAT or ACCUPLACER scores.

Total number of credits from Avera McKennan: 30
Total number of credits from SDSU: 30
Total credits required: 60

IV. Academic Program – Bachelor of General Studies

    a. System General Education Requirements to be completed to earn the Bachelor of General Studies are the following

        i. ENGL 101, Composition I, 3 credits

        ii. ENGL 201, Composition II, 3 credits

     iii.   SPCM 101, Fundamentals of Speech, 3 credits
     iv.   Social Sciences, 6 credits (from two different disciplines)
     v.   Humanities/Arts, 6 credits (from two different disciplines or two classes in one modern language sequence)
     vi.   Mathematics, 3 credits
     vii.   Natural Sciences, 6 credits

b. Major Requirements: 48
   At least 33 credits must be upper-division (300 or higher) courses.
        i.   GS 490 - Seminar Credits: 3
        ii.   Plan of Study Credits: 45
             Completion of 15 credits in at least 3 of the designated focus areas
             20 credits of focus are coursework must be upper division.
   - Agriculture/Natural Resource Management (Courses such as animal science, plant science, wildlife and fisheries)
   - Allied Health (Courses such as anatomy, athletic training, health sciences)
   - Business (Courses such as business administration, consumer affairs, economics, ag econ, entrepreneurial studies)
   - Education (Courses such as early childhood education, art education, ag education)
   - Engineering (Courses such as construction management, physics, architecture, and engineering)
   - Fine Arts (Courses such as art, art history, interior design, theater, music)
   - Humanities (Courses such as foreign languages, English, religion, philosophy, mass and speech communication)
   - Social Science (Courses such as anthropology, human development, political science, psychology, sociology)
   - Science/Mathematics (Courses such as biology, chemistry, food science, mathematics)
   - Technology (Courses such as agricultural systems technology, computer science, electrical engineering technology)
   - Wellness (Courses such as health, physical education and recreation, wellness)

c. Students must meet all SD Board of Regents policies and university graduation requirements in order to receive the degree.
        i.   Student must meet admission requirements for degree.
        ii.   Students must meet the placement requirements for math, English and reading before enrolling in math and English courses. Placement in these courses is determined by ACT, SAT or ACCUPLACER scores.

Total number of credits from Avera McKennan: 46
Total number of credits from SDSU: 74
Total credits required: 120

V.   Obligations

Both parties agree to confer with each other regarding changes in curricula involved in this articulation agreement as needed.

II.   Modification
This agreement may be modified from time to time by South Dakota State University and the Avera McKennan School of Radiologic Technology with approval by the South Dakota Board of Regents. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in the rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to confirm to professional licensure requirements.

III.   Effective Date of Agreement: Start date of Fall 2019 at SDSU and Avera McKennan School of Radiologic Technology.

IV.   Acceptance of Agreement:

For SDSU:

Dean, College of Arts and Sciences	Date

Provost and Vice President for Academic Affairs	Date

Executive Director, SD Board of Regents	Date

For Avera McKennan School of Radiologic Technology:

Regional President	Date

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
ALEXANDRIA TECHNICAL & COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Mechanical Drafting, Design & Engineering Technology
Associate of Applied Sciences Degree Program at ATCC
Toward the
Operations Management (Manufacturing Emphasis)
Bachelor of Science Degree Program at SDSU

I.   **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Alexandria Technical and Community College (ATCC), Alexandria MN.

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complimentary nature of the institutions' programs;
B.   provide increased educational opportunities for students from South Dakota and the region;
C.   extend and clarify educational opportunities for students; and
D.   provide ATCC students who have completed the A.A.S. degree in Mechanical Drafting, Design & Engineering Technology an opportunity to earn a Bachelor of Science degree with a major in Operations Management.

III.   **Academic Program**

Graduation Requirements for the BS in Operations Management at SDSU

Operations Management requirements:	62
General Education (SGR) credits:	30
Block Transfer credits from ATCC Mechanical Drafting, Design & ET:	28
Total Credits Required:	**120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept 28 technical course credits from the A.A.S. degree in Mechanical Drafting, Design & Engineering Technology for students majoring in Operations Management. Students must successfully complete the A.A.S. degree in Mechanical Drafting, Design & Engineering Technology from ATCC before transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 28 technical course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B.   Requirements to be completed at SDSU to earn a Bachelor of Science degree with a
major in Operations Management are outlined below.

Major requirements: 31 credits
1.   ET 451/L, Industrial Controls & PLCs & Lab (3 credits)
2.   GE 425, Occupational Safety & Health (3 credits)
3.   MNET 367/L, Production Strategy & Lab (3 credits)
4.   MNET 460, Manufacturing Cost Analysis (3 credits)
5.   OM 425, Production / Operations Management, (3 credits)
6.   OM 462, Quality Management (3 credits)
7.   OM 463, Supply Chain Management (3 credits)
8.   OM 465, Quality Control Applications (3 credits)
9.   OM 470, Project Management (2 credits)
10. OM 471, Capstone Experience (2 credits)
11. OM 490, Seminar (1 credit)
12. OM 494, Internship (2 credits)

Required Support Courses: 31 credits
I.   ACCT 210, Principles of Accounting I (3 credits)
II.   ACCT 211, Principles of Accounting II (3 credits)
III.   BADM 360, Organization & Management (3 credits)
IV.   CSC 325, Management Information Systems (3 credits)
V.   FIN 310, Business Finance (3 credits)
VI.   GE 231, Technology, Society, & Ethics (3 credits)
VII.   HRM 460, Human Resource Management (3 credits)/ or LEAD 435, Org Leadership & Team
          Develop (3 credits)
VIII. MATH 121/L, Survey of Calculus & Lab (5 credits)
IX.   STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education
Requirements (SGR) must also be completed as outlined below. ***This coursework may be
taken at ATCC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states:
"Total transfer credit for work at a junior, community college (2 year), and/or two-year technical
college may not exceed one-half of the hours required for completion of the baccalaureate degree at
the accepting institution." *For the BSOM program, that number is 60 credits.*

General Education (SGR) Courses: 30 credits
1. Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2. Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)/ or ENGL
     201, Composition II (SGR 1) (3 credits)
3. Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4. Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5. Must include MATH 102, College Algebra (SGR 5) (3 credits)
6. Must include CHEM 106/106L, Survey of Chemistry & Lab (SGR 6) (4 credits)
7. Must include PHYS 101/101L, Survey of Physics & Lab (SGR 6) (4 credits) [*2 credits count
     toward OM major in block transfer*]

8. 9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7.

  Total number of credits at SDSU: 92
  Transfer credits from ATCC: 28 (additional SGR credits can be earned at ATCC)
  Total credits required: 120
  <u>Additional requirements:</u>
  Students transferring from ATCC must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).

IV.   **Obligations**

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V.   **Modifications**

The South Dakota Board of Regents and Alexandria Technical and Community College may modify this agreement from time to time. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   **Effective Date of Agreement**

This agreement will go into effect at the start of the Fall 2019 emester term at ATCC and SDSU. The agreement applies to students who graduated from ATCC in 2010 and subsequent years.

VII.   Acceptance of Agreement:

<u>For South Dakota State University</u>:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

<u>For Alexandria Technical and Community College</u>

_____ Date: _____
President, ATCC

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
ALEXANDRIA TECHNICAL & COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Mechatronics
Associate of Applied Sciences Degree Program at ATCC
Toward the
Operations Management (Manufacturing Emphasis)
Bachelor of Science Degree Program at SDSU

I.   **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Alexandria Technical and Community College (ATCC), Alexandria MN.

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B.   provide increased educational opportunities for students from South Dakota and the region;
C.   extend and clarify educational opportunities for students; and
D.   provide ATCC students who have completed the A.A.S. degree in Mechanical Drafting, Design & Engineering Technology an opportunity to earn a Bachelor of Science degree with a major in Operations Management.

III.   **Academic Program**

Graduation Requirements for the BS in Operations Management at SDSU

Operations Management requirements:	56
General Education (SGR) credits:	30
Block Transfer credits from ATCC Mechatronics:	34
Total Credits Required:	**120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **34** technical course credits from the A.A.S. degree in Mechatronics for students majoring in Operations Management. Students must successfully complete the A.A.S. degree in Mechatronics from ATCC before transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 34 technical course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B.   Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Operations Management are outlined below.

<u>Major requirements: 25 credits</u>
1. GE 425, Occupational Safety & Health (3 credits)
2. MNET 460, Manufacturing Cost Analysis (3 credits)
3. OM 425, Production / Operations Management, (3 credits)
4. OM 462, Quality Management (3 credits)
5. OM 463, Supply Chain Management (3 credits)
6. OM 465, Quality Control Applications (3 credits)
7. OM 470, Project Management (2 credits)
8. OM 471, Capstone Experience (2 credits)
9. OM 490, Seminar (1 credit)
9. OM 494, Internship (2 credits)

<u>Required Support Courses: 31 credits</u>
1. ACCT 210, Principles of Accounting I (3 credits)
2. ACCT 211, Principles of Accounting II (3 credits)
3. BADM 360, Organization & Management (3 credits)
4. CSC 325, Management Information Systems (3 credits)
5. FIN 310, Business Finance (3 credits)
6. GE 231, Technology, Society, & Ethics (3 credits)
7. HRM 460, Human Resource Management (3 credits) or
    LEAD 435, Organizational Leadership & Team Development (3 credits)
8. MATH 121/L, Survey of Calculus & Lab (5 credits)
9. STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at ATCC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BSOM program, that number is 60 credits.*

<u>General Education (SGR) Courses: 30 credits</u>
1. Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2. Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)/ or ENGL 201, Composition II (SGR 1) (3 credits)
3. Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4. Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5. Must include MATH 102, College Algebra (SGR 5) (3 credits)
6. Must include CHEM 106/106L, Survey of Chemistry & Lab (SGR 6) (4 credits)
7. Must include PHYS 101/101L, Survey of Physics & Lab (SGR 6) (4 credits) [*2 credits count toward OM major in the block transfer*]
8. 9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7.

Total number of credits at SDSU: 86
Transfer credits from ATCC: 34 (additional SGR credits can be earned at ATCC)
Total credits required: 120

Additional requirements:
Students transferring from ATCC must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).

IV.   Obligations
Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V.   Modifications
The South Dakota Board of Regents and Alexandria Technical and Community College may modify this agreement from time to time. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   Effective Date of Agreement
This agreement will go into effect at the start of the Fall 2018 semester term at ATCC and SDSU. The agreement applies to students who graduated from ATCC in 2010 and subsequent years.

VII.   Acceptance of Agreement:

<u>For South Dakota State University</u>:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

<u>For Alexandria Technical and Community College</u>

_____ Date: _____
President, ATCC

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
CASPER COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
CONSTRUCTION MANAGEMENT
Associate of Science Degree Program at Casper College
Toward the
CONSTRUCTION MANAGEMENT
Bachelor of Science Degree Program at SDSU

I. **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Casper College (CC), Casper, Wyoming.

II. **Purpose**

The purpose of this agreement is to:
A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B. provide increased educational opportunities for students from South Dakota and the region;
C. extend and clarify educational opportunities for students; and
D. provide CC students who have completed the A.A.S. degree in Construction Management an opportunity to earn a Bachelor of Science degree with a major in Construction Management.

III. **Academic Program**

Graduation Requirements for the BS in Construction Management at SDSU

Construction Management Major requirements:	51
General Education Credits (SGR) Credits:	30
Block Transfer credits from Casper College Construction Management:	39
Total Credits Required:	**120**

A. Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **39** technical course credits from the A.A.S. degree in Construction Management for students majoring in Construction Management. Students must successfully complete the A.A.S. degree in Construction Management from CC prior to transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 39 technical course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Construction Management are outlined below.

C. Major requirements: 27 credits
1. CM 130, Management Tools & Analysis (3credits)
2. CM 210/210L, Construction Surveying & Lab (3 credits)
3. CM 320/320L, Construction Soil Mechanics & Lab (3 credits)
4. CM 333, Mechanical, Electrical, Plumbing Systems (3 credits)
5. CM 353, Construction Structures (3 credits)
6. CM 374, Heavy Highway Systems (3 credits)
7. CM 410, Construction Project Management (3 credits)
8. CM 473, Construction Law and Accounting (3 credits)
9. CM 471, Capstone (2 credits)
10. CM 490, Seminar (1 credit)

Required Support Courses: 24 credits
1. ACCT 211, Principles of Accounting II (3 credits)
2. CSC 325, Management Information Systems (3 credits)
3. FIN 310, Business Finance (3 credits)
4. GE 231, Technology, Society, & Ethics (3 credits)
5. GE 241, Applied Mechanics (3 credits)
6. HRM 460, Human Resources Management (3 credits)/or LEAD 435, Org Leadership & Team Develop (3 credits)
7. MATH 120, Trigonometry (3 credits)
8. STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at CC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BSCM program, that number is 60 credits.*

General Education (SGR) Courses: 30 credits
1. Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2. Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)/ or ENGL 201, Composition II (SGR 1) (3 credits)
3. Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4. Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5. Must include MATH 102, College Algebra (SGR 5) (3 credits)
6. Must include CHEM 106/106L, Survey of Chemistry & Lab (SGR 6) (4 credits)
7. Must include PHYS 111/111L, Introduction to Physics I & Lab (SGR 6) (4 credits) [*2 credits count toward CM major in block transfer*]
8. 9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7.

Transfer credits from Casper College: 39
Total credits required for CM at SDSU: 120
Total number of credits at SDSU: 81

Additional requirements:
1. Students transferring from Casper College must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
2. Students must have a 2.25 cumulative GPA to graduate from the BSCM program.

IV.   Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V.   Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Casper College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2019 semester term at Casper College and SDSU. The agreement applies to students who graduated from Casper College in 2005 and subsequent years.

VII.   Acceptance of Agreement:

For South Dakota State University:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

For Casper College:

_____ Date: _____
Department Head, Construction Management

_____ Date: _____
Provost and Vice President for Academic Affairs

_____ Date: _____
President, Casper College

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
CASPER COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
CONSTRUCTION TECHNOLOGY
Associate of Science Degree Program at Casper College
Toward the
CONSTRUCTION MANAGEMENT
Bachelor of Science Degree Program at SDSU

I.   **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Casper College (CC), Casper, Wyoming.

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B.   provide increased educational opportunities for students from South Dakota and the region;
C.   extend and clarify educational opportunities for students; and
D.   provide CC students who have completed the A.A.S. degree in Construction Technology an opportunity to earn a Bachelor of Science degree with a major in Construction Management.

III.   **Academic Program**

Graduation Requirements for the BS in Construction Management at SDSU

Construction Management Major requirements:	57
General Education Credits (SGR) Credits:	30
Block Transfer credits from Casper College Construction Management:	33
Total Credits Required:	**120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **33** technical course credits from the A.A.S. degree in Construction Technology for students majoring in Construction Management. Students must successfully complete the A.A.S. degree in Construction Management from CC prior to transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 33 technical course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Construction Management are outlined below.

C. Major requirements: 27 credits
    1. CM 130, Management Tools & Analysis (3credits)
    2. CM 320/320L, Construction Soil Mechanics & Lab (3 credits)
    3. CM 333, Mechanical, Electrical, Plumbing Systems (3 credits)
    4. CM 353, Construction Structures (3 credits)
    5. CM 374, Heavy Highway Systems (3 credits)
    6. CM 410, Construction Project Management (3 credits)
    7. CM 443, Construction Planning & Scheduling (3 credits)
    8. CM 473, Construction Law and Accounting (3 credits)
    9. CM 471, Capstone (2 credits)
    10. CM 490, Seminar (1 credit)

    Required Support Courses: 30 credits
    1. ACCT 210, Principles of Accounting I (3 credits)
    2. ACCT 211, Principles of Accounting II (3 credits)
    3. BADM 360, Organization & Management (3 credits)
    4. CSC 325, Management Information Systems (3 credits)
    5. FIN 310, Business Finance (3 credits)
    6. GE 231, Technology, Society, & Ethics (3 credits)
    7. GE 241, Applied Mechanics (3 credits)
    8. HRM 460, Human Resources Management (3 credits)/or LEAD 435, Org Leadership & Team Develop (3 credits)
    9. MATH 120, Trigonometry (3 credits)
    10. STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at CC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BSCM program, that number is 60 credits.*

General Education (SGR) Courses: 30 credits
    1. Must include ENGL 101, Composition I, (SGR 1) (3 credits)
    2. Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
    3. Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
    4. Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
    5. MATH 102, College Algebra (SGR 5) (3credits)
    6. Must include CHEM 106/106L, Chemistry Survey & Lab (SGR 6) (4 credits) **
    7. Must include PHYS 111/111L, Intro to Physics I & Lab(SGR 6) (4 credits) (or equivalent) *[2 credits count toward CM major in block transfer]*
    8. 9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7.

Transfer credits from Casper College: 33
Total credits required for CM at SDSU: 120
Total number of credits at SDSU: 87

Additional requirements:
1. Students transferring from Casper College must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
2. Students must have a 2.25 cumulative GPA to graduate from the BSCM program.

IV. Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Casper College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2019 semester term at Casper College and SDSU. The agreement applies to students who graduated from Casper College in 2005 and subsequent years.

VII.   Acceptance of Agreement:

For South Dakota State University:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

For Casper College:

_____ Date: _____
President, Casper College

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
LARAMIE COUNTY COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
CONSTRUCTION MANAGEMENT
Associate of Applied Science Degree Program at LCCC
Toward the
CONSTRUCTION MANAGEMENT
Bachelor of Science Degree Program at SDSU

I.   **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Laramie County Community College (LCCC), Cheyenne, Wyoming.

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B.   provide increased educational opportunities for students from South Dakota and the region;
C.   extend and clarify educational opportunities for students; and
D.   provide LCCC students who have completed the A.A.S. degree in Construction Management an opportunity to earn a Bachelor of Science degree with a major in Construction Management.

III.   **Academic Program**

Graduation Requirements for the BS in Construction Management at SDSU

Construction Management Major requirements:	45
General Education Credits (SGR & IGR) Credits:	30
Block Transfer credits from Laramie County Community College	45
Total Credits Required:	**120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **45** technical course credits from the A.A.S. degree in Construction Management for students majoring in Construction Management. Students must successfully complete the A.A.S. degree in Construction Management from LCCC prior to transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 45 technical course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B.   Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Construction Management are outlined below.

Major requirements: 24 credits
1. CM 320/320L, Construction Soil Mechanics & Lab (3 credits)
2. CM 333, Mechanical, Electrical, Plumbing Systems (3 credits)
3. CM 353, Construction Structures (3 credits)
4. CM 374, Heavy Construction Methods & Systems (3 credits)
5. CM 410, Construction Project Management (3 credits)
6. CM 443, Construction Planning & Scheduling (3 credits)
7. CM 471, Capstone (2 credits)
8. CM 473, Construction Law and Accounting (3 credits)
9. CM 490, Seminar (1 credit)

Required Support Courses: 21 credits
1. BADM 360, Organization & Management (3 credits)
2. CSC 325, Management Information Systems (3 credits)
3. FIN 310, Business Finance (3 credits)
4. GE 231, Technology, Society, & Ethics (3 credits)
5. GE 241, Applied Mechanics (3 credits)
6. HRM 460, Human Resources Management (3 credits)/or LEAD 435, Org Leadership & Team Develop (3 credits)
7. STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at LCCC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BSCM program, that number is 60 credits.*

General Education(SGR & IGR) Courses: 30 credits
1. Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2. Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
3. Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4. Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5. Must include MATH 102, College Algebra (SGR 5) (3 credits)
6. Must include CHEM 106/106L, Chemistry Survey & Lab (SGR 6) (4 credits)
7. Must include PHYS 111/111L, Introduction to Physics I & Lab(SGR 6) (4 credits)(or equivalent) [*2 credits count toward CM major in the block transfer*]
8. 9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7.

Total number of credits at SDSU: 75
Transfer credits from LCCC: 45* (additional SGR credits can be earned at LCCC)
Total credits required for CM at SDSU: 120

Additional requirements:

1.   Students transferring from LCCC must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
2.   Students must have a 2.25 cumulative GPA to graduate from the BSCM program.

IV.   Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V.   Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Laramie County Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2019 semester term at Laramie County Community College and SDSU. The agreement applies to students who graduated from Laramie County Community College in 2013 and subsequent years.

VII.   Acceptance of Agreement:

<u>For South Dakota State University</u>:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

<u>For Laramie County Community College</u>:

_____ Date: _____
Vice President, Academic Affairs

_____ Date: _____
President, Laramie County Community College

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
NORTHWEST IOWA COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Electrical Technology
Associate of Applied Sciences Degree Program at NWICC
Toward the
Electronics Engineering Technology
Bachelor of Science Degree Program at SDSU

I.   **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Northwest Iowa Community College (NWICC), Sheldon, IA.

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B.   provide increased educational opportunities for students from the region;
C.   extend and clarify educational opportunities for students; and
D.   provide NWICC students who have completed the A.A.S. degree in Electrical Technology an opportunity to earn a Bachelor of Science degree with a major in Electronics Engineering Technology.

III.   **Academic Program**

Graduation Requirements for the BS in Electronics Engineering Technology at SDSU

Electronics Engineering Technology Major requirements:	57
General Education (SGR & IGR) credits:	30
Block Transfer credits from NWICC Electrical Technology:	33
Total Credits Required:	**120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **38** course credits from the A.A.S. degree in Electrical Technology for students majoring in Electronics Engineering Technology. Students must successfully complete the A.A.S. degree in Electrical Technology from NWICC before transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 38 course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B.   Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Electronics Engineering Technology are outlined below.

Major requirements: 18 credits
1.   ET 325/L, Advanced Analog Devices & Lab (4 credits)
2.   ET 330/L, Microcontrollers & Networks & Lab (3 credits)
3.   ET 332/L, Advanced Digital Devices & Lab (3 credits)
4.   ET 380/L, Circuit Boards & Design & Lab (3 credits)
5.   ET 426/L, Communication Systems & Lab (3 credits)
6.   ET 471, Capstone Experience (2 credits)

Required Support Courses: 39 credits
1.   ACCT 210, Principles of Accounting I (3 credits)
2.   ACCT 211, Principles of Accounting II (3 credits)
3.   BADM 460, Organization & Management
4.   CSC 325, Management Information Systems (3 credits)
5.   FIN 310, Business Finance (3 credits)
6.   GE 231, Technology, Society, & Ethics (3 credits)
7.   HRM 460, Human Resource Management OR
          LEAD 435, Organizational Leadership & Team Development (3 credits)
8.   MATH 121/L, Survey of Calculus & Lab (5 credits)
9.   MNET 367/L, Production Strategy & Lab (3 credits)
10. OM 462, Quality Management (3 credits)
11. OM 470, Project Management (2 credits)
12. OM 494, Internship (2 credits)
13. STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at NWICC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BSEET program, that number is 60 credits.*

General Education (SGR) Courses: 30 credits
1.   Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2.   Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
3.   Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4.   Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5.   Must include MATH 102, College Algebra (SGR 5) (3 credits)
6.   Must include PHYS 111/111L, Introduction to Physics I & Lab (SGR 6) (4 credits)
7.   Must include PHYS 113/113L, Introduction to Physics II & Lab (SGR 6) (4 credits)
      [*2 credits count toward EET major in the block transfer*]
8.   9 remaining credits must meet System General Education requirements, Institutional Graduation requirements and be selected from the approved list of courses specified in BOR policy 2:7. *See most recent transfer equivalency documents for more information.*

Total number of credits at SDSU: 87
Transfer credits from NWICC: 33* (additional SGR credits can be earned at NWICC)
Total credits required: 120

Additional requirements:
1. Students transferring from NWICC must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).

IV.   Obligations
Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V.   Modifications
This agreement may be modified from time to time by the South Dakota Board of Regents and Northwest Iowa Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   Effective Date of Agreement
This agreement will go into effect at the start of the Fall 2019 semester term at NWICC and SDSU. The agreement applies to students who graduated from NWICC in 2012 and subsequent years.

VII.   Acceptance of Agreement:

For South Dakota State University:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

For Northwest Iowa Community College

_____ Date: _____
President, NWICC

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
NORTHWEST IOWA COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Industrial Instrumentation & Control
Associate of Applied Sciences Degree Program at NWICC
Toward the
Operations Management (Electronics Emphasis)
Bachelor of Science Degree Program at SDSU

I.   **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Northwest Iowa Community College (NWICC), Sheldon, IA.

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complimentary nature of the institutions' programs;
B.   provide increased educational opportunities for students from the region;
C.   extend and clarify educational opportunities for students; and
D.   provide NWICC students who have completed the A.A.S. degree in Industrial Instrumentation an opportunity to earn a Bachelor of Science degree with a major in Operations Management.

III.   **Academic Program**

Graduation Requirements for the BS in Operations Management at SDSU
Operations Management Major requirements: 59
General Education (SGR) credits: 30
Block Transfer credits from NWICC Industrial Instrumentation & Control: 31
Total Credits Required: **120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **31** course credits from the A.A.S. degree in Industrial Instrumentation & Control for students majoring in Operations Management. Students must successfully complete the A.A.S. degree in Industrial Instrumentation & Control from NWICC before transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 31 course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B.   Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Operations Management (Electronics Emphasis) are outlined below.

Major requirements: 27 credits
1.   ET 380/L, Circuit Boards & Design & Lab (3 credits)
2.   ET 426/L, Communication Systems & Lab (3 credits)
3.   MNET 367/L, Production Strategy & Lab (3 credits)
4.   MNET 460 Manufacturing Cost Analysis (3 credits)
5.   OM 240, Decision Making Processes/Management (3 credits)
6.   OM 462, Quality Management (3 credits)
7.   OM 425 Production/Operations Management OR
       OM 465 Quality Control Applications (3 credits)
8.   OM 470, Project Management (2 credits)
9.   OM 471, Capstone Experience (2 credits)
10. OM 490, Seminar (1 credit)
11. OM 494, Internship (1 credit)

Required Support Courses: 32 credits
1.   ACCT 210, Principles of Accounting I (3 credits)
2.   ACCT 211, Principles of Accounting II (3 credits)
3.   BADM 360, Organization & Management (3 credits)
4.   CSC 325, Management Information Systems (3 credits)
5.   FIN 310, Business Finance (3 credits)
6.   GE 231, Technology, Society, & Ethics (3 credits)
7.   GE 425, Occupational Safety & Health (3 credits)
8.   HRM 460, Human Resource Management or
       LEAD 435, Org Leadership & Team Develop (3 credits)
9.   MATH 121/L, Survey of Calculus & Lab (5 credits)
10. HRM 460, Human Resource Management (3 credits)
11. STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at NWICC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BSOM program, that number is 60 credits.*

General Education (SGR) Courses: 30 credits
1.   Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2.   Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
3.   Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4.   Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5.   Must include MATH 102, College Algebra (SGR 5) (3 credits)
6.   Must include CHEM 106/106L, Chemistry Survey & Lab (SGR 6) (4 credits)
7.   Must include PHYS 101/101L, Survey of Physics & Lab (SGR 6) (4 credits)
       [*2 credits count toward OM major*]
8.   9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. *See most recent transfer equivalency documents for more information.*

Total number of credit at SDSU: 89
Transfer credits from NWICC: 31* <small>(additional SGR credits can be earned at NWICC)</small>
Total credits required: 120
Additional requirements:
1.   Students transferring from NWICC must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).

IV.   Obligations
Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V.   Modifications
This agreement may be modified from time to time by the South Dakota Board of Regents and Northwest Iowa Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   Effective Date of Agreement
This agreement will go into effect at the start of the Fall 2019 semester term at NWICC and SDSU. The agreement applies to students who graduated from NWICC in 2012 and subsequent years.

VII.   Acceptance of Agreement:

For South Dakota State University:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

For Northwest Iowa Community College

_____ Date: _____
President, NWICC

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
RIDGEWATER COLLEGE (RC)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

Agreement with Respect to Applying the
CARPENTRY
Associate of Applied Science Degree Program at RC
Toward the
CONSTRUCTION MANAGEMENT
Bachelor of Science Degree Program at SDSU

I.   **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Ridgewater College (RC), Willmar Minnesota.

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B.   provide increased educational opportunities for students from South Dakota and the region;
C.   extend and clarify educational opportunities for students; and
D.   provide RC students who have completed the A.A.S. degree in Carpentry an opportunity to earn a Bachelor of Science degree with a major in Construction Management.

III.   **Academic Program**

Graduation Requirements for the BS in Construction Management at SDSU

Construction Management Major requirements:	57
General Education Credits (SGR & IGR) Credits:	30
Block Transfer credits from Ridgewater College	33
Total Credits Required:	**120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **33** technical course credits from the A.A.S. degree in Carpentry for students majoring in Construction Management. Students must successfully complete the A.A.S. degree in Carpentry from RC prior to transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 33 technical course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B.   Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Construction Management are outlined below.

Major requirements: 27 credits
1. CM 210/210L, Construction Surveying & Lab (3 credits)
2. CM 320/320L, Construction Soil Mechanics & Lab (3 credits)
3. CM 353, Construction Structures (3 credits)
4. CM 374, Heavy Construction Methods & Systems (3 credits)
5. CM 400, Risk Management & Construction Safety (3 credits)
6. CM 410, Construction Project Management (3 credits)
7. CM 443, Construction Planning & Scheduling (3 credits)
8. CM 471, Capstone Experience (2 credits)
9. CM 473, Construction Law and Accounting (3 credits)
10. CM 490, Seminar (1 credit)

Required Support Courses: 30 credits
1. ACCT 210, Principles of Accounting I (3 credits)
2. ACCT 211, Principles of Accounting II (3 credits)
3. BADM 360, Organization & Management (3 credits)
4. CSC 325, Management Information Systems (3 credits)
5. FIN 310, Business Finance (3 credits)
6. GE 231, Technology, Society, & Ethics (3 credits)
7. GE 241, Applied Mechanics (3 credits)
8. HRM 460, Human Resources Management OR
    LEAD 435, Org Leadership & Team Develop (3 credits)
9. MATH 120, Trigonometry (3 credits)
10. STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at RC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BSCM program, that number is 60 credits.*

General Education (SGR) Courses: 30 credits
1. Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2. Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
3. Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4. Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5. Must include MATH 102, College Algebra (SGR 5) (3 credits)
6. Must include CHEM 106/106L, Chemistry Survey & Lab (SGR 6) (4 credits)
7. Must include PHYS 111/111L, (or equivalent) Introduction to Physics I & Lab (SGR 6) (4 credits) [*2 credits count toward CM major in the block transfer*]
8. 9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7.

Total number of credits at SDSU: 87
Transfer credits from RC: 33 (additional SGR credits can be earned at RC)
Total credits required for CM at SDSU: 120

Additional requirements:
1. Students transferring from RC must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
2. Students must have a 2.25 cumulative GPA to graduate from the BSCM program.

IV.   Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V.   Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Ridgewater College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2019 semester term at Ridgewater College and SDSU. The agreement applies to students who graduated from Ridgewater College in 2013 and subsequent years.

VII.   Acceptance of Agreement:

For South Dakota State University:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

For Ridgewater College:

_____ Date: _____
President, RC

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
RIDGEWATER COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Electronics Technician
Associate of Applied Sciences Degree Program at RC
Toward the
Electronics Engineering Technology
Bachelor of Science Degree Program at SDSU

I.   **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Ridgewater College (RC), Hutchinson MN.

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B.   provide increased educational opportunities for students from the region;
C.   extend and clarify educational opportunities for students; and
D.   provide RC students who have completed the A.A.S. degree in Electronics Technician an opportunity to earn a Bachelor of Science degree with a major in Electronics Engineering Technology.

III.   **Academic Program**

Graduation Requirements for the BS in Electronics Engineering Technology at SDSU
Electronics Engineering Technology Major requirements:	57
General Education (SGR & IGR) credits:	30
Block Transfer credits from RC Electronics Technician:	33
Total Credits Required:	**120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **33** course credits from the A.A.S. degree in Electronics Technician for students majoring in Electronics Engineering Technology. Students must successfully complete the A.A.S. degree in Electronics Technician from RC before transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 33 course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Electronics Engineering Technology are outlined below.

Major requirements: 18 credits
1. ET 325/L, Advanced Analog Devices & Lab (4 credits)
2. ET 332/L, Advanced Digital Devices & Lab (3 credits)
3. ET 345/L, Power Systems & Lab (3 credits)
4. ET 380/L, Circuit Boards & Design & Lab (3 credits)
5. ET 426/L, Communication Systems & Lab (3 credits)
6. ET 471, Capstone Experience (2 credits)

Required Support Courses: 39 credits
1. ACCT 210, Principles of Accounting I (3 credits)
2. ACCT 211, Principles of Accounting II (3 credits)
3. BADM 360, Organization & Management (3 credits)
4. CSC 325, Management Information Systems (3 credits)
5. FIN 310, Business Finance (3 credits)
6. GE 231, Technology, Society, & Ethics (3 credits)
7. HRM 460, Human Resource Management OR
        LEAD 435, Org Leadership & Team Develop (3 credits)
8. MATH 121/L, Survey of Calculus & Lab (5 credits)
9. MNET 367/L, Production Strategy & Lab (3 credits)
10. OM 462, Quality Management (3 credits)
11. OM 470, Project Management (2 credits)
12. OM 494, Internship (2 credits)
13. STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at RC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BSEET program, that number is 60 credits.*

General Education(SGR) Courses: 30 credits
1. Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2. Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
3. Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4. Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5. Must include MATH 102, College Algebra (SGR 5) (3 credits)
6. Must include PHYS 111/111L, Introduction to Physics I & Lab (SGR 6) (4 credits)
7. Must include PHYS 113/113L, Introduction to Physics II & Lab (SGR 6) (4 credits)
     [*2 credits count toward EET major*]
8. 9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. *See most recent transfer equivalency documents for more information.*
            Total number of credits at SDSU: 87
            Transfer credits from RC: 33* (additional SGR credits can be earned at RC)
            Total credits required: 120

<u>Additional requirements:</u>
Students transferring from RC must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).

IV.   Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V.   Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Ridgewater College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2019 semester term at RC and SDSU. The agreement applies to students who graduated from RC in 2012 and subsequent years.

VII.   Acceptance of Agreement:

For South Dakota State University:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

For Ridgewater College

_____ Date: _____
President, RC

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
SOUTH CENTRAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Mechatronics Engineering Technology
Associate of Applied Sciences Degree Program at SCC
Toward the
Electronics Engineering Technology
Bachelor of Science Degree Program at SDSU

I.   **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and South Central College (SCC), Mankato MN.

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complimentary nature of the institutions' programs;
B.   provide increased educational opportunities for students from the region;
C.   extend and clarify educational opportunities for students; and
D.   provide SCC students who have completed the A.A.S. degree in Mechatronics Engineering Technology an opportunity to earn a Bachelor of Science degree with a major in Electronics Engineering Technology.

III.   **Academic Program**

Graduation Requirements for the BS in Electronics Engineering Technology at SDSU

Electronics Engineering Technology Major requirements:	58
General Education (SGR & IGR) credits:	30
Block Transfer credits from SCC Mechatronics Engineering Technology:	32
Total Credits Required:	**120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **32** course credits from the A.A.S. degree in Mechatronics Engineering Technology for students majoring in Electronics Engineering Technology. Students must successfully complete the A.A.S. degree in Mechatronics Engineering Technology from SCC before transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 32 course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B.   Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Electronics Engineering Technology are outlined below.

Major requirements: 22 credits
1.   ET 220/L, Analog Electronics & Lab (4 credits)
2.   ET 325/L, Advanced Analog Devices & Lab (4 credits)
3.   ET 330/L, Microcontrollers & Networks & Lab (3 credits)
4.   ET 332/L, Advanced Digital Devices & Lab (3 credits)
5.   ET 380/L, Circuit Boards & Design & Lab (3 credits)
6.   ET 426/L, Communication Systems & Lab (3 credits)
7.   ET 471, Capstone Experience (2 credits)

Required Support Courses: 36 credits
1.   ACCT 210, Principles of Accounting I (3 credits)
2.   ACCT 211, Principles of Accounting II (3 credits)
3.   BADM 360, Organization & Management (3 credits)
4.   CSC 325, Management Information Systems (3 credits)
5.   FIN 310, Business Finance (3 credits)
6.   GE 231, Technology, Society, & Ethics (3 credits)
7.   HRM 460, Human Resource Management OR
     LEAD 435, Org Leadership & Team Develop
8.   MATH 121/L, Survey of Calculus & Lab (5 credits)
9.   MNET 367/L, Production Strategy & Lab (3 credits)
10. OM 462, Quality Management (3 credits)
11. OM 470, Project Management (2 credits)
12. OM 494, Internship (2 credits)
13. STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at SCC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BS-EET program, that number is 60 credits.*

General Education (SGR) Courses: 30 credits
1.   Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2.   Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
3.   Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4.   Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5.   Must include MATH 102, College Algebra (SGR 5) (3 credits)
6.   Must include PHYS 111/111L, Introduction to Physics I & Lab (SGR 6) (4 credits)
7.   Must include PHYS 113/113L, Introduction to Physics II & Lab (SGR 6) (4 credits)
       [*2 credits count toward EET major*]
8.   9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. *See most recent transfer equivalency documents for more information.*

Total number of credits at SDSU: 88
Transfer credits from SCC: 32* (additional SGR credits can be earned at SCC)
Total credits required: 120

Additional requirements:
1.   Students transferring from SCC must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).

IV.   Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V.   Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and South Central College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2019 semester term at SCC and SDSU.   The agreement applies to students who graduated from SCC in 2012 and subsequent years.

VII.   Acceptance of Agreement:

For South Dakota State University:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

For South Central College

_____ Date: _____
President, SCC

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
WESTERN IOWA TECHNICAL COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Human Resources Management
Associate of Applied Sciences Degree Program at WITCC
Toward the
Operations Management (Manufacturing Emphasis)
Bachelor of Science Degree Program at SDSU

I.   **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Western Iowa Technical Community College (WITCC), Sioux City IA.

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complimentary nature of the institutions' programs;
B.   provide increased educational opportunities for students from South Dakota and the region;
C.   extend and clarify educational opportunities for students; and
D.   provide WITCC students who have completed the A.A.S. degree in Human Resource Management an opportunity to earn a Bachelor of Science degree with a major in Operations Management.

III.   **Academic Program**

Graduation Requirements for the BS in Operations Management at SDSU

Operations Management requirements:	58
General Education (SGR) credits:	30
Block Transfer credits from WITCC Human Resource Management:	32
Total Credits Required:	**120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept 32 course credits from the A.A.S. degree in Human Resource Management for students majoring in Operations Management. Students must successfully complete the A.A.S. degree in Human Resource Management from WITCC before transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 32 course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B.   Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Operations Management are outlined below.

Major requirements: 38 credits
1.   ET 210/L, Introduction to Electronic Systems & Lab (4 credits)
2.   ET 451/L, Industrial Controls & PLCs & Lab (3 credits)
3.   GE 425, Occupational Safety & Health (3 credits)
4.   MNET 231/L, Manufacturing Processes (3 credits)
5.   MNET 367/L, Production Strategy & Lab (3 credits)
6.   MNET 460, Manufacturing Cost Analysis (3 credits)
7.   OM 425, Production / Operations Management, (3 credits)
8.   OM 462, Quality Management (3 credits)
9.   OM 463, Supply Chain Management (3 credits)
10. OM 465, Quality Control Applications (3 credits)
11. OM 470, Project Management (2 credits)
12. OM 471, Capstone Experience (2 credits)
13. OM 490, Seminar (1 credit)
14. OM 494, Internship (2 credits)

Required Support Courses: 20 credits
1.   ACCT 211, Principles of Accounting II (3 credits)
2.   BADM 360, Organization & Management (3 credits)
3.   FIN 310, Business Finance (3 credits)
4.   GE 231, Technology, Society, & Ethics (3 credits)
5.   MATH 121/L, Survey of Calculus & Lab (5 credits)
6.   STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at WITCC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BSOM program, that number is 60 credits.*

General Education (SGR) Courses: 30 credits
1. Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2. Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
3. Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4. Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5. Must include MATH 102, College Algebra (SGR 5) (3 credits)
6. Must include CHEM 106/106L, Survey of Chemistry & Lab (SGR 6) (4 credits)
7. Must include PHYS 101/101L, Survey of Physics & Lab (SGR 6) (4 credits)
    [*2 credits count toward block transfer*]
8. 9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. *See most recent transfer equivalency documents for more information.*
    Total number of credits at SDSU: 88
    Transfer credits from WITCC: 32 (additional SGR credits can be earned at WITCC)
    Total credits required: 120

Additional requirements:
Students transferring from WITCC must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).

IV.   Obligations
Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V.   Modifications
The South Dakota Board of Regents and Western Iowa Technical Community College may modify this agreement from time to time. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   Effective Date of Agreement
This agreement will go into effect at the start of the Fall 2019 semester term at WITCC and SDSU. The agreement applies to students who graduated from WITCC in 2010 and subsequent years.

VII.   Acceptance of Agreement:

For South Dakota State University:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

For Western Iowa Technical Community College

_____ Date: _____
President, WITCC

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
WESTERN IOWA TECHNICAL COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Mechanical Engineering Technology
Associate of Applied Sciences Degree Program at WITCC
Toward the
Operations Management (Manufacturing Emphasis)
Bachelor of Science Degree Program at SDSU

I.   **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Western Iowa Technical Community College (WITCC), Sioux City IA.

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complimentary nature of the institutions' programs;
B.   provide increased educational opportunities for students from South Dakota and the region;
C.   extend and clarify educational opportunities for students; and
D.   provide WITCC students who have completed the A.A.S. degree in Mechanical Engineering Technology an opportunity to earn a Bachelor of Science degree with a major in Operations Management.

III.   **Academic Program**

Graduation Requirements for the BS in Operations Management at SDSU

Operations Management requirements:	64
General Education (SGR) credits:	30
Block Transfer credits from WITCC Mechanical Engineering Technology:	26
Total Credits Required:	**120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept 26 course credits from the A.A.S. degree in Mechanical Engineering Technology for students majoring in Operations Management. Students must successfully complete the A.A.S. degree in Mechanical Engineering Technology from WITCC before transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 26 course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B.   Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Operations Management are outlined below.

Major requirements: 35 credits
1.   ET 210/L, Introduction to Electronic Systems & Lab (4 credits)
2.   ET 451/L, Industrial Controls & PLCs & Lab (3 credits)
3.   GE 425, Occupational Safety & Health (3 credits)
4.   MNET 367/L, Production Strategy & Lab (3 credits)
5.   MNET 460, Manufacturing Cost Analysis (3 credits)
6.   OM 425, Production / Operations Management, (3 credits)
7.   OM 462, Quality Management (3 credits)
8.   OM 463, Supply Chain Management (3 credits)
9.   OM 465, Quality Control Applications (3 credits)
10. OM 470, Project Management (2 credits)
11. OM 471, Capstone Experience (2 credits)
12. OM 490, Seminar (1 credit)
13. OM 494, Internship (2 credits)

Required Support Courses: 29 credits
1.   ACCT 210, Principles of Accounting I (3 credits)
2.   ACCT 211, Principles of Accounting II (3 credits)
3.   BADM 360, Organization & Management (3 credits)
4.   CSC 325, Management Information Systems (3 credits)
5.   FIN 310, Business Finance (3 credits)
6.   GE 231, Technology, Society, & Ethics (3 credits)
7.   HRM 460, Human Resource Management OR
     LEAD 435, Org Leadership & Team Develop (3 credits)
8.   MATH 121/L, Survey of Calculus & Lab (5 credits)
9.   STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at WITCC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BSOM program, that number is 60 credits.*

General Education (SGR) Courses: 30 credits
1. Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2. Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
3. Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4. Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5. Must include MATH 102, College Algebra (SGR 5) (3 credits)
6. Must include CHEM 106/106L, Survey of Chemistry & Lab (SGR 6) (4 credits)
7. Must include PHYS 101/101L, Survey of Physics & Lab (SGR 6) (4 credits)
   [*2 credits count toward block transfer*]
8. 9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. *See most recent transfer equivalency documents for more information.*
   Total number of credits at SDSU: 94
   Transfer credits from WITCC: 26 (additional SGR credits can be earned at WITCC)
   Total credits required: 120

<u>Additional requirements:</u>
Students transferring from WITCC must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).

IV.   Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V.   Modifications

The South Dakota Board of Regents and Western Iowa Technical Community College may modify this agreement from time to time. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2019 semester term at WITCC and SDSU. The agreement applies to students who graduated from WITCC in 2010 and subsequent years.

VII.   Acceptance of Agreement:

For South Dakota State University:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

For Western Iowa Technical Community College

_____ Date: _____
President, WITCC

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
WESTERN IOWA TECHNICAL COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Robotics and Automation
Associate of Applied Sciences Degree Program at WITCC
Toward the
Electronics Engineering Technology
Bachelor of Science Degree Program at SDSU

I.   Parties

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Western Iowa Technical Community College (WITCC), Sioux City IA.

II.   Purpose

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complimentary nature of the institutions' programs;
B.   provide increased educational opportunities for students from the region;
C.   extend and clarify educational opportunities for students; and
D.   provide WITCC students who have completed the A.A.S. degree in Robotics and Automation an opportunity to earn a Bachelor of Science degree with a major in Electronics Engineering Technology.

III.   Academic Program

Graduation Requirements for the BS in EET at SDSU

Electronics Engineering Technology Major requirements:	53
General Education credits:	30
Block Transfer credits from WITCC Robotics and Automation:	37
Total Credits Required:	**120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **37** course credits from the A.A.S. degree in Robotics and Automation for students majoring in Electronics Engineering Technology. Students must successfully complete the A.A.S. degree in Robotics and Automation from WITCC before transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 37 course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B.   Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Electronics Engineering Technology are outlined below.

Major requirements: 24 credits
1.   ET 325/L, Advanced Analog Devices & Lab (3 credits)
2.   ET 332/L, Advanced Digital & Lab (3 credits)
3.   ET 380/L, Circuit Boards & Design & Lab (3 credits)
4.   ET 345/L, Power Systems & Lab (3 credits)
5.   ET 471, Capstone Experience (2 credits)
6.   MNET 367/L, Production Strategy & Lab (3 credits)
7.   OM 462, Quality Management (3 credits)
8.   OM 470, Project Management (2 credits)
9.   OM 494, Internship (2 credits)

Required Support Courses: 29 credits
1.   ACCT 210, Principles of Accounting I (3 credits)
2.   ACCT 211, Principles of Accounting II (3 credits)
3.   BADM 360, Organization & Management (3 credits)
4.   CSC 325, Management Information Systems (3 credits)
5.   FIN 310, Business Finance (3 credits)
6.   GE 231, Technology, Society & Ethics (3 credits)
7.   HR 460, Human Resource Management OR
       LEAD 435 Organizational Leadership & Team Development (3 credits)
8.   MATH 121/L, Survey of Calculus & Lab (5 credits)
9.   STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. *__This coursework may be taken at WITCC if equivalent courses are available.__* Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BSEET program, that number is 60 credits.*

General Education (SGR & IGR) Courses: 30 credits
1.   Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2.   Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
3.   Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4.   Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5.   Must include MATH 102, College Algebra (SGR 5) (3 credits)
6.   Must include PHYS 111/111L, Introduction to Physics I & Lab (SGR 6) (4 credits)
7.   Must include PHYS 113/113L, Introduction to Physics II & Lab (SGR 6) (4 credits)
      [*2 credits count toward block transfer*]
8.   9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. *See most recent transfer equivalency documents for more information.*

Total number of credits at SDSU: 83
Transfer credits from WITCC: 37* additional General Education credits can be earned at WITCC
Total credits required: 120

Additional requirements:
Students transferring from WITCC must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).

IV.   Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V.   Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Iowa Technical Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2019 semester term at WITCC and SDSU. The agreement applies to students who graduated from WITCC in 2010 and subsequent years.

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VII.   Acceptance of Agreement:

<u>For South Dakota State University</u>:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

<u>For Western Iowa Technical Community College</u>

_____ Date: _____
President, WITCC

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
WESTERN IOWA TECHNICAL COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Technical Business Management
Associate of Applied Sciences Degree Program at WITCC
Toward the
Operations Management (Manufacturing Emphasis)
Bachelor of Science Degree Program at SDSU

I.   **Parties**

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Western Iowa Technical Community College (WITCC), Sioux City IA.

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complimentary nature of the institutions' programs;
B.   provide increased educational opportunities for students from South Dakota and the region;
C.   extend and clarify educational opportunities for students; and
D.   provide WITCC students who have completed the A.A.S. degree in Technical Business Management an opportunity to earn a Bachelor of Science degree with a major in Operations Management.

III.   **Academic Program**

Graduation Requirements for the BS in Operations Management at SDSU
Operations Management requirements: 58
General Education (SGR) credits: 30
Block Transfer credits from WITCC Technical Business Management: 32
Total Credits Required: **120**

A.   Upon successful completion of the major requirements specified in III.B. below, SDSU will accept 32 technical course credits from the A.A.S. degree in Technical Business Management for students majoring in Operations Management. Students must successfully complete the A.A.S. degree in Technical Business Management from WITCC before transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 32 technical course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B.   Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Operations Management are outlined below.

Major requirements: 38 credits
1.   ET 210/L, Introduction to Electronic Systems & Lab (4 credits)
2.   ET 451/L, Industrial Controls & PLCs & Lab (3 credits)
3.   GE 425, Occupational Safety & Health (3 credits)
4.   MNET 231/L, Manufacturing Processes (3 credits)
5.   MNET 367/L, Production Strategy & Lab (3 credits)
6.   MNET 460, Manufacturing Cost Analysis (3 credits)
7.   OM 425, Production / Operations Management, (3 credits)
8.   OM 462, Quality Management (3 credits)
9.   OM 463, Supply Chain Management (3 credits)
10. OM 465, Quality Control Applications (3 credits)
11. OM 470, Project Management (2 credits)
12. OM 471, Capstone Experience (2 credits)
13. OM 490, Seminar (1 credit)
14. OM 494, Internship (2 credits)

Required Support Courses: 20 credits
1.   ACCT 211, Principles of Accounting II (3 credits)
2.   BADM 360, Organization & Management (3 credits)
3.   MATH 121/L, Survey of Calculus & Lab (5 credits)
4.   FIN 310, Business Finance (3 credits)
5.   GE 231, Technology, Society, & Ethics (3 credits)
6.   STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at WITCC if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." *For the BSOM program, that number is 60 credits.*

General Education (SGR) Courses: 30 credits
1. Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2. Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
3. Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4. Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5. Must include MATH 102, College Algebra (SGR 5) (3 credits)
6. Must include CHEM 106/106L, Survey of Chemistry & Lab (SGR 6) (4 credits)
7. Must include PHYS 101/101L, Survey of Physics & Lab (SGR 6) (4 credits)
    [*2 credits count toward block transfer*]
8. 9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. *See most recent transfer equivalency documents for more information.*

Total number of credits at SDSU: 88
Transfer credits from WITCC: 32 (additional General Education credits can be earned at WITCC)
Total credits required: 120

Additional requirements:
Students transferring from WITCC must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).

IV. Obligations
Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V. Modifications
The South Dakota Board of Regents and Western Iowa Technical Community College may modify this agreement from time to time. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement
This agreement will go into effect at the start of the Fall 2019 semester term at WITCC and SDSU. The agreement applies to students who graduated from WITCC in 2010 and subsequent years.

VII.   Acceptance of Agreement:

For South Dakota State University:

_____ Date: _____
Dean, Jerome J. Lohr College of Engineering

_____ Date: _____
Provost and Vice President for Academic Affairs

For Western Iowa Technical Community College

_____ Date: _____
President, WITCC

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F (2)
DATE: April 2-4, 2019

****

SUBJECT
    Articulation Agreements – USD

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 2:27 – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION
    BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is "transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree." Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION
    To comply with BOR Policy 2:27, the University of South Dakota requests approval for the following articulation agreement:

- Students who have completed coursework in the Associate Degree in Graphic Design at Western Iowa Tech Community College (WITCC) can apply credit toward the Bachelor of Fine Arts degree in Art (with specialization in Graphic Design) at USD.

    Board staff recommend approval.

ATTACHMENTS
    Attachment I – Articulation Agreement: USD and WITCC

****
DRAFT MOTION 20190402_4-F(2):
    I move to approve the articulation agreement between the University of South Dakota and Western Iowa Tech Community College, as presented.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD)
and
WESTERN IOWA TECH COMMUNITY COLLEGE (WITCC)

Agreement with Respect to Applying the
GRAPHIC DESIGN
Associate of Applied Sciences Degree Program at WITCC
Towards the
Art with a specialization in Graphic Design
Bachelor of Fine Arts Program at USD

I.   Parties

The parties to this agreement are The University of South Dakota (USD) and Western Iowa Tech Community College (WITCC).

II.   Purpose

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B.   provide increased educational opportunities for students from the region;
C.   extend and clarify educational opportunities for students;
D.   provide WITCC students who have completed the AAS degree in Graphic Design an opportunity to earn a Bachelor of Fine Arts degree in Art with a specialization in Graphic Design.

III.   Academic Program

Graduation Requirements for the BFA Art: Graphic Design at USD

Art Major Requirements:	54
General Education Credits (18 from WITCC and 12 from USD):	30
Transfer block credits from WITCC AAS: Graphic Design:	36
Total credits required:	**120**

Updated 12/17/18

A. Requirements to be completed at USD for the BFA Art: Graphic Design major are reflected in the catalog website:
http://catalog.usd.edu/preview_program.php?catoid=25&poid=3951

Art Foundation	
ART 123 3D Design	3
ART 211 Drawing III	3
ART 212 Drawing IV	3
Art Studio Core	
ART 231 Painting	3
ART 241 Sculpture	3
ART 251 Ceramics	3
ART 261 Photography	3
ART 281 Printmaking	3
Art History	
ARTH 211 History of World Art I	3
ARTH 212 History of World Art II	3
ARTH 3xx Mid-Level Art History	3
ARTH 4xx Advanced Art History	3
ARTH 416 Art Theory and Criticism	3
Studio Specialization Graphic Design	
ARTD 325 Digital & Web Design I	3
ARTD 405 Package Design	3
ARTD 415 Information Design	3
ARTD 425 Digital & Web Design II	3
ART 494 Internship	3
Total credits	**54**

B. The general education coursework to meet Regental System General Education Requirements must also be completed as outlined below. This coursework may be taken at WITCC if courses are delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the AAS in Graphic Design are identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met.

Updated 12/17/18

General Education Course Requirements

General Education Requirements		WITCC Coursework (Must meet Regental System requirements)	Additional General Education courses needed
Written Communication and Literacy Skills	6	ENGL 105 Composition I	3 credit Advanced Composition
Oral Communication	3	SPC 112 Public Speaking	
Social Sciences	6	SOC 110: Intro to Sociology	3 credit Social Science
Humanities and Fine Arts	6	ART 203 Art History ART 186 Digital Photography	
Mathematics	3	MATH 111 Math for Liberal Arts or MATH 121 Algebra	
Natural Sciences	6		2 Science Courses plus lab
Total General Education Credit Hours	**30**	**18 (completed at WITCC)**	**12 (completed at USD)**

IV.   Forward Articulation (completing the AAS in Graphic Design at WIT and transferring to USD to complete the Bachelor of Fine Arts in Art: Graphic Design)

A. Upon successful completion of the requirements of the AAS in Graphic Design, students may transfer to USD to complete the BFA Art: Graphic Design. At that time, USD will accept a block of up to 36 technical course credits from the AAS degree in Graphic Design from WITCC. Students must successfully complete the AAS in Graphic Design from WITCC prior to transferring to USD for the specialization course credits to be accepted. Transferable general education coursework in addition to up to 36 specialization course block credits will be accepted.

WITCC Course Name and Title	Credits	USD Equivalent USD Course and Title
GRA 131 Digital Layout	3	ARTD 455 Publication Design
GRA 140 Digital Imaging	3	ARTD 205 Digital Design
GRA 173 Typography	3	ARTD 215 Typography
GRA 201 Design Principles I	3	ART 121 Design I
GRA 203 Portfolio II	3	ART 465 Portfolio Design
GRA 208 Creative Career Seminar II	1	ART 100 First Year Seminar
GRA 209 Vector Drawing	3	ART 111 Drawing I
GRA 241 Creative Career Seminar	1	ART 487 Professional Practices Capstone
GRA 325 Digital Color Theory	3	ART 122 Design II Color
GRA Art content courses	13	Art Electives
Total Transfer Credits	**36**	

B. Students will complete the requirements for the BFA Art: Graphic Design major and any other general education or free elective requirements that remain unsatisfied.

Updated 12/17/18

C. Students must meet all Board of Regents policies and university graduation requirements to receive a degree.

V.   Additional requirements

Students transferring coursework from WITCC must have a cumulative GPA of 2.0 on a 4.0 scale.

VI.   Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII.   Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Iowa Tech Community College.

VIII.   Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

IX.   Effective Date of Agreement:

The agreement applies to students who graduated from WITCC in 2018 or later. This agreement updated in 2018 is in effect upon approval of all parties.

Updated 12/17/18

X.

University of South Dakota

_____ Date: _____
Larry Schou
Dean, College of Fine Arts
University of South Dakota

_____ Date: _____
Sheila Gestring
President
University of South Dakota

Western Iowa Tech Community College

_____ Date: _____
Michael Rohlena
Associate Dean of Instruction for Career and Technology
Mitchell Technical Institute

_____ Date: _____
Terry Murrell
President
Western Iowa Tech Community College

Updated 12/17/18

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – G
DATE: April 2-4, 2019

****

SUBJECT
GE Block Transfer: NSU – Des Moines Area Community College

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:5 – Transfer of Credit
BOR Policy 2:26 – Associate Degree General Education Requirements

BACKGROUND / DISCUSSION
Board of Regents Policy 2:5 outlines the framework for coordinating the block transfer of General Education coursework for students entering the Regental system with an earned Associate of Arts (AA) or Associate of Science (AS) degree. Institutional Registrars are asked to evaluate the General Education goals and learning outcomes from the sending institution to determine alignment with the AA and AS requirements outlined in BOR Policy 2:26. During the August 2016 meeting, AAC approved the creation of the GE Block Transfer Form which shall be used by institution performing the assessment.

IMPACT AND RECOMMENDATION
Personnel at Northern State University have performed a review of the General Education requirements at Des Moines Area Community College, and recommend the creation of a GE Block Transfer agreement with this institution for students entering the Regental system with an AS or AA degree awarded. The AS/AA degree programs at the institution requires a total of 24-36 credit hours of General Education coursework, and the course equivalencies align with all existing Regental system General Education goals and outcomes.

Board staff recommends approval.

ATTACHMENTS
Attachment I – Transfer of General Education Block Credit Form: Des Moines Area Community College

****

DRAFT MOTION 20190402_4-G:
I move to approve the General Education Block Transfer for the Associate of Science and Associate of Arts degrees for students transferring from Des Moines Area Community College.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Transfer of General Education Block Credit

Use this form to evaluate the transferability of the General Education Goals and Curriculum from an Accredited Institution which results in a significant number of student transfer within the Regental system.

Northern State University	Des Moines Area Community College
Institution Performing Review	**Transfer Institution**

Alan D. LaFave
Institutional Chief Academic Officer Approval Signature

11/9/18
Date

Which requirements are being applied?   ☐ BS/BA   ☒ AS/AA

Transferring Institution Accrediting Agency: __Higher Learning Commission__

Number of Transfer Students in the Last 5 Years: __5__

Identify general education goals at the transferring institution that correspond with current Regental System general education goals. If there is no corresponding goal, leave the box blank. Additionally, identify courses at the transferring institution that would fulfil the transferring institution's general education goals.

System Goals	Transferring Institutional Goals	Sample Courses	Number of Credit Hours Required for Goal
1. Student will write effectively and responsibly and will understand and interpret the written expression of others.	Communication	ENGL 105, Comp I ENGL 106, Comp II Or ENGL 108, Comp II, Technical Wrtg	6
2. Students will communicate effectively and responsibly through listening and speaking.	Communication	SPC 101, Fund of Oral Communication Or SPC 122, Interpersonal communication	3
3. Student will understand organization, potential, and diversity of human community through study of the social sciences	Social Sciences	Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology-3 courses, each from a different subject area	9 for AA 6 for AS
4. Students will understand the diversity and complexity of the human experience	Humanities	Art appreciation, Music apprec, Theatre, Chinese, German, Italian, Japanese, Spanish, Literature, Western civ, Philosophy	9 for AA 3 for AS

through study of the arts and humanities.			
5. Students will understand and apply fundamental mathematical process and reasoning.	Math & Science	Trigonometry, Calculus, Math for ELED- all higher than college algebra Minimum 3 credits	9 credits Math & Science for AA
6. Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.	Math & Science	Biology, Environmental Science, Chemistry- minimum 3 credits lab science	9-20 credits Math & Science for AS
Total General Education Credit Hours Required to Meet BOR Goals			24 for assoc, 30 for bacc
Total General Education Credit Hours Required from Transferring Institution			24-36

Des Moines Area Community College Total AA Degree Requirements - 64 Credits

---

* Students may include no more than 16 semester credit hours of Vocational courses.

Communications - 9 Credits

Students must take three courses:
ENG 105 - Composition I Credits: 3

ENG 106 - Composition II Credits: 3 * OR
ENG 108 - Comp II: Technical Writing Credits: 3
Note: Students who plan to transfer to a four-year institution are advised to take
ENG 105 and ENG 106

One speech course from the following list:

SPC 101 - Fund of Oral Communication Credits: 3
SPC 122 - Interpersonal Communication Credits: 3

Social & Behavioral Sciences - 9 Credits

NOTE: Students must complete at least 3 courses. Each course must be from a distinct discipline
(reflected by a distinct acronym).
ANT 100 - Introduction to Anthropology Credits: 3
ANT 105 - Cultural Anthropology Credits: 3
COM 146 - Gender, Sexuality and Media Credits: 3
COM 148 - Diversity and the Media Credits: 3
ECN 120 - Principles of Macroeconomics Credits: 3
ECN 130 - Principles of Microeconomics Credits: 3
GEO 111 - Intro to Geography Credits: 3
GEO 124 - Reg Geog of the NonWest World Credits: 3
GEO 125 - Regional Geog of the Dev World Credits: 3
HIS 112 - West Civ: Ancient to Early Mod Credits: 4
HIS 113 - West Civ: Early Modern to Pres Credits: 4
HIS 150 - U.S. History to 1877 Credits: 4
HIS 153 - U.S. History since 1877 Credits: 4
HIS 257 - African-American History Credits: 3
JOU 110 - Intro to Mass Media Credits: 3
JOU 113 - Gender, Sexuality and Media Credits: 3
JOU 114 - Diversity and the Media Credits: 3
POL 111 - American National Government Credits: 3
POL 112 - Amer State & Local Government Credits: 3
POL 121 - International Relations Credits: 3

POL 125 - Comparative Gov't & Politics Credits: 3
POL 171 - Intro to Public Administration Credits: 3
PSY 111 - Introduction to Psychology Credits: 3
PSY 121 - Developmental Psychology Credits: 3
PSY 241 - Abnormal Psychology Credits: 3
PSY 251 - Social Psychology Credits: 3
PSY 261 - Human Sexuality Credits: 3
SOC 110 - Introduction to Sociology Credits: 3
SOC 115 - Social Problems Credits: 3
SOC 120 - Marriage & Family Credits: 3
SOC 200 - Minority Group Relations Credits: 3

Mathematics & Sciences - 9 Credits

Students must take one laboratory science course from BIO, CHM, ENV, PHS or PHY AND one MAT course listed below.
ANT 202 - Human Origins Credits: 3
BIO 104 - Introductory Biology w/lab Credits: 3
BIO 112 - General Biology I Credits: 4
BIO 113 - General Biology II Credits: 4
BIO 135 - Introduction to Botany Credits: 4
BIO 138 - Field Ecology Credits: 3
BIO 156 - Human Biology w/lab Credits: 3
BIO 164 - Essentials Anatomy/Physiology Credits: 5
BIO 168 - Anatomy & Physiology I Credits: 4
BIO 173 - Anatomy & Physiology II Credits: 4
BIO 186 - Microbiology Credits: 4
CHM 105 - Survey of Chemistry Credits: 3
CHM 122 - Intro to General Chemistry Credits: 4
CHM 132 - Intro to Organic/Biochemistry Credits: 4
CHM 165 - General/ Inorg Chemistry I Credits: 4
CHM 175 - General/ Inorg Chemistry II Credits: 4
CHM 263 - Organic Chemistry I Credits: 5
CHM 273 - Organic Chemistry II Credits: 5
ENV 115 - Environmental Science Credits: 3
ENV 116 - Environmental Science Lab Credits: 1 (if student has credit for ENV 115)
ENV 145 - Conservation Biology Credits: 4
MAT 110 - Math for Liberal Arts Credits: 3
MAT 114 - Elementary Educators Math I Credits: 3
MAT 116 - Elementary Educators Math II Credits: 3
MAT 129 - Precalculus Credits: 5
MAT 130 - Trigonometry Credits: 3
MAT 157 - Statistics Credits: 4
MAT 141 - Finite Math Credits: 4

MAT 162 - Prin. of Business Statistics Credits: 4
MAT 164 - Calculus for Busn/Social Sci Credits: 4
MAT 211 - Calculus I Credits: 5
MAT 217 - Calculus II Credits: 5
MAT 219 - Calculus III Credits: 4
MAT 227 - Diff Equations with Laplace Credits: 4
PHS 152 - Astronomy Credits: 4
PHS 166 - Meteorology, Weather & Climate Credits: 4
PHY 106 - Survey of Physics Credits: 4
PHY 160 - General Physics I Credits: 5
PHY 161 - General Physics II Credits: 5
PHY 213 - Classical Physics I Credits: 6
PHY 223 - Classical Physics II Credits: 6

Humanities - 9 Credits

ART 101 - Art Appreciation Credits: 3
DRA 101 - Introduction to Theatre Credits: 3
FLA 141 - Elementary Arabic I Credits: 4
FLA 142 - Elementary Arabic II Credits: 4
FLA 241 - Intermediate Arabic I Credits: 4
FLA 242 - Intermediate Arabic II Credits: 4
FLC 141 - Elementary Chinese I Credits: 4
FLC 142 - Elementary Chinese II Credits: 4
FLC 241 - Intermediate Chinese I Credits: 4
FLC 242 - Intermediate Chinese II Credits: 4
FLF 151 - Elementary French I Credits: 5
FLF 152 - Elementary French II Credits: 5
FLF 241 - Intermediate French I Credits: 4
FLF 242 - Intermediate French II Credits: 4
FLG 141 - Elementary German I Credits: 4
FLG 142 - Elementary German II Credits: 4
FLG 241 - Intermediate German I Credits: 4
FLG 242 - Intermediate German II Credits: 4
FLI 141 - Elementary Italian I Credits: 4
FLI 142 - Elementary Italian II Credits: 4
FLI 241 - Intermediate Italian I Credits: 4
FLI 242 - Intermediate Italian II Credits: 4
FLJ 141 - Elementary Japanese I Credits: 4
FLJ 142 - Elementary Japanese II Credits: 4
FLJ 241 - Intermediate Japanese I Credits: 4
FLJ 242 - Intermediate Japanese II Credits: 4
FLS 151 - Elementary Spanish I Credits: 5
FLS 152 - Elementary Spanish II Credits: 5

FLS 241 - Intermediate Spanish I Credits: 4
FLS 242 - Intermediate Spanish II Credits: 4
FLS 181 - Spanish for Heritage Spkrs I Credits: 4
FLS 281 - Spanish for Heritage Spkrs II Credits: 4
HIS 112 - West Civ: Ancient to Early Mod Credits: 4
HIS 113 - West Civ: Early Modern to Pres Credits: 4
HUM 116 - Encounters in Humanities Credits: 3
HUM 120 - Introduction to Film Credits: 3
HUM 121 - America in the Movies Credits: 3
LIT 101 - Intro to Literature Credits: 3
LIT 110 - Amer Literature to Mid 1800s Credits: 3
LIT 111 - Amer Literature since Mid 1800 Credits: 3
LIT 130 - African-American Literature Credits: 3
LIT 142 - Major British Writers Credits: 3
LIT 150 - World Literature I Credits: 3
LIT 151 - World Literature II Credits: 3
LIT 166 - Science Fiction Credits: 3
LIT 185 - Contemporary Literature Credits: 3
LIT 188 - Detective Fiction Credits: 3
LIT 190 - Women Writers Credits: 3
LIT 193 - Humor in Literature Credits: 3
LIT 209 - Literature Film Adaptation Credits: 3
MUS 100 - Music Appreciation Credits: 3
MUS 102 - Music Fundamentals Credits: 3
MUS 202 - World Music Credits: 3
MUS 205 - Jazz History and Appreciation Credits: 3
PHI 101 - Introduction to Philosophy Credits: 3
PHI 105 - Introduction to Ethics Credits: 3
PHI 110 - Introduction to Logic Credits: 3
REL 101 - Survey of World Religions Credits: 3

Distributed Requirement - 10 Credits

SDV 108 or HON 101 (1 credit)
Students must select the remaining 9 credits from any of the courses in categories of Communications, Social & Behavioral Sciences, Math & Sciences, and Humanities.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
    Request to Seek Accreditation – SDSU

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 1:10 – Relationship of Curriculum and Instruction to Statutory Objectives

BACKGROUND / DISCUSSION
    Board of Regents Policy 1:10 specifies that "Each campus must seek and receive Board approval before applying for initial accreditation or an expanded scope of accreditation for academic programs." In accordance with Board policy, South Dakota State University requests approval to seek accreditation from the National Association of Schools of Art and Design (NASAD) for their Interior Design program (Attachment I). NASAD accredits at the institutional level and the request for Studio Art and Graphic design was previously approved; this request seeks to add Interior Design to that accreditation review.

    The Higher Learning Commission (HLC), a regional accrediting agency recognized by the U.S. Department of Education, awards institutional accreditation for higher education institutions in South Dakota. A variety of unique organizations award specialized/program accreditation within distinct programs or departments at Regental institutions. A general reference document on institutional and specialized/program accreditation is available on the academic Reports and Accountability webpage of the BOR website.

- Special Analysis: Accreditation in Higher Education

IMPACT AND RECOMMENDATION
    Accreditation ensures that SDSU's programs meet professional standard and prove an education comparable to other accredited programs across the country. SDSU does not anticipate any additional costs associated in adding Interior Design to the accreditation review.

    Board staff recommends approval.

ATTACHMENTS
    Attachment I – Request to Seek Accreditation Form: Interior Design (with Graphic Design & Studio Art) (SDSU)

****
DRAFT MOTION 20190402_4-H:
    I move to approve SDSU's requests to seek accreditation from the National Association of Schools of Art and Design (NASAD) for their Interior Design program.

SOUTH DAKOTA BOARD OF REGENTS

Request to Seek Accreditation Under BOR Policy

1. Institution: South Dakota State University

2. Program(s) seeking accreditation: Interior Design (with Graphic Design & Studio Art – previously approved)

3. Level of program(s) involved in accreditation:

_____	Certificate	_____	Master's Degree
_____	Associate Degree	_____	Doctoral Degree
__x__	Bachelor's Degree		

4. Accrediting Agency: National Association of Schools of Art and Design

NOTE: Use additional pages if needed to address the following questions.

5. What are the advantages of accreditation?

Accreditation by the National Association of Schools of Art and Design (NASAD) ensures that SDSU's programs meet professional standard and prove an education comparable to other accredited programs across the country. The self-study and site visit will rigorously assess the curriculum of interior design, graphic design and studio art against standards established by NASAD. NASAD accredits at the institutional level and the request for Studio Art and Graphic Design was previously approved. This request adds Interior Design to the accreditation review.

6. What are the anticipated costs involved in accreditation, including:
A) Costs involved in undergoing self-study and preparing the application for accreditation.
There are no additional costs in adding Interior Design to the accreditation review.
B) Out-of-pocket costs related to dues or site visits.
There are no additional costs in adding Interior Design to the accreditation review.
C) Base budget implications including incremental costs and minimum base resources required (dollars and FTE).
There are no additional costs in adding Interior Design to the accreditation review.
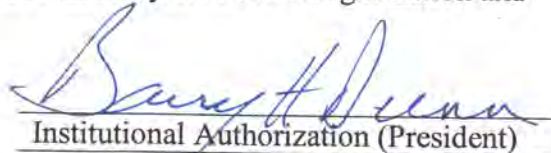
7. What is the source of the resources needed?
Covered within School budgets.

8. What is the estimated date for submission of accreditation application?
Fall 2018. The original estimate was Spring 2017. This was delayed due to reorganization and School director search.

_____
Institutional Authorization (President)

11-5-18
_____
Signature Date

Document Date: 11/7/2018

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
Program Modification – Accelerated Program Request – USD

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
AAC Guideline 2.3 – Substantive Program Modifications
AAC Guideline 2.3.A – Institutional Substantive Program Modification Requests
Summary

BACKGROUND / DISCUSSION
The University of South Dakota has submitted the following program modification proposal provided in Attachment I. This request is also available on the Institutional Substantive Program Modification Requests Webpage.

Existing Program: Substantive Program Modification

- Chemistry (MS) – *request to add accelerated degree option*

While the System Chief Academic Officer approves substantive course and program modifications after a formal review by the Academic Affairs Council, any program modifications that allow for the creation of accelerated programs must obtain formal approval by the Board.

IMPACT AND RECOMMENDATION
This request has been reviewed by the system Interim Vice President for Academic Affairs.

Board staff recommends approval.

ATTACHMENTS
Attachment I – USD: Substantive Program Modification Request Form

****

DRAFT MOTION 20190402_4-I:
I move to approve the program modification request to allow for USD's MS in Chemistry to be offered as an accelerated program as described in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Substantive Program Modification Form

UNIVERSITY:	University of South Dakota
CURRENT PROGRAM TITLE:	Chemistry, M.S., Plan A only (Thesis)
CIP CODE:	40.0505
UNIVERSITY DEPARTMENT:	Chemistry
UNIVERSITY DIVISION:	Arts & Sciences

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.

Elizabeth M. Freeburg	1/10/19
Vice President of Academic Affairs or President of the University	Date

1. **This modification addresses a change in:**

    ☐ Total credits required within the discipline ☐ Total credits of supportive course work

    ☐ Total credits of elective course work ☐ Total credits required for program

    ☐ Program name ☐ Existing specialization

    ☐ CIP Code ☒ Other (explain below) **Addition of a fast-track program**

2. **Effective date of change (enter catalog year):** 2019-2020

3. **Program Degree Level:**

    Associate ☐   Bachelor's ☐   Master's ☒   Doctoral ☐

4. **Category:**

    Certificate ☐   Specialization ☐   Minor ☐   Major ☒

5. **If a name change is proposed, the change will occur (*place an "X" in the appropriate box*):**

    ☐ On the effective date for all students

    ☐ On the effective date for students new to the program (enrolled students will graduate from existing program)

    Proposed new name: _____

    > *Reminder: Name changes may require updating related articulation agreements, site approvals, etc.*

6.   Primary Aspects of the Modification (*add lines or adjust cell size as needed*):

Existing Curriculum   *Proposed Curriculum (highlight changes)*

Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
Masters of Science Degree (Plan A - Thesis)				**Masters of Science Degree (Plan A - Thesis)**			
Major Area Coursework				**Major Area Coursework**			
CHEM	726	Advanced Organic Chemistry	4	CHEM	726	Advanced Organic Chemistry	4
CHEM	730	Advanced Analytical Chemistry	3	CHEM	730	Advanced Analytical Chemistry	3
CHEM	744	Advanced Physical Chemistry	4	CHEM	744	Advanced Physical Chemistry	4
CHEM	752	Advanced Inorganic Chemistry II	3	CHEM	752	Advanced Inorganic Chemistry II	3
CHEM	790	Graduate Seminar in Chemistry	4	CHEM	790	Graduate Seminar in Chemistry	4
CHEM	798	Thesis Research in Chemistry	6	CHEM	798	Thesis Research in Chemistry	6
		Chemistry or other electives	6			Chemistry or other electives	6
The candidate must conduct independent research under the guidance of an approved advisor, and must prepare and present a thesis that demonstrates the addition of significant knowledge to some area of chemistry. The candidate is required to pass American Chemical Society standardized written examinations covering work in the department; an oral defense of the thesis is required after acceptance by the student's advisory committee.				The candidate must conduct independent research under the guidance of an approved advisor, and must prepare and present a thesis that demonstrates the addition of significant knowledge to some area of chemistry. The candidate is required to pass American Chemical Society standardized written examinations covering work in the department; an oral defense of the thesis is required after acceptance by the student's advisory committee.			
		Subtotal	**30**			**Subtotal**	**30**
				Accelerated Master's Program: BS/MS Up to 12 credits applied toward the B.S. program may be used to satisfy graduate credit. The following restrictions apply: a. Dual-listed courses taken at the 500-level can be applied to both the B.S. and M.S. degrees. Dual-listed courses must be taken at the 500-level. b. The student must apply to, and be admitted to, the accelerated program prior to taking courses to be credited toward the accelerated program. c. No courses taken prior to admission to the accelerated program may be counted toward an accelerated graduate degree. d. Courses that are "double counted" must be approved by the program coordinator for inclusion in the program of study prior to registration for the course or the credits will not be applied toward the accelerated graduate degree. e. Only courses taken at the student's home institution are eligible for accelerated program credit. No transferred courses from other institutions will be allowed to count toward the accelerated master's degree. f. Students admitted to the accelerated M.S. Program may be allowed to register for all courses included in his/her program of study and these credit hours may apply to both undergraduate and graduate degree requirements.			
Total number of hours required for degree			**30**	**Total number of hours required for degree**			**30**

7.   Explanation of the Change:

The addition of an accelerated option will allow advanced students who have been admitted to the Master's program to begin the M.S. in Chemistry during their final year of undergraduate study. Undergraduate students who qualify for and are admitted to the accelerated program may register for graduate level classes (500, 600, and 700) and these credit hours may apply to both undergraduate and graduate degree requirements.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
> **Revisions to Terminal Degrees Table – USD**

CONTROLLING STATUTE, RULE, OR POLICY
> AAC Guideline 6.1 – Terminal Degree Table Modifications
> AAC Guideline 6.2 – Terminal Degrees Table

BACKGROUND / DISCUSSION
> The University of South Dakota requests to make the following revisions to the terminal degree table (also noted in <mark>Yellow</mark> within Attachment I):

Discipline	Current Listing	Proposed Addition
Business Administration (Management)	Ph.D, DBA/JD	Ph.D, DBA, JD*
Finance		Ph.D
Human Resource Management		Ph.D
Marketing		Ph.D, DBA
Operations Management		Ph.D

> **Issued by a school accredited by the American Bar Association*

IMPACT AND RECOMMENDATIONS
> With these changes, USD feels the terminal degrees table would be more aligned with future faculty appointments.
>
> Board staff recommends approval.

ATTACHMENTS
> Attachment I – Proposed Revisions to AAC Guideline 6.2 Terminal Degrees Table

****

DRAFT MOTION 20190402_4-J:
> I move to approve the proposed revisions to AAC Guideline 6.2 Terminal Degrees Table as provided in Attachment I.

TERMINAL DEGREES						
Discipline	**BHSU**	**DSU**	**NSU**	**SDSM&T**	**SDSU***	**USD**
Accounting	Ph.D, DBA	Ph.D, DBA, JD with CPA	Ph.D, DBA, Ed.D. with CPA, JD with CPA		Ph.D, DBA	Ph.D., DBA
Aerospace Studies					USAF Determines	
Agricultural Business					Ph.D	
Agricultural Finance					Ph.D	
Agricultural Economics					Ph.D	
Agricultural Education					Ph.D, Ed.D	
Agriculture & Biosystems Engineering					Ph.D	
Agricultural Journalism					Ph.D or Ed.D	
Agricultural Marketing					Ph.D	
Agricultural Systems Technology					Ph.D	
Agronomy					Ph.D	
Addiction Studies						Ed.D. or Ph.D. with licensure and clinical practice in addiction or prevention
American Indian / Native Studies					Ph.D	Ph.D
Anatomy					Ph.D	Ph.D, MD, DO, DPM, PharmD
Animal Science					Ph.D, DVM	
Anthropology					Ph.D	Ph.D
Apparel Merchandising					Ph.D, MFA	
Architecture					M.Arch, D.Arch, MS in Arch Design (coupled with B.Arch), Doctor of Design (coupled with a B.Arch or M.Arch)	
Art	Ph.D, Ed.D, MFA	Ph.D, D.A., MFA	Ph.D, MFA	Ph.D, MFA	DA, Ph.D, MFA	MFA, PhD
Arts Education		Ph.D, DA, MFA, Ed.D			DA, Ph.D, MFA	MFA, Ph.D, Ed.D
Athletic Training					Ph.D; Ed.D	MA/MS + certification by the Nat'l Athletic Training Assn
Atmospheric, Environmental & Water Resources				Ph.D	Ph.D	
Aviation Education					Ph.D, Ed.D, DM	
Biochemistry				Ph.D	Ph.D	Ph.D, MD, DO, DPM, PharmD
Biology	Ph.D, DA	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Biological Engineering				Ph.D		

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Biological Sciences		Ph.D, Ed.D			Ph.D	Ph.D
Biomedical Engineering				Ph.D		Ph.D
Botany		Ph.D, Ed.D			Ph.D	
Business Administration (Management)	Ph.D, DBA, JD*	Ph.D, JD, DBA	Ph.D, DBA, Ed.D, JD		Ph.D, JD, DBA	Ph.D, ~~DBA/JD~~ DBA, JD*
Business Education	Ph.D, Ed.D., DBA	Ph.D, JD,DBA, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D
Chemistry	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Chemical Engineering				Ph.D		
Civil Engineering				Ph.D	Ph.D	
Combined PhD						PhD, MD, DO, DPM, PharmD
Communications/Mass-Journalism	Ph.D, Ed.D, MFA**	Ph.D, MFA, DA			Ph.D, Ed.D	JD, MFA, Ph.D, Ed.D
Communications/Theatre		Ph.D, MFA, DA			Ph.D, DA, MFA	
Communications Arts/Theatre		Ph.D, MFA, DA			Ph.D, MFA, DA	
Communications - English	Ph.D, Ed.D, DA	Ph.D, MFA, DA			Ph.D	
Communications - Speech	Ph.D, Ed.D	Ph.D, MFA, DA			Ph.D	Ph.D
Communication Disorders						Ph.D; AuD
Computer Applications	Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D			Ph.D	
Computer Engineering				Ph.D		
Computer Programming	Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D			Ph.D	
Computer Science/Information Systems		Ph.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Construction Management					Ph.D, DM, Ed.D, DT, DIT	
Counseling & Human Resource Development					Ph.D, Ed.D	
Counseling & Psychology in Education						PhD, EdD
Construction Engineering & Management				Either a Ph.D. in Civil Engineering or related field; OR, a terminal degree such as a JD and significant experience in the area of civil engineering or construction engineering management		
Consumer Affairs					Ph.D, Ed.D	
Curriculum & Instruction	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Dairy Manufacturing					Ph.D	

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Dairy Production					Ph.D	
Dairy Science					Ph.D	
Dental Hygiene						MA/MS*, DDS
Dietetics					Ph.D	
Early Childhood Education	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Earth Science					Ph.D	Ph.D
Economics	Ph.D, DA	Ph.D, DBA	Ph.D, Ed.D, DBA		Ph.D	Ph.D
Education		Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Education Administration					Ph.D, Ed.D	Ph.D, Ed.D
Electrical Engineering				Ph.D	Ph.D	
Electronics Engineering Technology					Ph.D, DM, Ed.D, DT, DIT	
Elementary Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D
Engineering Management				Ph.D		
Engineering Physics					Ph.D	
English	Ph.D, DA, Ed.D****, MFA for composition and creative writing positions only	Ph.D, DA, MFA, Ed.D	Ph.D, Ed.D, DA	Ph.D	Ph.D, MFA for creative writing positions only	Ph.D, MFA for creative writing positions only
Environment Management					Ph.D	
Environmental Engineering				Ph.D		
Environmental Physical Science	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D	
European Studies					Ph.D	
Exercise Science					Ph.D, Ed.D, DPH	
Family & Consumer Science Education					Ph.D, Ed.D	
Family Medicine						DO, MD, Ph.D
Finance						Ph.D
French Studies						Ph.D
General Agriculture					Ph.D	
Geography	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA	Ph.D	Ph.D	
Geographic Information Systems					Ph.D	
Geology				Ph.D		
Geological Engineering				Ph.D		
Geophysics and Seismology				Ph.D.		
German					Ph.D	Ph.D
Gerontology					Ph.D	
Health Education					Ph.D, Ed.D, DPH	Ph.D, Ed.D

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Health Information Management		MA or MBA or MS degree plus registered health information administrator or registered health information technician certification				
Health, Physical Education & Recreation		Ph.D, DA, Ed.D				Ph.D, Ed.D, Pe.D
Health Promotion						Ph.D, Ed.D
Health Science					Ph.D, DPH	Ph.D, Ed.D, or clinical doctorate
Health Services Administration	Ph.D, Ed.D, DHA					Ph.D Ed.D
History	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA	Ph.D	Ph.D	Ph.D
History & Criticism						Ph.D
Horticulture					Ph.D	
Hospitality Management					Ph.D, DM	
Human Development & Family Studies					Ph.D, Ed.D	
Human Resource Management	Ph.D, DBA					Ph.D
Human Services	Ph.D, Ed.D, DA		Ph.D, Ed.D, DA			
Indian Studies	Ph.D, Ed.D, DA, JD*				Ph.D	Ph.D
Industrial Engineering				Ph.D		
Industrial Management/Technology		Ph.D, DBA				
Instrumental Music	Ph.D, Ed.D, DMA	Ph.D, MFA, DMA, DA	Ph.D, Ed.D, DMA, DA		Ph.D, DMA, MFA	MFA, DMA
Interior Design					Ph.D, MFA, M. Arch., D. Arch., MS in Arch (coupled with an ID undergraduate degree), and Doctor of Design (coupled with an ID undergraduate degree	
Internal Medicine						DO, MD
International Studies						Ph.D
Journalism		Ph.D, MFA, DA			Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Kinesiology and Sport Science						PhD, EdD
Lab Animal Services					DVM	DVM,
Landscape Design					PH.D or MLA	
Law						JD*
Law Library Director						MLS and JD

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Library					Ph.D or MLS + 2nd Masters; MLS or MLIS for Assistant Librarian rank; MLS or MLIS + Ph.D or 2nd Masters for Associate Librarian and Librarian ranks	MLIS, MLS*
Library Media (Teaching)	Ph.D, Ed.D, MLS		Ph.D, Ed.D, MLS			Ph.D, Ed.D
Library Media (Non-Teaching)	Ph.D, Ed.D, MLS	Ph.D, Ed.D, MLS	Ph.D, Ed.D, MLS			
Library Science		MLS from an ALA accredited program		Ph.D, MLS		
Marketing	Ph.D, DBA	Ph.D, DBA	Ph.D, DBA		Ph.D, DBA	Ph.D, DBA
Mass Communication					Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Materials Engineering & Science				Ph.D		
Mathematics	Ph.D, DA	Ph.D	Ph.D, Ed.D, DA	Ph.D, DA	Ph.D	Ph.D
Mechanical Engineering				Ph.D	Ph.D	
Medical Library						MLS*
Medical Laboratory Science					Ph.D, DCLS, Ed.D in conjuction with MLS (ASCP)	MA/MS*
Metallurgical Engineering				Ph.D		
Microbiology				Ph.D	Ph.D	Ph.D, MD, DO, DPM, PharmD
Middle School	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D	Ph.D, Ed.D
Military Science					Determined by US Army	Determined by U.S. Army
Mining Engineering				Ph.D		
Modern Languages					Ph.D	Ph.D
Molecular Biology				Ph.D		
Music		Ph.D, DA,MFA, DMA	Ph.D, DA, DMA	Ph.D, DMA	Ph.D, DMA, MFA, DA	DMA, PhD, D.A.
Music Education		Ph.D, DA,MFA, DMA, Ed.D			Ph.D, DMA, MFA, DA	Ph.D, Ed.D
Music Merchandising					Ph.D, DMA, MFA, DA	
Music (Non-Teaching)	PH.D, Ed.D, DMA		Ph.D, DA, DMA		Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
Music Studio/Applied					Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
Nanoscience & Nanoengineering				Ph.D		
Nursing					Ph.D, Doc N Science, Ed.D, DNP	Ph.D (nursing or related field), DNS, Ed.D, and D.N.P.
Nursing Practice					DNP	
Nutrition & Food Science					Ph.D	

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Occupational Therapy						PhD, DrOT, OTD, EdD, DSc*
Office Administration	Ph.D, Ed.D, DBA	Ph.D, Ed.D, DBA	Ph.D, Ed.D, DBA			
Operations Management					Ph.D, DM, Ed.D, DT, DIT	Ph.D
Ornithology						Ph.D
Outdoor Education	Ph.D, Ed.D					
Pest Management					Ph.D	
Pharmaceutical Sciences					Ph.D, Pharm.D	
Pharmacy					Ph.D, Pharm.D	
Philosophy					Ph.D	Ph.D
Physical Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Physical Therapy						DPT, PhD, EdD, or DSc—all plus licensure to practice
Physician Assistant Studies						MA/MS*
Physiology/Pharmacology					Ph.D	Ph.D, MD, DO, DPM, PharmD
Physics	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D	D.Sc, Ph.D	Ph.D	Ph.D
Plant Production					Ph.D	
Political Science	Ph.D, DA,	Ph.D, DA	Ph.D, Ed.D, DA, JD		Ph.D, JD	Ph.D, DPA
Political Science/Criminal Justice					Ph.D, JD	Ph.D, DPA, JD
Psychiatry						Ph.D, MD, DO
Psychology	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Public Administration					Ph.D, DPA	Ph.D, DPA
Public Health					M.P.H., D.P.H., Ph.D, or clinical doctorate	M.P.H., D.P.H., Ph.D, Ed.D, or clinical doctorate
Public Relations					Ph.D, Ed.D	
Range Science					Ph.D	
Religious Studies					Ph.D, Div.	
Respiratory Care		MS + RRT or MA + RRT				
Rural Sociology					Ph.D	
Science / Physical	Ph.D	Ph.D, Ed.D			Ph.D	
Scientific Forensic Technology		JD, PhD in Chemistry, PhD in Physics, PhD in Math				
Social Science	Ph.D, DA		Ph.D, Ed.D, DA	Ph.D	Ph.D	
Social Work					Ph.D, DSW	MSW*, Ph.D., DSW, Ed.D.

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Sociology	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA, JD	Ph.D	Ph.D	Ph.D
SD University Affiliated Program						MSW, Ph.D, Ed.D, MD, DO
Spanish	Ph.D		Ph.D, Ed.D		Ph.D	Ph.D
Special Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D
Speech	Ph.D, MFA***	Ph.D, DA, MFA	Ph.D, Ed.D, DA		Ph.D	Ph.D
Sport, Recreation, and Park Management					Ph.D, Ed.D	
Statistics				Ph.D		
Taxation						LLM or MT, Ph.D, DBA
Technology	Ph.D, Ed.D	Ph.D, Master's plus industry experience				
Theatre		Ph.D, DA, MFA	Ph.D, Ed.D, MFA, DA		Ph.D, DA, MFA	MFA, Ph.D, Ed.D
Tourism and Hospitality	Ph.D, DBA					
Visual Arts-Studio					Ph.D, DA, MFA	MFA
Vocal Music	Ph.D, Ed.D, D.M.A.		Ph.D, Ed.D, DMA		Ph.D, DMA, MFA	MFA, DMA
Wellness Management	Ph.D, Ed.D					Ph.D, Ed.D
Fitness-Wellness Management, Health, and Physical Education		Ph.D, DA, Ed.D			Ph.D, Ed.D, DPH	Ph.D, Ed.D, Pe.D
Wildlife Fisheries					Ph.D	
Veterinary Science					Ph.D, DVM	

Black Hills State University

*In cases where the institution hires a J.D. for the specific purpose of using his/her legal expertise in law-related classes, that degree shall be considered terminal.

** Graphics, Photography, or Multi-media Only

*** Theatre

**** Applies only to English Education

South Dakota School of Mines & Technology

We do not hire on a tenure track contract unless the person has an earned doctorate. Doctorates represented by our current faculty are:

   Doctor of Philosophy (Ph.D)

   Doctor of Arts (D.A.)

   Doctor of Music Arts (D.M.A.)

   Doctor of Education (Ed.D)

   Juris Doctor (JD)

   Doctor of Science (D.Sc.)

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
The degrees and discipline areas shown in the table are those of our current permanent faculty.						
Part-Time faculty are hired in various disciplines on an as needed basis.						
The following degrees are considered to be terminal degrees for purposes of promoton amoung our Lecturer Series faculty:						
Master of Arts (M.A.)						
Master of Science (M.S.)						
Master of Library Science (M.L.S.)						
Master of Fine Arts (M.F.A.)						
Master of Philosophy (M.PHIL.)						
With the exception of our professional librarians, these positions are all ones with substantial soft money support.						
South Dakota State University						
Wherever a Ph.D is noted, other doctorates such as Ed.D, DTA, DA, Doc. Sci, etc. will be considered terminal degrees in place of the Ph.D in any area if appropriate to the assignment.						
Degrees regarded by South Dakota State University as terminal degrees for appointment, promotion, and tenure purposes are as follows:						
Master of Fine Arts (MFA)						
Master of Landscape Architecture (MLA)						
Master of Library Science (MLS) when combined with a second masters degree						
Master of Social Work (MSW) *(in the past; would be reevaluated with new appointments)*						
Director of Education (Ed.D)						
Doctor of Arts (DA)						
Doctor of Business Administration (DBA)						
Doctor of Dental Science (DDS)						
Doctor of Divinity (DD)						
Doctor of Engineering (D.Eng)						
Doctor of Industrial Technolgoy (DIT)						
Doctor of Jurisprudence (JD)						
Doctor of Medicine (MD)						
Doctor of Music Arts (DMA)						
Doctor of Pharmacy (PharmD) *(if a first entry into practice degree, it would be necessary for individual to have experience and/or a residency or post doctoral experience to progress through the ranks)*						
Doctor of Philosophy (Ph.D)						
Doctor of Public Administration (DPA)						
Doctor of Public Health (DPH)						
Doctor of Science (D.Sci)						
Doctor of Teaching Arts (DAT or DTA)						
Doctor of Technology (DT)						
Doctor of Veterinary Medicine (DVM)						

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
In addition there are administratively approved explanations/justifications for:						
Journalism - a combination of degree plus work in the field is described relative to the various ranks						
Engineering Technology - a combination of degree plus industrial experience is described relative to the various ranks						
Both of these internally approved documents are justified with data about faculty in the profession and reference to accreditation criteria. In both areas the combination of academic degree and work experience is more relevant than looking solely at the doctorate as the terminal degree.						
University of South Dakota						
Dental Hygiene: MA or MS in an approved related area plus a baccalaureate degree in Dental Hygiene						
Law: Issued by a school accredited by the American Bar Association						
Law Library: MLS issued by a school accredited by the American Library Association and a JD issued by a school accredited by the American Bar Association						
Library: Issued by a school accredited by the American Library Association plus a second masters or a Specialist or a Doctorate in a disciplinary area						
Medical Library: With certification by the Medical Library Association plus a second masters in a discipline area						
Occupational Therapy: Plus licensure if the degree is in Occupational Therapy.						
Physical Therapy: Plus licensure if the degree is in Physical Therapy.						
Physician Assistant: Master's degree in any discipline						
Social Work: MSW required regardless of terminal degree						

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
   Naming Request – SDSU – Ness School of Management and Economics

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 2:14 – Campus Organization Structure

BACKGROUND / DISCUSSION
   South Dakota State University requests to create a new Ness School of Management and Economics. This School will include degree programs in the current Department of Economics and provide greater transparency of its programs to prospective students and employers. In addition, the newly formed Ness School of Management and Economics will administer current initiatives of the Ness Division of Management and Economics including outreach to industry stakeholders in the state and region.

IMPACT AND RECOMMENDATIONS
   This organizational structure change is consistent with previous moves by the College of Arts, Humanities and Social Sciences aimed at enhancing operational efficiencies.

   Board staff recommend approval.

ATTACHMENTS
   Attachment I – SDSU Request to Create New "Ness School of Management and Economics"

****

DRAFT MOTION 20190402_4-K:
   I move to approve SDSU's request to create a new "Ness School of Management and Economics".

South Dakota State University
SDSU

January 14, 2019

TO: Dr. Barry H. Dunn, President

FROM: Dr. Dennis D. Hedge, Provost and Vice President for Academic Affairs

RE: School of Management and Economics

I have received a request from Dr. Lynn Sargeant, Dean of the College of Arts, Humanities and Social Sciences, to create a School of Management and Economics. This School will include degree programs in the current Department of Economics and provide greater transparency of its programs to prospective students and employers. In addition, the newly formed School of Management and Economics will administer current initiatives of the Ness Division of Management and Economics including outreach to industry stakeholders in the state and region.

This organizational structure change is consistent with previous moves by the College of Arts, Humanities and Social Sciences aimed at enhancing operational efficiencies. These changes include a recently formed School of Design (2015), School of Performing Arts (2017), and School of Communication and Journalism (2018). Beyond that, establishment of this School will better position South Dakota State University for AACSB accreditation. Since receiving permission to seek AACSB accreditation from the SD Board of Regents, the unit has met numerous milestones, including realigning faculty positions in accounting, finance, management and marketing, establishing an endowed chair in entrepreneurship, completing the renovation of Harding Hall, and securing approval of the AACSB Eligibility Application. Recently, Dr. Greg Mosier, Dean and Distinguished International Professor of the College of Business at the University of Nevada, Reno who serves as SDSU's assigned AACSB mentor, recommended changing to this requested structure as it will better-position the unit for success in attaining AACSB accreditation.

I am supportive of this requested change to organize as a School of Management and Economics effective July 1, 2019. If you approve, I request that we forward this to the SD Board of Regents for approval at their next meeting.

Please let me know if you need additional information.

I approve,

Barry H Dunn

1-14-19

Ness School of Management and Economics
Including programs in Economics, Business Economics, Entrepreneurial Studies, Agricultural Business, and Agricultural and Resource Economics

College of Arts, Humanities and Social Sciences
South Dakota State University
January, 2019

The faculty of the Department of Economics and the Dean of the College of Arts, Humanities and Social Sciences request that the unit be formally recognized as a Ness School of Management and Economics, located in the College of Arts, Humanities and Social Sciences, effective July 1, 2019.

Structure
The creation of the Ness School of Management and Economics within the College of Arts, Humanities and Social Sciences is consistent with organizational changes already in progress. The College of Arts, Humanities and Social Sciences recently formed the School of Design (2015), the School of Performing Arts (2017), and the School of Communication and Journalism (2018). The requested name change of this unit to the Ness School of Management and Economics will provide greater transparency of its programs to prospective students and employers and will facilitate outreach to industry stakeholders in the state and region.

The Ness School of Management and Economics will occupy Harding Hall, to which the department moved in August, 2018. It will administer the initiatives of the current Ness Division of Management and Economics, including outreach to industry stakeholders in the state and region, and include all degree programs currently housed in the Department of Economics, including:
- Agricultural Business (B.S.)
- Agricultural and Resource Economics (B.S.)
- Business Economics (B.A./B.S.)
- Economics (B.A./B.S.)
- Entrepreneurial Studies (B.A./B.S.)
- Economics (M.S.)

and minors in:
- Accounting
- Agricultural Business
- Agricultural Marketing
- Banking and Financial Services (in collaboration with NSU)
- Economics
- Entrepreneurial Studies
- Human Resource Management
- Land Valuation and Rural Real Estate
- Management
- Marketing

The faculty of the proposed School comprises 23 tenure-stream professors, 7 instructor/lecturers and 6 part-time instructors. The faculty serves a current student population of over 700 undergraduates, approximately 1,000 registrations in one or more of the minors, and 30 graduate students. Tenure-stream faculty members hold doctoral degrees in accounting, finance, management, marketing, industrial engineering, agricultural economics, agribusiness and food management, and economics. Credentials

held by full- and part-time instructors and lecturers include the Juris Doctor, Master of Business Administration, Master of Public Accounting, and Certified Public Accountant licensure.

The proposed Ness School of Management and Economics also supports the land-grant missions of the Agricultural Experiment Station and SD Extension. It produces significant externally-funded interdisciplinary research of relevance to the agricultural and agribusiness sectors of the state's economy. It disseminates translational research through its field specialists located in Aberdeen, Mitchell, and Sioux Falls. The School maintains an extensive network of executive partners including banking and lending audiences, state and regional bank examiners, cooperatives board members and directors, and industry leaders.

Motivation

SDSU received permission in 2011 to seek accreditation from the Association to Advance Collegiate Schools of Business (AACSB) for a set of undergraduate programs including offerings based in economics, management and agricultural business (South Dakota Board of Regents, March 30-April 1, 2011, pages 556-564 of the official minutes). SDSU is currently the only 1862 land-grant that does not have an AACSB-accredited business/management program or defined academic unit.

Since receiving permission to seek AACSB accreditation, the unit has met numerous milestones, including realigning faculty positions in accounting, finance, management and marketing, establishing an endowed chair in entrepreneurship, completing the renovation of Harding Hall, and securing approval of the AACSB Eligibility Application. Dr. Greg Mosier, Dean and Distinguished International Professor of the College of Business at the University of Nevada, Reno now serves as SDSU's assigned AACSB mentor. During a recent visit, Dean Mosier recommended changing the current academic structure of the Department of Economics to a Ness School of Management and Economics. The establishment of this School will better-position the unit for success in attaining AACSB accreditation.

The Ness School of Management and Economics will align SDSU more closely with other land-grant institutions, all of which have well-established AACSB-accredited units. Land-grant universities have historically embraced professional education as part of their mandate to serve their regional populations. Modern employers need graduates who can assess the value propositions of innovation, technology, and manufacturing systems within the context of ethical and efficient organizations. The School will provide increased opportunities for students to connect with and network within an entrepreneurial environment, ultimately contributing the economic growth of the state of South Dakota.

This request advances the goals of SDSU's strategic plan *Imagine 2023: Aspire, Discover, Achieve*:
- *Achieve Excellence Through Transformative Education*. In the past three years, the unit as implemented significant changes to transform the lives of its students. Highlights include a renewed commitment to experiential learning with the opening of the First Dakota National Bank e-Trading Lab, the alignment of faculty training with the needs of students and employers, the relocation to Harding Hall, and the launch of the Business Economics degree. The proposed re-naming will greatly advance the School's goal of achieving AACB accreditation, which will have a transformative impact on students.
- *Cultivate and Strengthen Community Engagement*. The proposed School is well-positioned to elevate the University's external engagement through existing extension programs and public-private partnerships. Re-branding the unit will improve its visibility in the region and foster additional opportunities to support economic development.
- *Foster Innovation and Increase Research, Scholarship and Creative Activity (RSCA)*. Increased transparency will help the proposed School recruit and retain productive faculty members in business disciplines. It will also assist with the development of multi-institution research teams. The result will be an increase in the dissemination of high-quality and relevant economic and business analysis.

- *Be a Growing, High-Performing and Healthy University*. The proposed School will deepen the culture of professionalism, responsibility, and accountability among its students, faculty and staff by modernizing the unit and harmonizing it with national norms.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
Student Organization Award Winners for 2018

CONTROLLING STATUTE, RULE, OR POLICY
None

BACKGROUND / DISCUSSION

Each year, the Board of Regents approves the previous year's Student Organization Award winners. The nominations advanced to the Board are chosen by each institution in the categories of Academic Excellence, Community Service, and Organizational Leadership. Once approved, the Board presents these awards at its meetings throughout the year. The first award presentation is slated during the April BOR meeting as agenda item 5 – B.

Award for Academic Excellence

The purpose of this award is to recognize student organizations for outstanding contributions to the academic environment of their university or the academic performance of students. The following organizations have been chosen:

BHSU	Three Peaks Review
DSU	Phi Beta Lambda (PBL) Business Club
NSU	Honors Club
SDSM&T	3-D Printing Club
SDSU	Plant Science Graduate Student Association (PSGSA)
USD	Radiology Interest Group/Seldinger Society

Award for Community Service

The purpose of this award is to recognize student organizations for community service external to the campus. When student groups engage in community service, they help to establish good relationships between the institution and the community, they provide

(Continued)

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DRAFT MOTION 20190402_4-L:

I move to accept the recommendations offered by each institution for student organization awards and announce the names of the award winners.

necessary help to non-profit organizations, they develop the leadership skills of their members, and they instill an appreciation for service in our students. The following organizations have been chosen:

BHSU	Campus Activities Board
DSU	The Alliance
NSU	Environmental Club
SDSM&T	Circle K
SDSU	Phi Upsilon Omicron – National Honor Society in Family and Consumer Sciences (Phi Chapter)
USD	Student Occupational Therapy Association (SOTA)

Award for Organizational Leadership

The purpose of this award is to recognize student organizations for outstanding activities that provide effective student or community leadership. The following organizations have been chosen:

BHSU	Theatre Society
DSU	CybHER
NSU	The Exponent
SDSM&T	American Society of Civil Engineers
SDSU	Armed Forces Association
USD	Union of African American Students (UAAS)

IMPACT AND RECOMMENDATIONS

The Board recognizes the important role that student organizations play in the regental system. Student organizations provide students the opportunity to connect with others who have similar interests as well as experience a sense of community, all of which increases the likelihood of successful college completion. They also provide students with opportunities for professional development by offering students practical opportunities to hone skills, including those in leadership and communication.

ATTACHMENTS

None

Budget and Finance
Consent

AGENDA ITEM: 4 – M
DATE: April 2-4, 2019

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SUBJECT
     DSU Naming Request – Van Eps Place

CONTROLLING STATUTE, RULE, OR POLICY
     BOR Policy 1:27 – Naming of Institutional Facilities, Programmatic Units or Funded
     Academic Honors

BACKGROUND / DISCUSSION
     Dakota State University ("DSU") requests authorization to name the former St. Thomas
     Aquinas Church property located at 321 N. Van Eps Avenue, "Van Eps Place". Per
     Board Policy 1:27, any naming of new or existing facilities costing over $250,000 must
     be approved by the Board. The property will serve as a residence facility for students, and
     is named based on the street it is located on in Madison. The name is intended to suggest
     that Van Eps Place is a step up from a traditional residence hall living environment.

IMPACT AND RECOMMENDATIONS
     The naming request from DSU meets the requirements of Board Policy 1:27, and
     therefore, Board staff recommends approval by the Board.

ATTACHMENTS
     Attachment I – Naming Request Form & Memo

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DRAFT MOTION 20190402_4-M:
     I move to approve the request of Dakota State University to name the property located at
     321 N. Van Eps Avenue, "Van Eps Place."

South Dakota Board of Regents

Naming Request Form

Request for Naming of Campus Facilities,
Programmatic Units, or Funded Academic Honors

Please send this completed form to BORSEC@sdbor.edu .

Date Request Submitted: March 6th, 2019

Name of Institution: Dakota State University

Current Name: No Current name - former St. Thomas Aquinas Church property purchased for housing

Proposed Name: Van Eps Place

Effective Date and Duration of Proposed Name: Effective immediately; name to remain unless future request to change

Location on Campus: 321 N Van Eps Avenue

Purpose of Facility, Space, or Program to be Named: Will serve as residence facility for students

If the naming request is the result of a gift, is the institution currently in possession of the gift? : NA

If the naming request is the result of a gift agreement that provides the donor the right to name the facility, when and how was the Board apprised of such an agreement in advance? (Please submit the gift agreement with this form.)

NA

Rationale for Proposed Name (Include in the space below, or attach documentation):

The name of this newly acquired facility would be reflective of the geographical location in Madison. The proposed building name would be a neutral title that could be easily changed in the future if desired. The name also suggest a step up from a traditional residence hall living environment.

Authorization for Use of Name

I, the undersigned, authorize the use of my name for the proposed naming request specified above.

_____   _____
Signature   *Date*

_____
Printed Name

Campus Authorization of Naming Request

I, the undersigned President/Superintendent, have a reasonable assurance that the proposed name will bring additional honor and distinction to the institution, the recognition implied by naming is appropriate for the behavior exhibited by the individual, family, or organization, and any philanthropic commitments connected with the naming can be realized. I certify that this naming request meets the criteria required by Board of Regents Policy 1:27, which key requirements are stated below:

1. When naming a facility or programmatic unity for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:
    a. Serving the university in an academic or administrative capacity with high distinction, or
    b. By contributing in other exceptional ways to the welfare and reputation of the university, to education, or the community in general.

OR

2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration has been given to the following factors:

    a. The significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
        i. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
        ii. A name proposed for an existing but presently untitled facility so as to recognize a gift to the institution may be considered when the gift represents a significant proportion of the value of the facility.
        iii. A name may be proposed for a programmatic unit to recognize an endowed gift to the institution if the gift is similar to donations received for comparable naming at peer institutions, provided that any associated endowment will be sufficient to sustain the program or a substantial portion of it, since the naming shall be in effect for the life of the program.
        iv. If a fund raising drive or a contractual agreement may involve naming that is subject to Board approval, the Board must be apprised of such initiatives in advance.
        v. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.
            a. Corporate names may be used to designate individual rooms or suites of rooms, as well as endowed chairs and professorships. Plaques in public spaces within buildings may recognize the contributions of corporations. The size, design, and wording of plaques and other signs that acknowledge corporate generosity and express institutional appreciation should be modest in size and appropriate to the public university or school setting.

    b. the urgency or need for the project or program, or continuing support for the program,
    c. the standing of the individual, family, or entity in the community or profession,
    d. the nature and duration of the relationship of the proposed honoree to the university.

José-Marie Griffiths   March 7, 2019
_____   _____
President/Superintendent Signature   *Date*

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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SUBJECT
BOR Policy 5:2 – Externally Sponsored Programs Revisions (First & Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY
None

BACKGROUND / DISCUSSION
The attached policy was created to address concerns of previous Board members about the loss of a major grant and the impact and related reduction on indirect dollars and spending. The policy requires minimal reporting given the $1.0M reporting threshold, but does require some annual reporting with the budget submission.

IMPACT AND RECOMMENDATIONS
In an attempt to transition the BOR policies into the new format, BOR Policy 5:2 has been updated to include the purpose of the policy, definitions, and put in the new format. The policy revisions were reviewed by the Business Affairs Council and the Council of Presidents and Superintendents in December 2018. Board office staff recommend approval.

ATTACHMENTS
Attachment I – BOR Policy 5:2 – Externally Sponsored Programs

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DRAFT MOTION 20190402_4-N:
I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of BOR Policy 5-2 – Externally Sponsored Programs as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Externally-Sponsored Programs

NUMBER: 5:2

A. PURPOSE

To provide guidance to institutions when grants are reduced or terminated.

B. DEFINITIONS

1. **Facilities and Administration (F&A) Costs:** These costs are also referred to as indirect overhead, or overhead. They are actual costs incurred to conduct the normal business activities of an institution and are not readily identified with or directly charged to a specific sponsored project award, but recouped from an overhead rate.

C. POLICY

1. **Information Relative to Grant Reduction or Termination**

   1.1. Each institution must notify the Executive Director at least 30 days prior to the reduction or early termination of a grant award that results in an annual award reduction of $1,000,000 or more, or an annual Reduction of F&A receipts of $200,000 or more. The notification from the institution shall include the following:

   - A. The annual fiscal impact of the reduction or early termination;

   - B. The number of FTEs directly affected by the reduction or early termination; and

   - C. The institution's plan to compensate and/or adjust for the budgetary shortfall resulting from the reduction or early termination.

   1.2. The Executive Director shall provide a quarterly report to the Board detailing the reduction or early termination notifications received.

2. **Facilities and Administration (F&A) Receipts**

   2.1. All grant and contract F&A receipts (sometimes called indirect or overhead receipts) shall be under the direct supervision of the president of the institution. An annual report shall be included in the sSupplemental bBudget iInformation submitted as part of the budget request cycle. The annual report shall include a breakdown of personal services and O-&-M expenditures within NACUBO program. F&A receipts shall be included in the oOperating bBudgets submitted during each budget cycle. The F &

AF&A account must operate in the positive. In the event F & AF&A expenses exceed receipts, a financial report detailing one-time and on-going commitments from F & AF&A receipts shall be included in the oOperating bBudget submitted. If this occurs, the F & AF&A account must be balanced.

2.2.   Research F&A receipts may be utilized as follows:

2.2.1.   A.——Directly in matching support of organized research or distributed on a departmental basis to promote research-related activities;

2.2.2.   B.——For administrative and audit costs related to research undertakings;

2.2.3.   C.——For physical plant improvements that support or foster research;

2.2.4.   D.——For graduate research assistant and fellow–related student aid in accordance with BOR Policy 3:15:9; or

2.2.5.   E.——To support research in departments where outside grant funding is not available.

3. F&A Cost Definitions

3.1.   A.——F&A costs are real and defensible costs of conducting sponsored projects and activities. These costs represent incremental expenses which should be recognized by all agencies that do business with colleges and universities.

3.2.   B.——The most defensible posture for the institutions to assume is to base the F&A cost rates applied to grants and contracts with State agencies on each institution's federally-approved F&A cost rate. The cognizant audit agency for all of the institutions under the supervision of the South Dakota Board of Regents is the U.S. Department of Health and Human Services Audit Agency.

4. Recovery of F&A Cost from State Agencies

4.1.   A.——In order to recognize the sState of South Dakota's monetary contribution to higher education and higher education's desire to serve the sState of South Dakota, F&A cost rates charged to State agencies shall be limited to 60% of each institution's fFederally-approved F&A cost rate. This rate adjustment for State agencies does not apply to grants and contracts that involve fFederal or other non-state funds.

4.2.   B.——Each institution must be allowed the flexibility to negotiate indirect cost recovery on individual grants or contracts based on the potential benefit of that sponsored project to the institution. Where the actual level of F&A receipts is less than the amount dedicated by the fFederally-approved cost rate, the difference may be shown as an institutional contribution to the project.

FORMS / APPENDICES:

None

SOURCE:

BOR, 1965; BOR, 1968, P. 293; BOR, May, 1991: BOR, May, 1993; October 2014_____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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SUBJECT
    Maintenance & Repair (M&R) Projects

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 6:6 – Maintenance and Repair
    HB1020 – Revise Certain Provisions Regarding State Building Committees for Capital
    Improvement Projects

BACKGROUND / DISCUSSION
    According to BOR Policy 6:6 – Maintenance and Repair, projects not on an approved list
    estimated to cost more than $250,000 must be submitted for Board approval. Any changes,
    other than funding realignments and transfers, over $250,000 to an approved project must
    be submitted to the Board.

    During the 2019 legislative session, HB1020 was passed. This bill changed the definition
    of a capital improvement project and thus the requirement of a building committee.
    Previously, a capital improvement project was defined as any project over $1.5M in cost.
    HB1020 has increased that threshold to $5M. While the law does not go into effect until
    July 1, 2019, the Office of the State Engineer has determined that if expenses will not
    exceed the $1.5M prior to July 1, the project can proceed without a building committee.
    BOR policies change will be needed to 6:4, 6:5, and 6:6 to align with this new law. M&R
    projects greater than $250,000 and less than $5M will be submitted to the Board of Regents

(Continued)
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DRAFT MOTION 20190402_4-O:
    I move to approve the following SDSU maintenance and repair projects: Box Culvert
    Design & Construction at a cost of $435,400; Foundation Seed Stock Storage Shed & Seed
    Building Paved Areas at a cost of $265,000; Matthews Hall Fire Alarm Upgrade at a cost
    of $305,400; Meadows North Building Skin & HVAC Repairs at a cost of $3,717,781;
    Meadows South Building Skin & HVAC Repairs at a cost of $3,723,042; Morrill Hall Data
    Center Cooling at a cost of $300,500; Retention Pond Weir at a cost of $309,000;
    University Student Union Renovation – Phase 1 at a cost of $1,058,000, and University
    Student Union – Einstein Bros Bagels/Weary Wills Back of House Renovation at a cost of
    $345,000. I also move to approve the USD request to transfer $400,000 of auxiliary M&R
    funds from Richardson Hall and Olson Hall to Burgess Hall and Norton Hall as described
    in the attached.

as a consent item and will not require a building committee. This means that fewer projects require preliminary facility statements, facility program plans, and facility design plans. The BOR policy changes will propose that all new construction will still require a building committee.

Attached is the list of projects submitted by the Regental institutions.

IMPACT AND RECOMMENDATIONS

Approval of the projects will allow the institutions to complete projects over the summer construction season. Staff recommend approval of these projects.

ATTACHMENTS

Attachment I – List of M&R Projects between $250,000 and $5,000,000

South Dakota State University requests approval of the following items:

Box Culvert Design & Construction: SDSU requests using FY18 general M&R funds in the amount of $130,620 (originally approved for Berg Ag Hall) and $304,780 committed by the City of Brookings to design and construct a new box culvert under 11th Avenue (University Boulevard). The total cost is expected to be $435,400.

Foundation Seed Stock Storage Shed & Seed Building Paved Area: SDSU requests to design and construct a paved area around the Foundation Seed Stock Storage Shed and the Foundation Seed Building at a cost of $265,000. Funding for this project will come from the Foundation Seed Stock Revolving fund.

Matthews Hall Fire Alarm Upgrade: In December 2017, the Board approved the auxiliary maintenance and repair projects for Binnewies Hall at South Dakota State University. SDSU requests to reassign $305,400 of these funds to Matthews Hall to upgrade the fire alarm and detection system. All systems will meet current code and operational requirements.

Meadows North Building Skin & HVAC Repairs: SDSU requests approval to replace the exterior sheathing, siding, and brick and repair the interior face of the exterior walls. The project scope will include upgrading apartment HVAC units to include recommended outside air. The goal of the project is to eliminate condensation problems caused by thermal short circuits of the light and heavy gauge steel construction. The solutions will require replacement of the building skin with insulated sheathing and new finish materials. Existing air handling equipment will be replaced with new units. The project would be designed by Farris Engineering and their architectural consultant, who is retained on another project. The project will be completed in phases and is likely to utilize multiple construction contracts that are competitively bid as design, bid, build construction projects. Rent revenues maintenance and repair funds will be used for this $3,717,781 project.

Meadows South Building Skin & HVAC Repairs: SDSU requests approval to replace the exterior sheathing, siding, and brick and repair the interior face of the exterior walls. The project scope will include upgrading apartment HVAC units to include recommended outside air. The goal of the project is to eliminate condensation problems caused by thermal short circuits of the light and heavy gauge steel construction. The solutions will require replacement of the building skin with insulated sheathing and new finish materials. Existing air handling equipment will be replaced with new units. The project would be designed by Farris Engineering and their architectural consultant, who is retained on another project. The project will be completed in phases and is likely to utilize multiple construction contracts that are competitively bid as design, bid, build construction projects. Rent revenues maintenance and repair funds will be used for this $3,723,042 project.

Morrill Hall – Data Center Cooling: At an estimated cost of $300,500, SDSU requests to design and construct an in-row cooling system dedicated to UNSS high density servers located within the east half of the data center. The system will reconfigure the rack arrangement for cold aisle cooling containment. The project will be designed by campus

facilities and services engineering staff. Minor structural analysis will be provided by a design consultant. SDSU Technology Revolving Fund will be used to fund this project.

Retention Pond Weir: This project is for the full design and construction of an outlet weir for the retention pond located north of the North Headhouse, near the intersection of Medary Avenue and US Highway 14 By-pass. Reassigning $209,000 of general funds maintenance & repair (M&R) money and a $100,000 contribution from the City of Brookings will fund the $309,000 project.

University Student Union Renovations – Phase 1: Phase 1 of the renovation of the University Student Union includes relocating the Office of Multicultural Affairs to make it more prominent to all students and increase its ability to serve students; to expand and relocate the Career Development Services offices to serve more students and expand offerings to graduating students and employer-in-resident programs; to examine student organization space to provide space that may be used by multiple organizations simultaneously and increase the visibility of student engagement and various organizations; to modernize conference and meeting rooms throughout; and to modernize the lower level of the building and remodel for more efficient use of space that fosters student engagement and house functions more appropriate to the level of the building. SDSU plans to use $1,058,000 of auxiliary maintenance and repair funds.

University Student Union – Einstein Bros Bagel/Weary Wills Back of House Renovation: SDSU requests approval to renovate portions of the University Student Union that would provide additional back of house services for Einstein Bros Bagels and Weary Wills restaurants. The project will be funded using $345,000 from the University Food Service Management Account. The project will include additional storage and kitchen equipment.

University of South Dakota requests approval of the following project:

Burgess Hall/Norton Hall – Building Automation BAS Upgrades (Controllers and Thermostats): USD requests to transfer $400,000 of Auxiliary M&R funds previously approved for Richardson and Olson Halls to Burgess and Norton Halls because Burgess and Norton Halls will be offline this summer for other projects. Therefore, USD plans to replace the existing building automation controllers and thermostats with Johnson Controls building automation.

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

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SUBJECT
   BHSU Student Organization Awards

CONTROLLING STATUTE, RULE, OR POLICY
   None

BACKGROUND / DISCUSSION
   At the March 2018 Board of Regents meeting, the Board is anticipated to approve the recommendations offered by each institution for the 2018 student organization awards winners. The winners of these awards are announced at Board meetings throughout 2019.

   The BHSU Student Organization Awards will be presented at the April BOR meeting in Spearfish. Information about the BHSU student organization award winners can be found below:

   BHSU Award for Academic Excellence: Three Peaks Review
   Three Peaks Review is an educational and social organization, which promotes the study of literature, writing of prose and poetry, the Film Series, the Annual Short Story Writing Contest and publication of the Green Bowl Review. This year, the primary goal of Three Peaks Review was to publish a literary magazine showcasing creative and literary talents of BHSU students. This literary magazine includes creative nonfiction, fiction, and poetry, along with art and photography. An additional goal of the club this year was to improve and enhance activity of the English and creative writing programs throughout campus which it did in through the promotion of literary readings and other activities.

   BHSU Award for Community Service: Campus Activities Board (CAB)
   The Campus Activities Board (CAB) of BHSU is a comprehensive programming board. Its purpose is to provide educational, social, and cultural programming to the university community. There are 38 students on the board for CAB who volunteer their time to ensure that BHSU is an engaging place to be. CAB has held several community service projects and volunteered more than 1,000 hours to the local and regional communities. Cat Yoga, Suitcase Drive, A Wish to Remember, Adopt-a-Highway, Lip Sync Battle, and New Student Orientation are some of the community service projects done since last April. CAB has also hosted more than 60 programs for students during the Fall and Spring semesters.

(Continued)

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INFORMATIONAL ITEM

BHSU Award for Organizational Leadership: Theatre Society
The Theatre Society encourages participation in the theatrical activities on campus and provides for the social and educational benefits of the members. Students, staff, faculty, and community members are all able to be active members in Theatre Society. Between April 2017 and April 2018 the group hosted an improv night, art in my life series, two musicals, three plays, and a haunted house.

IMPACT AND RECOMMENDATIONS

The Board recognizes the important role that student organizations play in the Regental system. Student organizations provide students the opportunity to connect with others who have similar interests as well as experience a sense of community, all of which increases the likelihood of successful college completion. They also provide students with opportunities for professional development by offering students practical opportunities to hone skills, including those in leadership and communication.

ATTACHMENTS

None

Planning, Governance, and Resource Development

AGENDA ITEM: 5 – B (2)
DATE: April 2-4, 2019

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SUBJECT
   SDSM&T Student Organization Awards

CONTROLLING STATUTE, RULE, OR POLICY
   None

BACKGROUND / DISCUSSION
   At the March 2018 Board of Regents meeting, the Board is anticipated to approve the recommendations offered by each institution for the 2018 student organization awards winners. The winners of these awards are announced at Board meetings throughout 2019.

   The SDSM&T Student Organization Awards will be presented at the April BOR meeting in Spearfish. Information about the SDSM&T student organization award winners can be found below:

   SDSM&T Award for Academic Excellence: 3-D Printing Club
   The purpose of the 3-D Printing Club is to pioneer the advancement of home and industrial additive manufacturing technologies. Its mission is to pioneer the advancement of home and industrial additive manufacturing technologies by being a campus and community hub for 3D printing, a student resource for rapid prototyping, and providing an opportunity to learn about additive manufacturing. In addition to being a resource on campus, the organization is establishing itself as a technical reference within the community.

   SDSM&T Award for Community Service: Circle K
   Circle K is an international, collegiate led organization focused on service, leadership, and fellowship. Members must pay yearly dues to be internationally recognized and to log service hours with the club. The organization strives to be involved and develop a strong relationship with the Rapid City community. The group has helped a variety of businesses off campus, including Happy Tails Haven, Storybook Island, and Cornerstone Mission. The group also hosts on campus events to generate support for the broader community with its largest project being the Trick or Treat for Canned Goods.

(Continued)
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INFORMATIONAL ITEM

<u>SDSM&T Award for Organizational Leadership: American Society of Civil Engineers (ASCE)</u>

The American Society of Civil Engineers (ASCE) is the voice of the Civil Engineering field. The student chapter has 77 registered students from four different majors, as the group's commitment to professional development, social interaction, and community service is not limited to the Civil department. The group has been recognized for belonging in the top 5% of ASCE student chapters in the nation for the last six year straight based on the activities of the chapter and its exceptional members. The group's recognition as one of the country's most outstanding chapters stems from the speakers it brings in, the site tours it brings its members on, and the events that it organizes for its members, along with its involvement with the academic department. One of the most notable events in the chapter last year was the opportunity to host the Rocky Mountain Regional Conference, attended by 14 student chapters.

IMPACT AND RECOMMENDATIONS

The Board recognizes the important role that student organizations play in the Regental system. Student organizations provide students the opportunity to connect with others who have similar interests as well as experience a sense of community, all of which increases the likelihood of successful college completion. They also provide students with opportunities for professional development by offering students practical opportunities to hone skills, including those in leadership and communication.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

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SUBJECT
> Report of the Executive Director / Interim Actions

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 1:5 – Executive Director
> BOR Policy 2:23 – Program and Curriculum Approval
> BOR Policy 5:4 – Purchasing
> BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION
> Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.
>
> A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between $50,000 and $250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between $250,000 and $500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION
> The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

ATTACHMENTS
> Attachment I – Interim Actions of the Executive Director

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INFORMATIONAL ITEM

INTERIM ACTIONS OF THE EXECUTIVE DIRECTOR

Maintenance and Repair Projects
($50,000 - $250,000)

Dakota State University

Courtyard Hall – Lower Level Ventilation Expansion: Using $200,000 of Auxiliary maintenance and repair funds, DSU requests to install additional components to expand the lower level HVAC system in Courtyard Hall. In March 2016, the Madison Community Hospital was renovated into housing and student services, now known as Courtyard Hall. Due to budget limitations, the HVAC system of the northern spaces of the lower level were not changed. There is now an issue with musty basement smells. DSU has been working with G&R Controls to properly ventilate the space. Purchase and installation of ventilation equipment would be through the Daikin's IPA contract. The northern area spaces would also be renovated to accommodate marketing and production center staff.

South Dakota School of Mines & Technology

Newlin (Wellness) Center – Fraser Gym Sound Baffle: In October 2013, the Board approved the construction of an addition to the King Center at SDSM&T. Due to budget restraints, the sound dampening properties of the HVAC system were left out. It is very difficult to hold any type of function in the Fraser Gym/Newlin Center with the current HVAC sound level. At a cost of $150,000, SDSM&T requests to use general activity fee (GAF) funds to add sound baffles to reduce the noise levels.

South Dakota State University

Stanley J. Marshall Center – Pool Liner Replacement: SDSU requests using $50,000 of residual HEFF funds and $112,000 of athletics funds to remove and replace the existing pool liner in the Stanley J. Marshall Center.

University of South Dakota

Burgess/Norton Parking Lot Expansion (Emergency Approval): University of South Dakota (USD) requests emergency approval to expand the Burgess/Norton parking lot at a cost of $1,400,000. This project involves the full design, cost estimate, construction administration, and construction to demolish the existing parking lot 5, renovate, and double the parking lot in size. This project also includes new utilities, earthwork, concrete paving, curb and gutter, sidewalks, light poles, striping, and signage.

Leave Without Pay in Excess of Three Months

Dakota State University
- Dr. Benjamin Jones: 01/05/2019 – 05/21/2019
  Dean of College of Arts and Sciences
  (Approved 12/20/2018)

Course Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx

Substantive Program Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx

Reduced Tuition Externally Sponsored Courses

All requests for reduced tuition externally sponsored courses approved by the System Vice President for Academic Affairs can be found on the Special Tuition Rates Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Special_Tuition_Rate_Requests/Pages/default.aspx

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

<div align="right">

AGENDA ITEM: 5 – F
DATE: April 2-4, 2019

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SUBJECT
  Exclusion Resolution (Special Resolution No. 01-2019)

CONTROLLING STATUTE, RULE, OR POLICY
  SD Constitution Art. XIV § 3. Governance of state educational institutions
  SDCL § 13-49-1. Control of educational institutions vested in board
  SDCL § 13-49-19. Customary management powers conferred on board
  SDCL § 13-59-2.2. Dakota State University at Madison—Purposes—Degree Programs

BACKGROUND/DISCUSSION
  As part of Dakota State University's continued work with the federal government, which work includes access to classified information, the federal government requires that five regents undergo security clearance to have access to classified information. Four regents will not undergo security clearance and will be excluded from having access to classified information.

  A history of Exclusion Resolutions is listed below. Each resolution supersedes the resolution prior to it.
  • August 2017 Board Meeting (Item 5-L) - Special Resolution No. 44-2017 At the
  • March 9, 2018 Special Board Meeting (Item 3) - Special Resolution No. 01-2018
  • June 2018 Board meeting (Item 7-H) - Special Resolution No. 13-2018
  • August 30, 2018 Special Board Meeting (Item 2) – Special Resolution No. 15-2018

  Per DSU's request, this exclusion resolution (Special Resolution No. 01-2019) names Lucas Lund as the Student Regent and will supersede Special Resolution 15-2018. The Exclusion Resolution included as Attachment I is required by the federal government.

IMPACT AND RECOMMENDATIONS
  As a result of this item, the following five Regents will undergo (or have undergone) security clearance: Morgan, Roberts, Schieffer, Mickelson, and Wink. The Board staff recommendation is to approve this item.

ATTACHMENTS
  Attachment I – Exclusion Resolution (Special Resolution No. 01-2019)

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DRAFT MOTION 20190402_5-F:
  I move to approve the Exclusion Resolution (Special Resolution No. 01-2019) included as Attachment I, which supersedes Special Resolution No. 15-2018.

C.4 Exclusion Resolution for Certain Directors, Officers, and LLC Member (if Person)

I, *Kevin Schieffer*, do hereby certify that I am *President of the Board of Regents* of *Dakota State University,* organized and existing under the laws of the State of *South Dakota*, and that the following is a true and correct copy of a resolution adopted by the Board of Directors, management board, or a similar type of executive body of the said *Board of Regents* at a meeting held in *Spearfish, SD* on *April 3, 2019* at which time a quorum was present.

WHEREAS, current Department of Defense Regulations contain a provision making it mandatory that the Chairman of the Board, Senior Management Official and Facility Security Officer meet the requirements for eligibility for access to classified information established for a contractor facility security clearance; and

WHEREAS, said Department of Defense Regulations permit the exclusion from the personnel of the requirements for access to classified information of certain members of the Board of Directors and other officers, provided that this action is recorded in the corporate minutes.

NOW THEREFORE BE IT DECLARED that the Chairman of the Board, Senior Management Official and Facility Security Officer at the present time do possess, or will be processed for, the required eligibility for access to classified information; and

BE IT RESOLVED that in the future, when any individual enters upon any duties as Chairman of the Board, Senior Management Official and Facility Security Officer, such individual shall immediately make application for the required eligibility for access to classified information; and

BE IT RESOLVED AND DIRECTED that the following members of the Board of Regents and other officers or members shall not require, shall not have, and can be effectively and formally excluded from access to all CLASSIFIED information disclosed to the Board and shall not affect adversely Board policies or practices in the performance of classified contracts for the Department of Defense or the Government contracting activities (User Agencies of the National Industrial Security Program):

NAME	TITLE
John Bastian	Member of the Board of Regents
Randy Schaefer	Member of the Board of Regents
James Thares	Member of the Board of Regents
Lucas Lund (Student Regent)	Member of the Board of Regents

IN WITNESS WHEREOF I have hereunto set my hand and affixed the seal of the South Dakota Board of Regents this _____ day of April, 2019.

_____
Signature

Special Resolution No. 01-2019

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

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SUBJECT
University Center – Sioux Falls Memorandum of Understanding (MOU) with USD, SDSU and DSU

CONTROLLING STATUTE, RULE, OR POLICY
University Center-Sioux Falls Governance, Funding, and Operations Model

BACKGROUND / DISCUSSION
The Board of Regents approved a Memorandum of Understanding (MOU) for the governance, funding, and operations model for the UC-SF at their April 2016 meeting with a modification approved at the December 2017 meeting. A new agreement between the University of South Dakota, South Dakota State University, and Dakota State University is currently under development for Board consideration. A copy of the proposed agreement will be distributed at the Board meeting.

IMPACT AND RECOMMENDATION
The proposed agreement preserves the University of South Dakota's role as the governing institution at UC-SF as well as establish opportunities for the University of South Dakota, South Dakota State University, and Dakota State University to offer academic programming at the site.

ATTACHMENTS
Handout A

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DRAFT MOTION 20190402_5-G-REVISED:
I move to approve the parameters contained in the Memorandum of Understanding labeled Handout A and authorize the Board's executive director to further finalize and execute the memorandum.

MEMORANDUM OF UNDERSTANDING
UNIVERSITY CENTER SIOUX FALLS
GOVERNANCE, FUNDING, AND OPERATIONS MODEL

1. HISTORICAL CONTEXT

In 1992, the Center for Public Higher Education was established and located in downtown Sioux Falls at the Bergeland Center for Seniors and the Bergeland Apartments. This organization was eventually renamed USD.SDSU.DSU at Sioux Falls.

In January 2001, USD.SDSU.DSU at Sioux Falls, later renamed USDSU, moved to the campus of Southeast Technical Institute (STI).

In 2005, the South Dakota Board of Regents established University Center Sioux Falls (UCSF) and began the relocation process from STI to the current site.

In March 2016, the Presidents of the University of South Dakota (USD), South Dakota State University (SDSU), and Dakota State University (DSU), along with the Executive Director of the South Dakota Board of Regents (SDBOR), agreed to a new Memorandum of Understanding (MOU) concerning the governance, funding and operations model for UCSF. This MOU was the result of an earlier directive from SDBOR and was developed following engagement of the Sioux Falls business community. The MOU was officially adopted by SDBOR in April 2016, with provisions for annual review and modification. This MOU established USD as the lead institution for UCSF.

In July 2017, a group of internal and external stakeholders worked with Future Works, a planning consultant, to establish renewed vision, values, and mission statements for UCSF. The resulting market and needs assessment suggested becoming more "community college like". A strategic business plan with recommendations for changes was developed based on this direction.

As the timeframe for MOU review has approached, SDBOR Executive Director & CEO and the Presidents of USD, SDSU, and DSU have engaged in several conversations regarding the Governance, Funding, and Operations of UCSF. Those discussions have set the stage for this revised MOU.

2. INTRODUCTION

By virtue of the authority granted by SDBOR in 2016, USD has served as the lead institution for UCSF for three years.   An emphasis on granting transferable, yet workplace ready, associate of arts and associate of science degrees has led to a recognition that further governance, funding, and operations modifications are essential to the successful operation and full integration of the operation into the Greater Sioux Falls area.

To be successful, UCSF needs to become more nimble and focused. It needs to be the umbrella organization for USD, SDSU, and DSU that functions much like a community college, with the

ability to offer cohesive two-year programming, short term credit-based certificates, and noncredit workforce training opportunities in Sioux Falls. At the same time, the ability to continue offering baccalaureate and graduate-level educational opportunities onsite through multiple partner institutions is also critical for the future of UCSF. Each university – USD, SDSU and DSU – brings unique strengths and brand recognition onsite to students.

UCSF serves a powerful role in Sioux Falls. Providing on-ramps for site-bound students, many of whom are non-traditional working adults, is critical for the economy and the business community. Supporting the ambitions of new Americans, many of whom have arrived from non-English speaking countries, is another opportunity for service. Finally, building attainable pathways for local high school graduates who are not currently seeking postsecondary options is paramount for UCSF and central to its mission. Many of these potential students are first generation students who have never viewed themselves as college material. These student populations can be among the most vulnerable, often facing multiple barriers, and UCSF is in the best position to provide the services that are necessary for both student access and student success.

To ensure relevancy, continued advice and involvement of the Sioux Falls community with UCSF is invaluable. Today, Sioux Falls needs to feel ownership in UCSF and regional business leaders want more from higher education. To satisfy local needs, UCSF offers academic programming that targets local workforce needs. An emphasis on two-year degrees and viable 2+2 bachelor's degrees along with the availability of a competitive tuition model encourages initial enrollment.   Seamless transfer opportunities from two-year to four-year programs supports completion. UCSF leadership works directly with the community to ensure engagement.

3. <u>GOVERNANCE MODEL</u>

Governance will be provided by the three participating institutions, but final decisions in regards to scheduling, budget, and oversight lie with USD as the lead institution in conjunction, where necessary, with the SDBOR Board and/or the Executive Director & CEO.

USD will create a new college within its academic structure – the College of Community and Workforce Innovation (CCWI). A Vice President and Dean of the College will lead this unit and report directly to the USD President. This College will provide access to the Associate of Arts in General Studies (AAGS), the Associate of Science in Integrated Science (AS.ISCI), the Associate of Arts in Graphic and Web Design (AA.GWBD), the Bachelor of Science in Technical Leadership (BSTL), and the Bachelor of General Studies (BGS) through USD. In addition, it will serve Sioux Falls with credit-bearing certificates, noncredit workforce training, and lifelong learning opportunities through the existing Osher Lifelong Learning Institute (OLLI).

Guidance for OLLI will continue to be provided by the established OLLI Leadership Council. The Executive Director for OLLI will continue to report to Vice President and Dean of the College, as the program is fully integrated into CCWI.

An advisory council, composed of Sioux Falls business and community representatives and named the Joint Council, will replace the current Community Steering Board. This group will consist of an appropriate mix of representation from major Sioux Falls thought leaders who meet regularly with UCSF/CCWI leadership. The Presidents of USD, DSU and SDSU and the BOR Executive Director/CEO will be included as members of the Joint Council.

The purposes of the Joint Council are:

- To ensure direct, regular communication between the community and the UCSF
- To advise on current workforce opportunities and operational matters at the UCSF
- To provide input on strategic planning and the future development of the UCSF
- To advocate within the broader community for the UCSF

This new structure will ensure responsive, decisive leadership and it will create an environment for collaboration and success in Sioux Falls. At the same time, it will allow Sioux Falls to identify as a public University community.

To measure success and ensure accountability, a communication strategy will be established. Within one month following the fall and spring term census dates, a report detailing onsite enrollment and financial impact will be prepared and sent to the Presidents of SDSU, DSU, USD, and the BOR Executive Director & CEO. In addition, within six weeks of fiscal year end, an annual report will also be prepared and disseminated. Details within the annual report will include enrollment data, trends, and institution-specific financials. The first report will be submitted by October 4, 201.

4. COURSE, PROGRAM, AND DEGREE SELECTION AND DELIVERY

Course, program, and degree options will be established with a goal of effective and efficient content delivery that is responsive to the Sioux Falls business community and reflective of student demand. All new program and / or new site request proposals must be approved by SDBOR, regardless of proposing institution. To ensure relevance, the Joint Council will meet regularly with CCWI/UCSF and provide feedback for further consideration. With this input, CCWI/UCSF, with guidance from the USD President, will develop recommendations, which, in cases of USD programming, will then be considered through the normal USD curricular process before being presented to SDBOR. The same process for considering recommendations and exercising curricular processes will be followed at the other two participating institutions and administration, SDSU and DSU.

As established previously, USD will continue to determine the general education and general elective courses offered in Sioux Falls. Going forward, all lower division general education and general elective coursework offered in Sioux Falls will become the responsibility of USD through CCWI. USD shall have the responsibility of identifying and eliminating duplicative course offerings whenever feasible. Through CCWI, USD will ensure students have access to adequate course offerings for timely degree completion. As an integral part of the USD, all students participating in coursework through CCWI will receive appropriate student support.

Programs offered by DSU and SDSU in Sioux Falls will complement USD offerings and showcase the strengths of DSU and SDSU.

Degree offerings from DSU in Sioux Falls are to include:
> A.S. Health Information Technology
> A.S. Network and Security Administration
> A.S. Respiratory Care
> A.S. Software Development
> A.S. Web Development
> A.S. Business Management
> B.S. Cyber Operations
> B.S. Health Information Administration
> B.S. Respiratory Care
> B.S. Information Systems
> B.S. Computer Science
> Minor in Health Information Management
> M.S. Cyber Defense
> M.S. Information Systems
> M.B.A. Business Administration/General Management

Certificate offerings from DSU in Sioux Falls are to include:
> Cybersecurity
> Network Security Administration
> Healthcare Coding
> Software Development

Degree offerings from SDSU in Sioux Falls are to include:
> A.S. Human Development and Family Studies
> A.S. Manufacturing Technology
> B.S. Human Development and Family Studies
> B.S. Nursing
> M.S. Nursing
> D.N.P. Nursing Practice
> Ph.D. Nursing

All entering undergraduate students at the UCSF will be required to enroll in an approved associate degree program or certificate program offered on-ground through USD, SDSU, or DSU. An approved program may have some on-line course opportunities, but the majority of hours of the major courses must be on-ground. Authorized DSU or SDSU programs will utilize general education core courses provided on sight by USD in order to satisfy the general education core requirements of their specialized degrees.   This ensures time to completion is not impacted for students. Thus, students will begin an approved program that is affiliated with SDSU, DSU, or USD. Regardless of home institution, students will benefit from access to onsite student support services. For clarity, all undecided and exploratory students attending the UCSF shall be coded as USD students.

As stated above, the lower-division, program-specific, non-general education coursework that is necessary to support authorized DSU and SDSU programs at the associate level at the UCSF will be offered by the degree-granting institution along with on-site advising from the institution specific to the major.

Regardless of the university that is providing instruction, USD reserves the right to assign the location, classrooms, and scheduled class time for all courses offered in Sioux Falls. USD will, however, make every effort to collaboratively work with SDSU and DSU on all the above issues to maximize opportunity for students.

Following completion of an authorized associate degree through USD, DSU or SDSU, or successful completion of an exploratory pre-program through USD, continuing students seeking a baccalaureate degree will enroll with the university offering the program and will have options to take coursework either onsite (in cases where the program is authorized for delivery in Sioux Falls), at their home campus, or online. The three institutions will have advisors available at the center as part of UCSF's advising center team to provide appropriate advising for their respective certificate, associate and bachelor's programs. USD will continue to offer student support services for all Sioux Falls students, regardless of degree level or university affiliation.

Provosts from DSU, SDSU and USD will work with UCSF Executive Director/Dean of CCWI to ensure curriculum within authorized programs at the UCSF is offered in an effective, efficient manner, with service in regard to scheduling and programs to be focused on non-residential student needs.

Each institution will market its specific, authorized programming in the Greater Sioux Falls Area under its own unique brand. Baccalaureate degrees authorized for delivery onsite at the UCSF will be marketed as completion degrees, building on the strong, consistent base provided by the authorized two-year programs. Appropriate limited variance to this approach can be agreed upon in consultation with the three Presidents and the BOR Executive Director & CEO who will have final authority to approve or disapprove variances. This joint marketing approach will demonstrate our commitment to collaboration within the Sioux Falls community and clearly describe available onsite pathways for students. The promotion of programs that are offered on a university campus and the marketing of online opportunities available through SDSU, DSU and USD remain unrestricted by this MOU, as does the wider promotion of the USD AAGS degree.

5. <u>STUDENT SUPPORT SERVICES</u>

UCSF/CCWI will oversee operations of the Student Success Center in Sioux Falls based on the model recently established at UCSF. Strong communication between similar support centers at USD will be essential to ensure efficient and effective operation of the Student Success Center, providing valuable professional development for staff and streamlined support systems for students.

As a service to DSU and SDSU, many academic and student support services will be provided onsite by USD to all freshman and sophomore level students, regardless of home institution, without additional costs to the individual student or the home institution. Support services available to all students will include library services, writing center resources, tutoring, advising,

veteran services, disability or accommodative services, and access to the CCWI testing center. Students enrolled in associate degree programs with DSU and SDSU will have advisors on-site at appropriate times to advise those students not in an associate degree program through USD.

Home institutions will be responsible for providing access to counseling services for their students in Sioux Falls. Students will be expected to adhere to the Student Code of Conduct for the institution in which they are enrolled. In addition, all students who are taking classes on site in Sioux Falls will be expected to adhere to the USD Student Code of Conduct. Suspected violations will be reported to both USD and the home institution for further investigation, including enforcement and potential sanctions.

Information technology services will continue to be provided by USD. All students will have access to wireless internet services and standard classroom technology will be supported by USD. USD will control and manage the hardware and software available onsite, unless alternative arrangements are made and agreed to in writing by USD and the requesting institution. In addition, USD will continue to provide technology support resources, including access to a 24x7 remote Help Desk, an open hours walk-up Help Desk, access to an open computer lab, laptop checkout, personal computer support, wireless connectivity assistance, and event and classroom support.

CCWI, SDSU and DSU advisors will work with students to guide progression through chosen degree programs. In addition, SDSU and DSU may provide advising services on site for students considering future enrollment in authorized degree programs. This advising team will ensure students understand degree options available and will empower students to choose and pursue the most appropriate pathway for them. In addition, advisors will work closely with staff at USD, SDSU, and DSU to ensure smooth transitions into four-year programs offered at one of the home campuses of the partner institutions. Other options for students include participation in online programming or access to a wide array of additional programs through any regionally accredited institution. Once the student selects a desired pathway, he or she will be encouraged to connect with additional advising resources at the receiving institution, as appropriate.

6. **DUAL CREDIT DELIVERY IN SIOUX FALLS REGION**

UCSF/CCWI will coordinate the in-district delivery of dual credit needs within the Sioux Falls region. This provides consistent service to local school districts. Districts currently assigned to UCSF, as listed in the Academic Affairs Guidelines – Section 7, will be assigned to UCSF/CCWI. The UCSF Executive Director will work with the participating Regental universities and the BOR Executive Director or appropriate BOR staff to equitably distribute the opportunity to work with the various school districts among USD, SDSU, and DSU based on district need, university interest and specialization, and student opportunity.

These include:

     Armour 21-1
     Baltic 49-1
     Brandon Valley 49-2
     Bridgewater Emery 30-3

Canistota 43-1
Canton 41-1
Corsica Stickney 21-3
Dakota Christian School 21303
Dell Rapids 49-3
Ethan 17-1
Freeman 33-1
Freeman Academy 33304
Garretson 49-4
Hanson 30-1
Harrisburg 41-2
Lennox 41-4
Lutheran High School of Sioux Falls 49338
Marion 60-3
Parker 60-4
Parkston 33-3
Sioux Falls 49-5
Sioux Falls Catholic Schools 49303
Sioux Falls Christian School 49322
St. Mary's School Dell Rapids 49304
Tea Area 41-5
Tri Valley 49-6
West Central 49-7
White Lake 01-3

Memorandums of Understanding for the delivery of in-district dual credit in the above named school districts will include acknowledgment of UCSF review according to procedures established by the system Academic Affairs Council.

7. <u>COORDINATION WITH TECHNICAL SCHOOLS IN SIOUX FALLS REGION</u>

The UCSF/CCWI Executive Director & Dean along with the Provosts from the three participating universities will coordinate the review of general education coursework at STI through existing processes.

8. <u>FINANCIAL MODEL</u>

Through its commitment to degree offerings in Sioux Falls, USD understands that it bears the entire financial risk of these operations. UCSF/CCWI will become an integral part of the USD budget.

USD will monitor and review policies and practices for space rental and usage at SDBOR facilities in Sioux Falls. Leases currently in place for state support and professional programs will be maintained and all individual leases will be reviewed on an annual basis. As a general practice, lessees will not sublease or charge other groups or individuals for access to rented facilities.

Future rental agreements will be negotiated for any program requesting to utilize space that would become solely dedicated for restricted usage outside of general UCSF/CCWI assignment. Requests for dedicated space will be submitted directly to UCSF/CCWI for consideration. Negotiated leases will be reviewed by USD and final approval authority rests with USD.

Partner universities shall be responsible for their own delivery costs, including the cost of any specialized equipment beyond setup of a standard smart classroom. Partner universities shall contribute 20% of gross revenues to cover overhead costs in Sioux Falls. This overhead contribution shall be in addition to any lease payments made by partner institutions for dedicated space. Overhead contributions will be utilized to partially offset the costs of facility maintenance and student support services.

Faculty teaching lower division general education coursework would fall under one of these following categories:

- Full-time instructors employed by USD
- Adjunct instructors hired directly by USD
- Qualified USD graduate students placed on teaching assistantships to instruct selected laboratory sections
- Full-time faculty members from DSU and SDSU loaned to USD on a limited part-time basis to teach lower division general education coursework will be paid on a prorated basis and payment shall be remitted directly to the loaning institution by USD.

Faculty will be administered, compensated and evaluated in accordance with established SDBOR and COHE policies.

The tuition rate for students enrolled in two year college on-ground courses at USD, SDSU, and DSU is currently $275.40 per credit hour. This rate applies to resident and non-resident students. The approved rate is subject to review and adjustment on an annual basis by SDBOR. The intent is to keep costs competitive with the community college market. All exceptions allowing specific certificate and associate degree programs to charge the full off-campus rate and not the UC-SF Associate Degree Program rate as provided under Section 6.2 of the previous MOU are null and void upon the adoption of this agreement.

State supported programs and graduate programs based at the UCSF will charge tuition levels in accordance with those established by SDBOR on an annual basis. Tuition rates for all other credit coursework offered in Sioux Falls will be at the approved off-campus rate.

9. DISPUTE RESOLUTION

SDBOR Executive Director/CEO maintains authority to resolve disputes arising from this MOU.

SIGNATURES

_____   _____

Sheila K. Gestring, President   Date
University of South Dakota

_____   _____

Barry H. Dunn, President   Date
South Dakota State University

_____   _____

José-Marie Griffiths, President   Date
Dakota State University

_____   _____

Paul B. Beran, Executive Director and CEO   Date
South Dakota Board of Regents

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

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SUBJECT
   2019 Legislative Overview

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 1:5, Section C.2 (2.10).

BACKGROUND / DISCUSSION
   The 2019 South Dakota Legislature ended with Veto Day March 29, 2019. This agenda
   item provides a brief, high-level review of major legislative activity in the session just
   concluded.

IMPACT AND RECOMMENDATIONS
   In a legislative session marked by opportunities and challenges, public higher education
   and the special schools advanced six BOR-sponsored bills, created a basis for legislative
   understanding of the Board's priority on need-based grant support, and defended against
   several bills unfavorable to the system.

   The Fiscal Year 2020 budget was set in the closing days of session with little fanfare. The
   system secured additional support for maintenance and repair of campus buildings, along
   with $100,000 in yearly funding for a new research park in Rapid City. Overall, the
   Regents' system secured an additional 1.7 percent in base general funding, along with the
   state salary policy of 2.5 percent for all employees. Detail about approved budgets can be
   found in Board agenda items, *FY19 General Bill Amendments* and *FY20 Budget Summary.*

   Six of seven bills filed on behalf of the Board of Regents were approved by the legislature
   and signed by the Governor. Bills passed were:

   1. **House Bill 1037** – Authorize construction of a regional sports complex at NSU.
   2. **House Bill 1038** – Demolish Scobey Hall at SDSU.
   3. **House Bill 1045** – Redefine campus security officers for South Dakota Retirement
      System purposes.

(Continued)
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INFORMATIONAL ITEM

4. **Senate Bill 40** – Authorize transfer of Animal Disease Research and Diagnostic Laboratory property at SDSU to the Animal Industry Board.
5. **Senate Bill 43 –** Redirect funding to a collaborative program in rural veterinary medicine education at SDSU and provide tax revenue to support veterinary students.
6. **Senate Bill 44 –** Authorize sale and purchase of certain real property for the benefit of SDSU.
   - This bill was signed by the Governor Feb. 20. Since the measure carries an emergency clause, it was effective immediately upon her signature.
- A seventh bill, Senate Bill 41 to redirect savings from capital project bond refinancing to the Higher Education Facilities Fund (HEFF), was tabled in committee at the request of our office.

Other bills of interest to the BOR system this session were:
- **House Bill 1087,** to promote free speech and intellectual diversity at certain institutions of higher education. With Senate amendments crafted by the Board office and placed on the bill, the House concurred 55-11 and sent the amended bill to the Governor.
- **Senate Bill 116,** to create the Dakota promise fund and provide Dakota promise grants. It failed to get two-thirds' support on the House floor; the vote was 37-28 but it needed 47 to pass. However, the discussion among lawmakers and appropriators this session raised awareness of the importance of needs-based grant aid for our most deserving students. This serves us well as we work to revise the proposal, promote this as a top priority of the Board, and seek future authority to move forward.
- **Senate Bill 122,** to restrict policies governing campus firearms possession. Failed 10-24 on the Senate floor.
- **Senate Bill 140,** to encourage increased enrollment and support for South Dakota tribal members at BOR institutions**.** The amended bill requires annual reports, beginning in July 2020, from BOR on activities and progress in this area. The Senate agreed to House amendments on a 32-0 vote and sent the amended bill to the Governor.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
Graduate Placement Analysis

CONTROLLING STATUTE, RULE, OR POLICY
None

BACKGROUND / DISCUSSION
The annual Graduate Placement Analysis provides a summary of graduate placements in South Dakota one year after graduation. Of primary interest to this analysis is the extent to which Regental graduates are either 1) hired into the South Dakota workforce one year after graduation, or 2) enroll in further collegiate coursework at an in-state institution one year after graduation.

Data for this project were gathered from three main sources: the South Dakota Board of Regents (SDBOR), the South Dakota Department of Labor and Regulation (SDDLR), and the National Student Clearinghouse (NSC). Analysis focuses on the placement outcomes of undergraduate and graduate degree completers from the FY2016 university system graduation cohort.

The analysis is made possible through a data sharing agreement established with the Department of Labor & Regulation in 2010. For additional information, visit the interactive SDBOR Graduate Placement Dashboard at https://www.sdbor.edu/dashboards.

IMPACT AND RECOMMENDATION
A number of relevant trends in the report are important for the Board of Regents to consider, including:

- One year after graduation 51.4% of all students were found to be either employed or enrolled in South Dakota. This percentage increased to 54.0% for undergraduates.

- The placement percentage is this year is the lowest since the report was first generated for FY06 graduates. However, despite a 57% placement rate in FY06, the most recent rate has resulted in an additional 600 graduates remaining in the state when comparing raw numbers.

(Continued)

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INFORMATIONAL ITEM

- South Dakota residents who graduate from the Regental system are placed at a rate of 67.1%. Over 28% of non-residents students are placed a year after graduation.

- Of those graduates enrolled at a postsecondary institution one year after graduation, 58.8% were enrolled at an institution in South Dakota.

- The most common industries of employment for graduates placed in South Dakota are Health Care (30.4%) followed by Educational Service (20.4%).

Board members should be conscious of the slight decline in the graduate placement percentages.

ATTACHMENTS
Attachment I – Graduate Placement Analysis

*** Special Data Analysis ***

Graduate Placement Analysis

South Dakota faces a looming workforce problem. Although the supply of new jobs in the state is projected to grow considerably over the next decade, uncertainty exists as to whether the state can supply an adequate pool of skilled workers to fill these positions. With this issue in mind, the following analysis was undertaken to examine the extent to which graduates from the public university system ultimately remain in South Dakota following graduation, either as a worker or as a continuing student. Results of the analysis indicate that a majority of students do remain in the state following the completion of a degree. This finding underscores the economic importance of intensifying efforts to boost graduate production in the state.

Background

A number of interacting demographic trends – both observed and projected – are forcing the state of South Dakota to grapple with an unpleasant possibility: that the state's long-term economic health may soon be threatened by a shortage of qualified human capital. Consider the following evidence:

➢ **The supply of new jobs in the state is growing.** The South Dakota Department of Labor and Regulation projects that between 2016 and 2026, more than 33,000 new jobs will be created in South Dakota.[1] This amounts to an increase of approximately 6.8 percent in the total number of jobs available in the state.

➢ **New jobs will be increasingly knowledge-based.** Over the next decade, national job growth will be dominated by positions requiring a postsecondary degree. According to the US Bureau of Labor Statistics, the number of positions requiring a postsecondary degree will grow by more than 10.0 percent in the United States between 2016 and 2026, while jobs requiring a high school diploma will grow by only 5.1 percent.[2] By 2020, 65 percent of jobs in South Dakota are expected to require some level of postsecondary education.[3]

➢ **South Dakota's working-age population is not growing.** Recent population projections indicate that the size of South Dakota's working-age population (i.e., those between the ages

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[1] South Dakota Department of Labor and Regulation (September 2018). *South Dakota Occupational Employment Projections to 2026.* [South Dakota e-Labor Bulletin] For detailed data, see the SDBOR Employment Projections Dashboard.

[2] United States Bureau of Labor Statistics (2018). *Occupations that Need More Education for Entry are Projected to Grow Faster Than Average* [BLS data table]. Specifically, occupations requiring a doctoral or professional degree are projected to grow by 13.1 percent, those requiring a master's degree by 16.7 percent, those requiring a bachelor's degree by 10.1 percent, and those requiring an associate degree by 11.0 percent.

[3] Georgetown University Public Policy Institute, Center on Education and the Workforce (2013). *Recovery: Job Growth and Education Requirements through 2020.*

of 20 and 64) will climb by only 4.0 percent – about 19,000 persons – between 2010 and 2030.[4] At the same time, the number of South Dakotans who are 65 or older will rise by a staggering 87.8 percent (roughly 102,000).

➢ **South Dakota lags in educational attainment.** While employment projections suggest that 65 percent of jobs in South Dakota will soon require some level of postsecondary training, only 39.0 percent of South Dakota adults currently hold an associate degree or higher.[5] The US Census Bureau estimates that only 28.1 percent of adults in South Dakota hold a bachelor's degree or higher, and that a mere 9.0 percent of adults in South Dakota hold an advanced degree.[6] Many of the state's attainment rates fall well behind national averages. Overall, South Dakota's comparative lack of educational attainment is already economically consequential, given the vast advantages in earning power held by postsecondary degree holders.[7]

These trends may portend an approaching workforce deficit. While jobs are the engine of economic growth, South Dakota's economic prospects hinge equally on the availability of skilled workers. If current trends persist, South Dakota's emerging workforce may be both numerically and educationally insufficient to meet the state's occupational demands. Such a condition might seriously undermine the state's long-term economic aspirations.

Clearly, the public university system must take the lead in working to meet the state's skilled workforce needs. And indeed, the university system already is hard at work to strengthen the state's supply of human capital. The operations of the six public universities are underpinned by a series of interconnected strategic initiatives – including a system-wide 65 percent postsecondary attainment goal – aimed at improving socioeconomic conditions in the state. As presented in the board's latest strategic plan, the university system has articulated its ambitions to take a proactive role in expanding both the size and the quality of South Dakota's homegrown workforce.

In this context, the study described in this report attempts to shed light on an obvious analytic question: How does the university system currently fare in its efforts to supply the state with an adequate pool of skilled workers?

Data Notes

What becomes of students who complete degrees at the state's public universities?   Examining the placement outcomes of regental degree completers is vital for understanding the public university system's contribution to the state's human capital.   Further, and apart from its macroeconomic implications, the question of graduate placement also is intensely important for prospective students

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[4] South Dakota Department of Labor and Regulation (2018). *Preliminary Population Projections for South Dakota and Counties, 2010-2035.*

[5] Georgetown University Public Policy Institute, Center on Education and the Workforce (2013). *Recovery: Job Growth and Education Requirements through 2020*; US Census Bureau, American Community Survey 1-Year Estimates (2017). *ACS Table S1501.*

[6] US Census Bureau, American Community Survey 1-Year Estimates (2017). *ACS Table S1501.*

[7] US Bureau of Labor Statistics (2018). *Unemployment Rates and Earnings by Educational Attainment.* According to BLS, American working-age adults with only a high school diploma currently earn about $37,000 per year. By comparison, workers with a bachelor's degree earn about $61,000 per year. Master's degree holders earn roughly $73,000 per year, while doctorate-holders earn $91,000 annually. (These figures represent weekly median earnings – as reported by BLS – multiplied by 52.2.)

and their families.[8] Consequently, this study centers on the analysis of post-graduation placement data for recent university system graduates.

Of primary interest to this analysis is the extent to which regental graduates are either 1) hired into the South Dakota workforce one year after graduation or 2) enroll in further collegiate coursework at an in-state institution one year after graduation.

Data for this project were gathered from three main sources: the South Dakota Board of Regents (SDBOR), the South Dakota Department of Labor and Regulation (SDDLR), and the National Student Clearinghouse (NSC). Analysis focuses on the placement outcomes of undergraduate and graduate degree completers from the FY2016 university system graduation cohort.[9]

In the initial step of the placement search, SDDLR employment data systems are queried to determine the first-year job placement outcomes of all recent (FY2016) degree completers identified by SDBOR.[10]   For each degree completer in the SDBOR dataset, SDDLR provides industry and wage data for up to three in-state job placements. Next, the same graduate list is submitted to the NSC to gather enrollment information on any students attempting collegiate coursework after graduation.[11] The resultant NSC dataset contains institutional information for each student matriculating to an NSC-reporting college or university.

It is important to note at the outset that "placement rates" cited in this report do not account for degree completers who are hired out-of-state, are self-employed, are employed by the federal government (including armed services), or are employed or enrolled outside the three-month query window used by SDDLR and NSC. It also should be noted that some postsecondary institutions do not report enrollment information to NSC. The rates presented in this analysis are, then, conservative estimates of actual completer placement.

Analysis

Placement in South Dakota

Of the 6,572 degree completers in the FY2016 graduation cohort, 51.4 percent (n=3,379) were found to be either employed in South Dakota or enrolled in a postsecondary institution in South Dakota one year after graduation. Specifically, 48.0 percent of graduates had been hired into the South Dakota workforce, and an additional 3.4 percent had enrolled in further collegiate coursework at an in-state institution.[12] Undergraduate-level completers produced a higher placement rate than did graduate-level completers, at 54.0 percent and 43.9 percent, respectively.

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[8] A 2013 Gallup poll found that job placement rates are among Americans' highest considerations in choosing a college or university. See http://www.gallup.com/poll/163268/americans-say-graduates-jobs-status-key-college-choice.aspx

[9] Fiscal years include data from summer, fall, and spring terms. Consequently, the FY2016 cohort comprises graduates from 2015SU, 2015FA, and 2016SP. Cohort counts may not match Fact Book figures precisely due to differing unduplication procedures; in this analysis, each cohort member is included once per institution per degree per term.

[10] For searches performed by both the SDDLR and the NSC, matched records are sought for a one-quarter (three-month) window one year following a student's university system graduation date. Any employment/enrollment data returned for this time period – including part-time employment or part-time enrollment – are included in the analysis.

[11] Approximately 3,600 US postsecondary institutions report enrollment data to NSC. NSC asserts that its data stores account for more than 98 percent of all US college students.

[12] Graduates who were found to be both employed and enrolled are reported under the "Employed" category throughout this report.

Figure 1
First-Year SD Placement Rates

All Students   Undergraduate Students   Graduate Students

48.6%   51.4%

■ Placed
■ Not Placed*

46.0%   54.0%

56.1%   43.9%

■ Employed
□ Enrolled

48.0%

50.0%

42.2%

3.4%

4.0%

1.7%
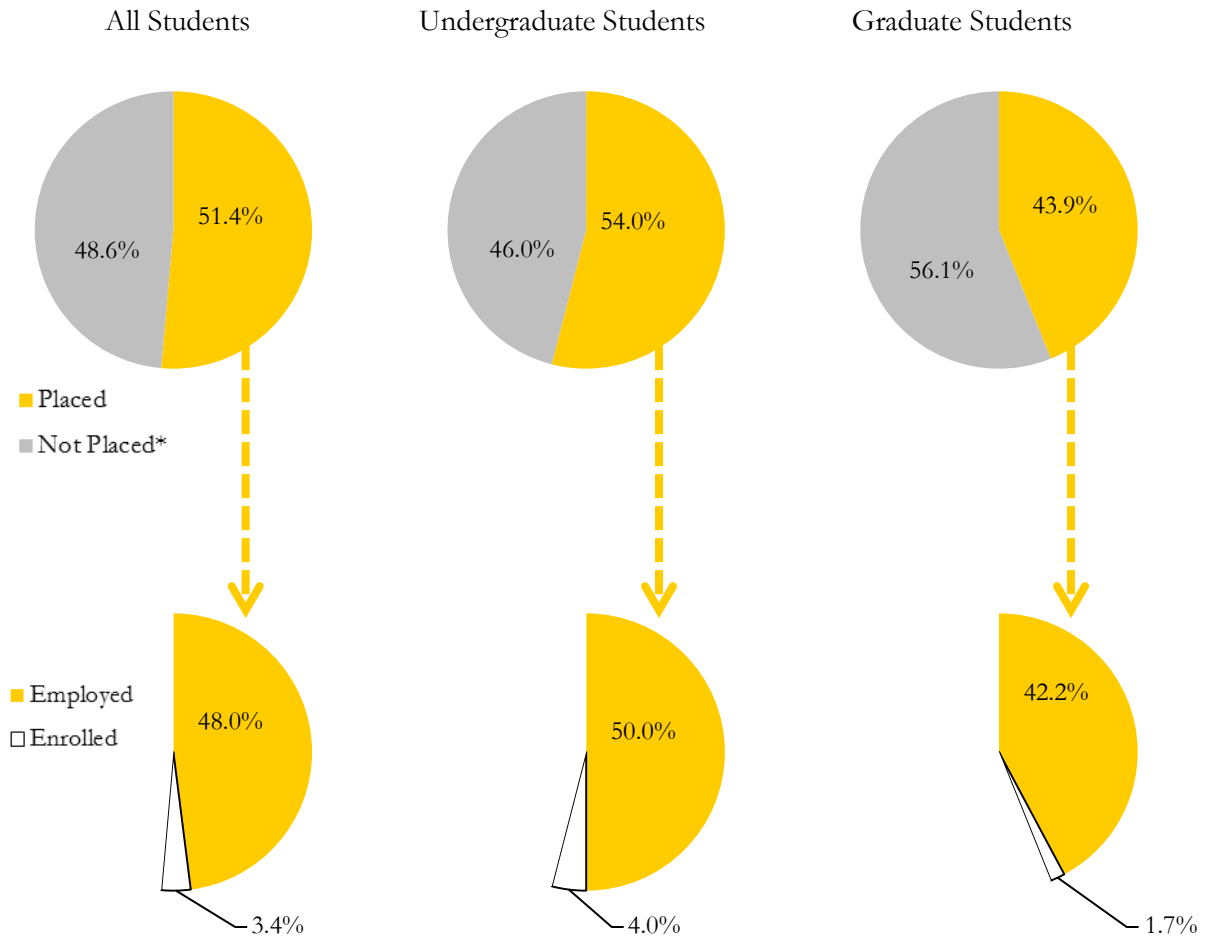
* The "Not Placed" category also includes all graduates who were employed out-of-state, were self-employed, were employed by the federal government (including armed services), or were employed or enrolled outside the three-month query window.

Figure 2 indicates that the FY2016 cohort's in-state placement rate of 51.4 percent is relatively low in comparison with rates recorded by other recent cohorts. Yet due to a general increase in cohort size, the number of placed students is significantly larger now than in FY2006. In fact, these data indicate that almost 600 additional graduates were placed in FY2016 than in FY2006.

Figure 2
First-Year SD Placement Rates, Trend
(Percentages)

(Numeric)
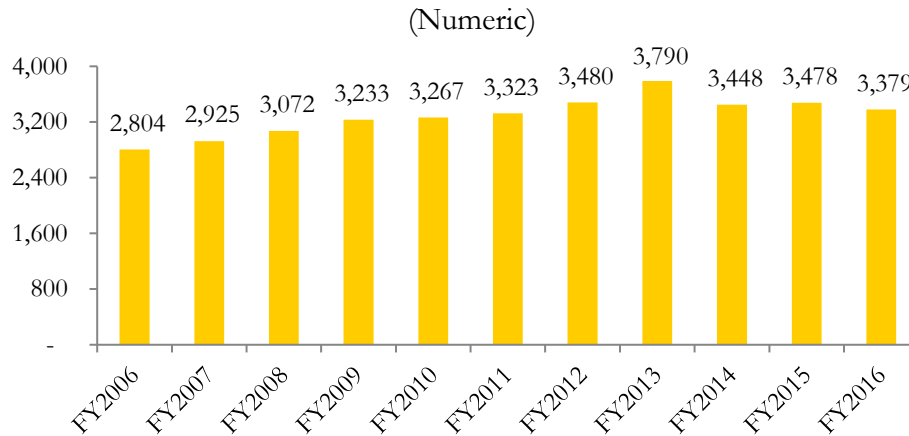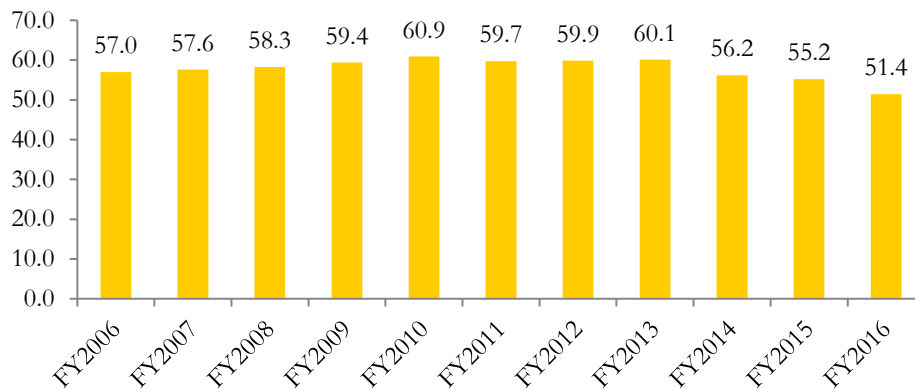
Figure 3 (next page) breaks down in-state placements by students' states of origin. Among degree completers matriculating from South Dakota, the in-state placement rate was 67.1 percent; among out-of-state degree completers, this figure was 28.3 percent. In practical terms, this means that nearly seventy percent of in-state students graduating from a regental university will remain in South Dakota after graduation, either to work or to pursue additional education. The same can be said of nearly thirty percent of out-of-state students. While these findings are encouraging, sustaining (and improving) these rates will be an important focus of the university system in the coming years.

Figure 3
First-Year SD Placement Rates by State of Origin
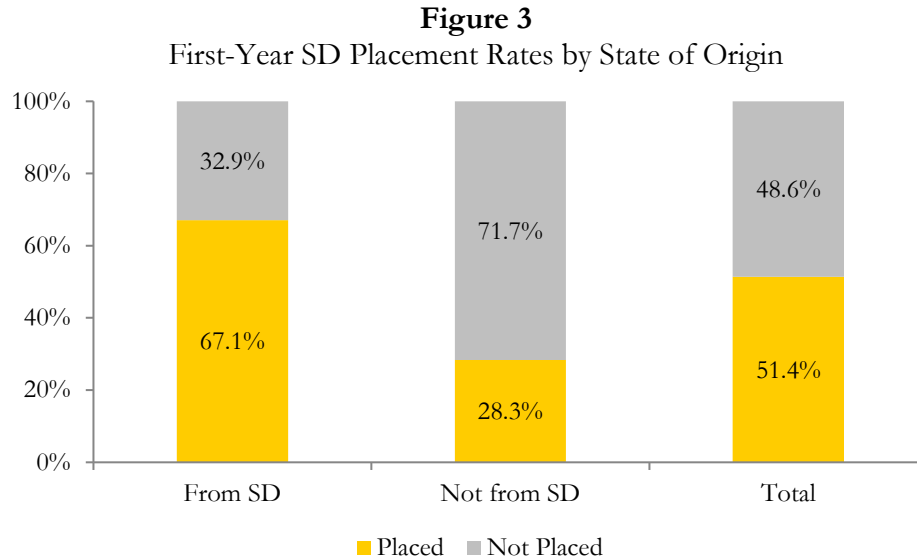
Looking further at the differences between in-state and out-of-state students, Table 1 shows again that 67.1 percent of in-state students were placed in South Dakota (64.0 percent employed, 3.1 percent enrolled), compared to 28.3 percent of out-of-state students (24.3 percent employed, 4.0 percent enrolled).[13]   For both groups, placement rates were somewhat lower for graduate students (GR) than for undergraduate students (UG).

That graduate students would show lower rates of in-state placement perhaps should not be surprising, given that the specialized nature of many graduate degree programs require correspondingly specialized job opportunities (which in some cases may be limited in South Dakota). However, it is important to note that the numeric values associated with this group are relatively small in comparison with the groups that tend to remain in the state with dramatically higher frequency (e.g., in-state undergraduates).

Table 1
First-Year SD Placement Rates by State of Origin and Level
(Percentages)

	From SD			Not from SD		
	UG	GR	All	UG	GR	All
Placed	67.7	64.9	67.1	31.3	21.3	28.3
Not Placed	32.3	35.1	32.9	68.7	78.7	71.7
Employed	64.0	64.1	64.0	26.8	18.7	24.3
Enrolled	3.7	0.8	3.1	4.5	2.6	4.0
Not Placed	32.3	35.1	32.9	68.7	78.7	71.7
(n)	3,057	863	3,920	1,849	803	2,652

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[13] The terms "in-state student" and "originally from SD" refer to those degree completers who either 1) held South Dakota residency at the time of graduation, or 2) graduated from a South Dakota high school.

Placement Locations

Enrollment and employment placements are further explored in Figures 4 and 5, which depict the top placement destinations of FY2016 graduates.

Figure 4 indicates that a large majority of students enrolling in additional post-graduation education did so at an institution in South Dakota. Of the 922 graduates from the FY2016 cohort who enrolled in a postsecondary institution one year after graduation, 58.8 percent were enrolled at an in-state institution.

Figure 5 shows the ten most common industry placements of FY2016 degree completers who found employment in South Dakota.   Importantly, the ordering of these industrial areas is illustrative of the social and economic benefits that flow from the retention of college graduates. Several of the highest-ranked sectors (e.g., health care; professional, scientific, and technical services) correspond to industries that have been projected by the South Dakota Department of Labor and Regulation to be highly demanded in the state through 2026.[14]   That the university system currently is producing and placing a large number of graduates in these areas speaks to the university system's responsiveness to the state's pressing workforce needs.

Figure 4
Enrollment by State
(Percentages)

State	Percentage
SD	58.8
MN	7.4
IA	4.7
NE	4.5
CO	2.9
ND	2.7
AZ	1.5
CA	1.2
MO	1.2
WI	1.1

Figure 5
Employment by (SD) Industry[15]
(Percentages)

Industry	Percentage
Health Care	30.4
Educational Services	20.4
Retail Trade	8.5
Prof., Sci., and Tech.	6.6
Public Administration	5.5
Manufacturing	5.0
Finance and Insurance	4.5
Accom., Food Service	4.5
Wholesale Trade	2.4
Construction	2.1

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[14] South Dakota Department of Labor and Regulation (August 2018). *South Dakota Occupational Employment Projections to 2026.* [South Dakota e-Labor Bulletin]
[15] Areas are binned by two-digit federal NAICS (North American Industry Classification System) code. Workers with multiple jobs are reported under the industry of their highest-paying job.

Table A1
First-Year SD Placement Rates by Institution

			Inst				
Outcome3	BHSU	DSU	NSU	SDSMT	SDSU	USD	Total
Empl/Enrl	412	242	285	124	1,209	1,107	3,379
	63.00	55.76	64.77	28.31	47.71	53.43	51.42
NotPlaced	242	192	155	314	1,325	965	3,193
	37.00	44.24	35.23	71.69	52.29	46.57	48.58
Total	654	434	440	438	2,534	2,072	6,572
	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Table A2
First-Year SD Placement Rates by Gender

	Gender		
Outcome3	F	M	Total
Empl/Enrl	2,123	1,256	3,379
	56.49	44.63	51.42
NotPlaced	1,635	1,558	3,193
	43.51	55.37	48.58
Total	3,758	2,814	6,572
	100.00	100.00	100.00

Table A3
First-Year SD Placement Rates by Race[16]

			Ethnic				
Outcome3	AmerInd	Asian	Black	Hispanic	White	Oth/Ref	Total
Empl/Enrl	54	17	30	58	2,441	29	2,629
	56.25	47.22	73.17	70.73	67.52	58.00	67.07
NotPlaced	42	19	11	24	1,174	21	1,291
	43.75	52.78	26.83	29.27	32.48	42.00	32.93
Total	96	36	41	82	3,615	50	3,920
	100.00	100.00	100.00	100.00	100.00	100.00	100.00

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[16] This table includes only those students who were originally from South Dakota.

Academic and Student Affairs

AGENDA ITEM: 6 – C (1)
DATE: April 2-4, 2019

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SUBJECT
 BOR Policy 1:23 – Employee-Employee and Faculty-Student Consensual Relationships Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
 BOR Policy 1:23 – Employee-Employee and Faculty-Student Consensual Relationships

BACKGROUND / DISCUSSION
 A May 2018 article from Inside Higher Ed discussed faculty-student dating bans, especially in regard to the "Me Too" era. The article discusses the wide variation in policies that campuses use to regulate faculty-student relationships. The "Me Too" era has spurred many institutions to create policies in this regard. Some institutions are banning faculty-student relationships outright, which is somewhat rare, whereas others take a more nuanced approach that depend on the program of study or whether or not the faculty member would potentially have direct academic authority over the student or is likely to in the foreseeable future.

IMPACT AND RECOMMENDATIONS
 Currently, under BOR Policy 1:23, faculty members only need to report a relationship if the student enrolls in a class or if they have academic supervision over the student. Failure to make a disclosure of the relationship as required, or failure to abide by assurances given in regard to reassignment of duties and/or termination of the relationship would result in a termination of employment.

 During their August 2018 meeting, AAC members discussed the current policy, how it is used in practice, and were supportive of the proposed changes provided in Attachment I. In addition, the policy was updated to the new Board Policy format, and several small clerical changes have been made as well. No additional changes have been made since the first reading in December.

 Board staff recommend approval.

ATTACHMENTS
 Attachment I – Proposed Revisions to BOR Policy 1:23

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DRAFT MOTION 20190402_6-C(1):
 I move to approve the second and final reading of the proposed revisions to BOR Policy 1:23 as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Employee-Employee and Faculty-Student Consensual Relationships

NUMBER: 1:23

A. ~~Background and Purpose~~ PURPOSE

To limit appearances of favoritism or other self-serving motives deriving from relationships between employees or an employee and student.

~~When individuals exercising power delegated by the Board make work-related or academic decisions about people with whom they have sexual relationships, their conduct may give rise to the appearance, if not the reality, of favoritism or other self-serving motive. Even the appearance of such improper motives can diminish the confidence that students and employees have in the integrity of institutional decision-making and thereby disrupt the institutional workplace or academic processes. While the state and federal constitutions generally limit the power of government to regulate intimate relationships, government may impose reasonable restrictions to assure that actions taken on behalf of the people are free from actual or apparent favoritism or other self-serving motives.~~

~~The Board already has adopted regulations that address similar concerns that arise when individuals supervise close family members, Board Policy No. 4-22, or when individuals indulge in conduct that amounts to harassment, Board Policies No. 1-17 and 1-18.~~

B. DEFINITIONS

1. **Institution**: ~~"Institution" and its cognate terms~~ All institutions governed by the Board, includ~~e~~ing the Board Office. ~~and all institutions governed by the Board.~~

2. **Employee**: All persons employed by the Board of the institutions under its control as administrators, faculty, or Civil Service staff, full-time or part-time, in temporary or permanent positions, including students employed as teaching or research assistants, in work-study positions or otherwise.

3. **Supervisor**: Any person, irrespective of job title or employment status, who, on behalf of an institution, oversees, directs or evaluates the work of others, including, but not limited to, officers, managers, administrators, coaches, directors, physicians, deans, principals, chairs, outreach consultants, extension personnel, advisors, clinical staff members, house parents, university residential personnel and teaching assistants, as well as faculty members in their roles as instructors, as supervisors of their staff, and as participants in decisions affecting the Careers of other faculty members. For purposes of this policy, administrators holding appointments with line responsibilities for policy development and staff supervision at or above the level of a deanship are deemed to be supervisors of all persons employed in the institutional units under their control.

4. **Supervise**: All situations in which an employee or a faculty member, as defined under this policy, oversees, directs or evaluates the work or academic performance of employees or students. It also encompasses all settings in which employees, as part of their assigned duties, provide confidential advice, counseling or treatment to students, or in which residential staff, as part of their assigned duties, direct or counsel residential students.

5. **Institutional Chief Executive Officer**: The Executive Director, the Presidents and the Superintendents. Where the institutional chief executive officer is involved in a reportable consensual relationship, that person will report the matter to the Executive Director, who will then take such actions as may be required or permitted under the policy. If an Executive Director is involved in a reportable consensual relationship, that person will make the required disclosure to the President of the Board, who will then take such actions as may be required or permitted under the policy. An institutional chief executive officer may delegate to a subordinate the responsibility to conduct such preliminary investigations and inquiries and to assemble such documentation as may be required to carry out the requirements of this policy, but the institutional chief executive officer may not delegate the authority to make decisions assigned to such officers under the policy.

6. **Faculty**: All persons charged with academic instruction, research or service, including all ranks recognized as faculty, teaching assistants, academic advisors, coaches, outreach consultants and others who have a role in educating, supervising, coaching or advising students as part of the academic courses or programs of the Board and its various institutions, whether or not these involve credit-bearing coursework. Where the different rules apply in the university or special schools setting, the policy employs the phrases, "university faculty members" or "special school faculty members," as appropriate. Employees who, as part of their assigned duties, provide confidential advice, counseling or treatment to students, and residential staff, who as part of their assigned duties, direct or counsel residential students, will be subject to the same duties and restrictions that govern faculty members.

7. **Student**: All persons enrolled full-time or part-time in any academic course or program of Board and its various institutions, whether or not these involve credit-bearing coursework, as well as children served by the outreach programs of the special schools.

8. **Consensual Relationship**: A current sexual relationship willingly undertaken and sustained by the persons involved, but not to the relationship between persons who are married to one another. Note: Board Policies No. 1:17, 1:18 and 4:22, addressing sexual harassment, discrimination and nepotism, may govern conduct or circumstances not addressed by this policy, including, specifically, supervision of spouses.

9. **Academic Supervision:** All relationships in which university faculty members exercise supervisory power over students. "Academic supervision" ,includinges, but is not limited to:; teaching, formal mentoring, supervision of research, and employment of a student as a research or teaching assistant; and exercising substantial responsibility for grades, honors, or degrees; and considering disciplinary action involving the student.

C. **POLICY**

1. ~~Policy Regarding~~ **Employee-Employee Consensual Relationships**

   1.1. ~~Except as provided in Section 1.3 of this policy, n~~No supervisor may engage in a consensual relationship with any supervised employee, <u>except as provided in Section 1.4 of this policy.</u>

   1.2. In the event that an individual is offered a position that will require supervision of a person with whom the supervisor has a consensual relationship, the prospective supervisor must disclose the relationship to the institutional chief executive officer. Employees who apply for supervisory positions must disclose at the time that they submit their applications any current consensual relationships with persons who would be under their supervision if the employees were to be selected for the post.

   1.3. Where a prospective supervisor reports a consensual relationship, the institutional chief executive officer will withdraw the offer of the supervisory position, unless the consensual relationship substantially predates the supervisory relationship, or unless the prospective supervisor terminates the relationship prior to assuming supervisory duties.

   1.4. If a prospective supervisor reports a consensual relationship that substantially predates the supervisory relationship, the institutional chief executive officer may authorize an exception to this policy. In such cases, supervisory duties will be reassigned in accordance with the nepotism policy stated in Board Policy No. 4:22.

      1.4.1. The institutional chief executive officer will notify the Executive Director each time that authorization to continue a consensual relationship is granted under this section.

   1.5. Engaging in a consensual relationship prohibited under this policy, failure to make disclosures when required by this policy, or failure to abide by assurances given to the institutional chief executive, will result in termination of employment.

   1.6. Employees should be aware that entering into such a relationship with a supervisor creates the potential for risk to both persons. In particular, such a relationship will limit that supervisor's ability to direct work or promote that employee's ~~Career~~<u>career</u>.

2. ~~Policy Regarding~~ **Faculty-Student Consensual Relationships**

   2.1. No faculty member or employee at the special schools may enter into a consensual, romantic or dating relationship with a student enrolled at the special school or receiving services from the special school.

   2.2. University faculty members may not have consensual relationships with any students under their academic <u>or athletic</u> supervision.

   2.3. Students and university faculty members alike should be aware that entering into a consensual relationship will limit the university faculty members' ability to teach and mentor, direct work, employ, and promote the Career of students involved with them in a consensual relationship.

   2.4. If a student with whom a university faculty member has a consensual relationship attempts to enroll in a class that the university faculty member is scheduled to deliver,

or otherwise to come under any form of academic supervision by the university faculty member, the university faculty member will disclose the consensual relationship to the institutional chief executive officer. The institutional chief executive officer may reassign the university faculty member's supervisory responsibilities if that can be done without compromising the integrity of the academic program. Otherwise, the university faculty member must terminate the consensual relationship or the employment of the university faculty member must be terminated.

2.5. Engaging in a consensual relationship prohibited under this policy or, for faculty or other employees of the special schools, engaging in a romantic or dating relationship with a student, failure to make disclosures when required by this policy, or failure to abide by assurances given to the institutional chief executive, will result in termination of employment.

3. Enforcement

3.1. Alleged violations of this policy will be subject to ~~the~~ investigation and discipline.

    3.1.1. Investigations conducted by the institutional chief executive officer for purposes of determining what action may be taken in response to a report required under this policy are not disciplinary investigations.

    3.1.2. Persons who are asked to cooperate with institutional chief executive officers are subject to the obligations and entitled to the protections extended those who cooperate with investigations into alleged violations of this policy.

3.2. Allegations that the policy has been violated may be filed with the institutional chief executive officer or with the institutional Title IX/EEO coordinator.

3.3. The Title IX/EEO coordinator, or such other individual designated by the institution, will investigate the circumstances to determine whether it appears it is more likely true than not true that an employee or faculty member engaged in conduct prohibited by this policy or failed to provide notice of a relationship when required to do so under this policy.

3.4. The person conducting the investigation will submit the report to the institutional chief executive officer.

3.5. The institutional chief executive officer, or that person's designee, may attempt to arrange an informal resolution to secure compliance with the policy, or, at that person's sole discretion, will initiate disciplinary proceedings against the persons involved in the consensual relationship.

3.6. Any disciplinary proceedings will be initiated using such procedures as are established elsewhere in Board policy or where relevant to employees under any collective bargaining agreement in force at the time of the discipline, depending upon the employment or student status of the affected individual.

3.7. Persons who report violations of this policy or who provide evidence to investigators or at hearings involving such alleged violations will not be subject to harassment, interference, intimidation or retaliation.

3.8. All students and employees whose assistance is needed in the investigation of a complaint or in the course of disciplinary action will be required to cooperate with the Title IX/EEO coordinator and other parties who are duly authorized to investigate or to discipline. Persons who are accused of having violated this policy will be entitled to such cooperation when necessary to obtain witnesses in any formal disciplinary proceedings that may be initiated. Where necessary, adjustments will be made to work schedules, classroom schedules and other academic or employment obligations.

3.9. Reasonable effort will be made to maintain the confidentiality of the persons who assist the investigation of alleged violations of this policy. Nevertheless, such individuals must understand that it may become necessary to disclose their identities, either directly or indirectly, in the course of investigation. Where formal disciplinary proceedings are instituted, the party alleged to have violated the policy will be given the names of any witnesses whose testimony will be used to support the alleged violation, together with the substance of the statements made by the witnesses.

3.10. Initiation of an investigation or discipline under this policy will not preclude, delay or preempt an investigatory or disciplinary proceeding under any other Board policy, collective bargaining agreement or Civil Service Act regulation.

3.11. Investigation or disciplines initiated under this policy may be combined with related investigations or disciplinary actions initiated under other policies, agreements or rules, but, where such matters have been combined, questions of proof must be resolved separately.

FORMS / APPENDICES:

None

SOURCE:

BOR May 2002; BOR December 2009.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

REVISED
AGENDA ITEM: 6 – C (2)
DATE: April 2-4, 2019

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SUBJECT
    BOR Policy 2:5 – Transfer of Credit Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 2:5 – Transfer of Credit

BACKGROUND / DISCUSSION
    The Board of Regents adopted revisions to BOR Policy 2.5 Transfer of Credit in October 2016 which included new language in section 1.3.2 that provided an alternative approach to transfer credit hour thresholds. Previously the policy restriction specified that transfer credit from a two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution. The additional language referenced below was approved by the Board at their June 2016 meeting to expand the credit threshold language.

> *The System Vice President for Academic Affairs may approve program specific waivers of up to seventy-five (75) total transfer credit hours at the accepting institution; Board of Regents approval is required for program specific waivers of seventy-six (76) total transfer credit hours up to a maximum of ninety (90) total transfer credit hours at the accepting institution.*

IMPACT AND RECOMMENDATION
    When the new policy language was adopted by the Board in June 2016 there was no expectation that a similar structure would exist in the future for accelerated graduate level coursework. This past year SDSU and USD have been working to develop a 3+2 agreement that would allow USD's Health Science major students to complete three years at USD, and then transfer to SDSU and complete the graduate degree in their CAATE accredited 3+2 Athletic Training program. Since the Athletic Training program is now offered at the graduate level, SDSU would need to have an agreement that allows 25 graduate credits (600 level) to be transferred back to USD's program to allow the students to complete their BS in Health Sciences from USD. Current BOR policy will only allow up to 12 graduate credits to be completed to meet the undergraduate bachelors.

(Continued)
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DRAFT MOTION 20190402_6-C(2):
    I move to approve the second and final reading of the proposed revisions to BOR Policy 2:5 as presented.

To address this issue, new language has been integrated into section 1.3.3 of BOR Policy 2.5 and allow for a graduate program waiver to be approved by the Board. The Academic Affairs Council (AAC) reviewed and supported this new policy language during their August 2018 meeting.

During the August retreat, the council also discussed issues that have surfaced regarding the current approach for evaluating and transcripting coursework originating from Technical Institutes outside of South Dakota. Currently section 3.4.2 provides the current direction for the transfer of credit from "Other Technical Institutes," and only allows for transfer of course credit hours if included in a program-to-program articulation agreement. In that situation, the coursework may also only come in through a block of credit. Under this model students completing coursework that may align with our existing courses and validated through the traditional course equivalency review are not allowed to have the equivalency granted without an articulation agreement.

Personnel from the Higher Learning Commission articulated that the expectation was for institutions to follow their established transfer policies, and to be able to prove that the courses are equivalent to and meet college equivalent standards. The Commission does not evaluate the specifics of what can and cannot transfer. This allows for flexibility in the policy as long as an institution can demonstrate that courses are equivalent and meet the same level of learning expectations. During the discussion, language in policy at Colorado State University was reviewed for possible insertion into section 3.4.2 to state:

> *Courses of a vocational/technical nature are generally not transferable. However, if such work is judged to be pertinent to the needs of a particular curriculum or program, credit will be granted upon the recommendation of the department offering the course.*

AAC discussed the implications for taking an alternative approach to this long-standing policy direction during their October 2018 meeting and were supportive of the policy revisions. One clerical revision has been made since the first reading in December and is highlighted in yellow in Attachment I. This revision removes the previously proposed change to a definition and reverts it back to its original state.

ATTACHMENTS
Attachment I – Proposed revisions to BOR Policy 2:5 Transfer of Credit

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Transfer of Credit

NUMBER: 2:5

A. PURPOSE

To establish the framework for the consistent transfer of credit among Regental institutions, and by students earning credit external to the six institutions managed by the South Dakota Board of Regents. Additionally, guidance is provided for the accepting credit through approved validation methods.

B. DEFINITIONS

1. **Accredited Institution**: An institution holding accreditation from one of the following regional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, Western Association of Schools and Colleges.

2. **Technical or General Education Academic Course:** A course that is equivalent to a Regental general education requirement at the 100 or 200 level.

3. **Course Evaluation:** An Assessment completed by the appropriate institutional official at the time of admission to compare descriptions, content, and level of course completed from an accredited or non-accredited institution.

4. **CR Grade:** A grade used for a block of course credit hours.

5. **External Block Transfer:** Granting of credit to meet the General Education requirements outlined in BOR Policy 2:7 and 2:26 for students from approved institutions that enter with an earned Associates Degree (AA and AS) or Bachelor's Degree (BA and BS).

6. **Regental Internal Transfer ~~of General Education~~**: Process where an undergraduate course is used on a converted credit basis to meet graduate plan of study requirements at Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2:8.).

7. **Repeated Course:** A course that an institution has determined to be repeated for credit from a receiving institution. All repeated course attempts will be entered on the transcript, but credit will not be given for the duplication of courses as only the last earned grade will be used in the calculation of the student's grade point average.

8. **Technical Course:** A non-academic course that meets the technical program requirements for a diploma, certificate, or Associate of Applied Science degree.

C. **POLICY**

1. **Transfer of Courses to Meet Degree Requirements**

1.1. Academic courses will be transferred as meeting graduation requirements if the courses parallel the scope and depth requirements for the degree or if the courses meet electives required for the degree. Credit will not be given for duplication of courses.

1.2. Undergraduate courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution. When a university evaluates and accepts the transfer of undergraduate credit under the provisions of this policy, these courses will be recorded and equivalencies granted using the following guidelines:

1.2.1. If there are specific undergraduate courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.

1.2.2. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (100 for Freshman level, 200 for Sophomore level, 300 for Junior level, and 400 for Senior level).

1.2.3. If the academic discipline is not available at the university evaluating the credit, use the ELEC prefix and the appropriate course level (100 for Freshman level, 200 for Sophomore level, 300 for Junior level, and 400 for Senior level).

1.3. **Total Transfer of Credit Limit**

1.3.1. Total transfer credit for work at a two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists.

1.3.2. The System Vice President for Academic Affairs may approve program-specific waivers of up to seventy-five (75) total transfer credit hours at the accepting institution

1.3.3. ~~;~~ Board of Regents approval is required:

1.3.3.1. ~~F~~for baccalaureate program-specific waivers of seventy-six (76) total transfer credit hours up to a maximum of ninety (90) total transfer credit hours at the accepting institution.

~~1.3.1.1.~~1.3.3.2. For graduate accelerated program-specific waivers of thirteen (13) total transfer credit hours up to a maximum of twenty-five (25) total transfer credit hours at the accepting institution.

~~1.3.2.~~1.3.4. Students who have completed more than the acceptable semester hours of junior, community or technical college work may apply completed, transferable courses to specific course requirements and thereby may not be required to repeat the courses. The semester hours of credit for those additional courses may not be applied toward the minimum credit hours required for the degree.

1.4. **Student Appeals for Transfer of Credit Decisions**

    1.4.1. Each institution will develop and maintain a procedure for the appeal of transfer credit decisions.

2. **Transfer of General Education Coursework**

2.1. Internal Transfer of General Education Coursework

    2.1.1. A student who has completed the general education requirements outlined in Policy 2:7 and 2:26 at the sending Regental institution will have completed the equivalent degree level requirements at the receiving institution regardless of the course distributions or approved course lists. In any subsequent evaluation of any transfer or non-course work, equivalencies for system common courses and system general education courses will not be changed.

    2.1.2. A student who has not completed all general education requirements at the sending institution will be required to complete additional coursework consistent with the course requirements at the receiving South Dakota Regental institution.

2.2. External Block Transfer of General Education Coursework

    2.2.1. A student who has completed General Education requirements that are consistent with the six (6) goals and credit hour requirements outlined in Policy 2:7 and 2:26 will enter the Regental system having fulfilled the General Education program requirements. Students will be expected to meet all degree program requirements including course prerequisites.

    2.2.2. When considering whether undergraduate transfer of academic courses received from non-Regental accredited institutions shall qualify to meet the System General Education credit hour requirements outlined in Policy 2:7 and 2:26, a Regental institution shall:

        2.2.2.1. Evaluate the general education goals and student learning outcomes rather than specific course equivalencies;

        2.2.2.2. Ensure that a minimum of three (3) credit hours of coursework is required for each of the six general education goals and that a total of at least twenty-four (24) credit hours of general education coursework are required by the sending institution for associate degree students and thirty (30) for bachelor's degree students.

        2.2.2.3. Request a general education transfer agreement be approved for students entering from the institution.

    2.2.3. When it is determined that the goals and credit hour requirements from a non-Regental accredited institution do not align with Policy 2:7 and 2:26, a Regental institution may request a partial general education transfer agreement be approved where goal consistency does exist.

3. Transfer of Credit from Accredited United States Colleges, Universities & Technical Institutes

3.1. General Requirements

3.1.1. All grades transferred will be calculated into grade point averages according to the Regental grade scheme, and recorded on the student's academic transcript.

3.1.2. Transfer grades not existing in the Regental grading scheme will be equated to the Regental grading system. (Refer to BOR 2:10, Use of Grade Point Averages).

3.1.3. The university-specific degree or plan of study requirements determine if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

3.1.4. Except for the conditions outlined for graduate transfer, during any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. In subsequent evaluations, grades previously recorded cannot be changed.

3.2. Undergraduate Transfer

3.2.1. All undergraduate transfer courses and all transfer grades (whether the grades are passing or not passing) must be recorded and an equivalency specified by the Regental university.

3.2.2. Courses of a vocational/technical nature are generally not transferable. However, if such work is judged to be pertinent to the needs of a particular curriculum or program, credit will be granted upon the recommendation of the department offering the course.

~~3.2.1.~~3.2.3. Remedial courses (as identified on the sending institution's transcript) received in transfer are recorded, transcribed, and assigned an equivalency at the receiving university but do not calculate into grade point averages.

~~3.2.2.~~3.2.4. Orientation, Life Experience, an approved high school equivalency examination, and high school level courses are not recorded in Colleague as transfer credit nor are they granted equivalent credit.

~~3.2.3.~~3.2.5. High school courses for which students received college credit will not be entered as transfer credit, or given equivalent credit, unless one of the following conditions are met:

~~3.2.3.1.~~3.2.5.1. Validated by an Advanced Placement or CLEP score that meets Board of Regents guidelines for acceptance of credit;

~~3.2.3.2.~~3.2.5.2. The college credit is granted by a university with which the Board has a dual credit agreement; or

~~3.2.3.3.~~ 3.2.5.3.   The college credit is granted by an institution meeting the accreditation standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP).

3.3. Technical Course Transfer from Colleges and Universities

3.3.1. University discretion is permitted in acceptance of courses. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

3.3.2. When the courses are accepted for transfer, equivalent courses are recorded on the transcript but the grade earned at the technical institute is not recorded or calculated into the grade point averages.

3.4. Course Transfer from Technical Institutes

3.4.1. South Dakota Technical Institutes

3.4.1.1. Transfer of academic courses from South Dakota postsecondary technical institutes is governed by BOR policies 2:25, 2:26, 2:27, and 2:31.

3.4.1.2. Transfer of technical course credit hours from South Dakota postsecondary technical institutes occurs as part of a program to program articulation agreement or specific program approved by the Board of Regents and South Dakota Board of Education Standards, unless an institution determines a course equivalency consistent with the process outlined in this policy.

3.4.1.3. The transfer of technical course credit hours occurs as a block of credit hours upon completion of requirements for the university articulated program for which a CR grade will be assigned.

3.4.1.4. Academic courses taken under articulation agreements in effect between July 1, 1999 and June 30, 2005 will be transferred according to those agreements.

3.4.2. Other Technical Institutes

3.4.2.1. University discretion is permitted in acceptance of academic courses. Academic courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

3.4.2.2. Transfer of technical course credit hours from non-South Dakota postsecondary technical institutes occurs as part of a program to program articulation agreement or specific program approved by the Board of Regents.

3.4.2.3. The transfer of technical course credit hours occurs as a block of credit hours upon completion of requirements for the university articulated program.

3.4.2.4. When the academic courses are accepted for transfer, equivalent courses are recorded on the transcript.

4. Graduate Transfer Courses Received from Accredited United States Colleges and Universities

4.1. All graduate transfer courses and transfer grades judged to be acceptable by the evaluating university, are recorded and evaluated by the Regental university, calculated into grade point averages according to the Regental grade scheme, and recorded on the student's academic transcript.

4.2. If transfer credits are judged acceptable; these courses will be recorded, and equivalencies granted, using the following guidelines:

   4.2.1. If there are specific equivalent graduate courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.

   4.2.2. If there are no equivalent graduate courses at the university evaluating the credit, these courses will be recorded, and equivalencies granted, using the following guidelines:

      4.2.2.1. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (500/600 for master's programs and 700/800 for doctoral programs).

      4.2.2.2. If the academic discipline is not available at the university evaluating the credit, use the ELEC prefix and the appropriate course level (500/600 for master's programs and 700/800 for doctoral programs).

4.3. Transfer grades not existing in the Regental grading scheme will be equated to the Regental grading system.

4.4. In subsequent evaluation, all equivalencies may be re-evaluated, inactivated, or changed. Additional equivalencies may be added and evaluated. In subsequent evaluations, grades previously recorded cannot be changed.

4.5. The university-specific plan of study requirements determines if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

5. Credits Received from United States Colleges or Universities Located Outside the United States or Not Accredited

5.1. **General Requirements**

   5.1.1. University discretion is permitted in acceptance of courses. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

   5.1.2. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. Additional equivalencies may be added and evaluated.

5.1.3. The university-specific degree requirements determine if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

5.1.4. When the courses are accepted for transfer, equivalent courses are recorded on the transcript but the grade earned at the institution is not recorded or calculated into the grade point averages using the following guidelines:

5.1.4.1. If there are specific equivalent courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.

5.1.4.2. If there are no equivalent courses at the university evaluating the credit, these courses will be recorded, and equivalencies granted, using the following guidelines:

5.1.4.2.1. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (500/600 for master's programs and 700/800 for doctoral programs).

5.1.4.2.2. If the academic discipline is not available at the university evaluating the credit, use the ELEC prefix and the appropriate course level (500/600 for master's programs and 700/800 for doctoral programs).

5.2. **Postsecondary Institutions Outside the United States**

5.2.1. At the discretion of the institution's chief academic officer, grades may be recorded and used to determine the transfer and cumulative GPAs.

5.3. **Technical Institute**

5.3.1. Courses submitted in transfer from postsecondary technical institutes that are not accredited will not be accepted.

6. **Credit Received Through Validation Methods & Prior Learning Assessment**

6.1. Credit earned through validation methods other than nationally recognized examinations is limited to a maximum of thirty (30) hours of credit for baccalaureate degrees and fifteen (15) hours of credit for associate degrees. Credits may be earned through established procedures for prior learning assessment, including but not limited to assessment of military training and education. Each campus may determine appropriate course equivalencies as warranted and consult equivalencies established by the American Council on Education (ACE) when making final decisions.

6.1.1. Validation of military credit is limited to an additional thirty (30) hours of credit for baccalaureate degrees and an additional fifteen (15) hours of credit for associate degrees.

6.1.2. University discretion is permitted in acceptance of validated military credit for graduate programs, limited to a maximum of twelve (12) credit hours.

6.2. Credit for college level courses granted through nationally recognized examinations such as CLEP, AP, DSST, etc., will be evaluated and accepted for transfer if

equivalent to Regental courses and the scores are consistent with Regental policies. Such credits are only valid if transcripted by a university within five years of the student taking the examination. Regental institutions shall honor credits from nationally recognized examinations transcripted to meet degree requirements at a non-Regental institution.

6.2.1. If credit received through validation is applied as elective credit, it may only be applied at the 100 or 200 level.

6.2.2. Credit received through validation may apply to System General Education Requirements.

6.3. When validation credits are accepted, equivalent courses are recorded on the transcript but are not calculated into the grade point averages.

6.4. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. Additional equivalencies may be added and evaluated.

6.5. The university-specific degree requirements determine if the validation credits accepted also are applicable to the student's degree program at that university.

FORMS / APPENDICES:

None

SOURCE:

SDCL 13-49.1; BOR April 1989; BOR April 1992; BOR June 1997; BOR March 1998; BOR August 1999, BOR March 2001; BOR May 2001; BOR January 2002; BOR March 2002; BOR June 2002; BOR August 2002; BOR December 2002; BOR May 2003; BOR August 2003; BOR December 2003; BOR October 2004; BOR June 2005; BOR August 2005; BOR March 2008; BOR March-April 2010; BOR October 2010; BOR October 2011; BOR December 2011; BOR June 2015; BOR December 2016; BOR June 2018.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
> Intent to Plan: SDSU and DSU – BS and MS in Software Engineering

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
> South Dakota State University (SDSU) and Dakota State University (DSU) request authorization to prepare a proposal for a collaborative Bachelor of Science (BS) and Master of Science (MS) in Software Engineering. The programs would go beyond existing programs in Computer Science in providing education in the development and application of techniques leading to the creation of reliable software. The programs will benefit from the expertise in engineering at SDSU and DSU's expertise in software development and technology related programs. SDSU and DSU currently have a collaborative master's program in Data Science/Analytic. Graduates from the program would enter a rapidly developing field with high demand in private and public sectors. The proposal cites US Bureau of Labor Statistics data indicating 24% growth nationally through 2026.

IMPACT AND RECOMMENDATION
> The proposed programs are within the mission of SDSU as presented in SDCL 13-58-1 and BOR Policy 1:10:2, and the mission of DSU as presented in SDCL 13-59-2.2 and BOR Policy 1:10:5. Related programs in Computer Science exist at SDSU, DSU, USD, and SDSM&T at the bachelor's level and at SDSU, DSU, and USD at the master's level; however, the Software Engineering programs will have greater focus on software development, testing, and modeling.

> Neither institution anticipates asking for new state resources for the programs.

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DRAFT MOTION 20190402_6-D(1):
> I move to authorize SDSU and DSU to develop a program proposal for a BS and MS in Software Engineering, as presented.

Board office staff recommends approval of the intents to plan with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.

2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.

3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS
Attachment I – Intent to Plan Form: SDSU & DSU – BS in Software Engineering
Attachment II – Intent to Plan Form: SDSU & DSU – MS in Software Engineering

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

UNIVERSITY:	DSU and SDSU
DEGREE(S) AND TITLE OF PROGRAM:	B.S. in Software Engineering
INTENDED DATE OF IMPLEMENTATION:	Fall 2019

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

_____   8/20/2018
President of the University, Dakota State University   Date

_____   1/10/2019
President of the University, South Dakota State University   Date

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1. **What is the general nature/purpose of the proposed program?**

Software engineering is the systematic development and application of techniques leading to the creation of correct and reliable software.[1] It has also been defined as "The application of a systematic, disciplined, quantifiable approach to the development, operation and maintenance of software."[2] The purpose of the proposed program is to provide skilled and knowledgeable graduates who will meet the needs of businesses and organizations in writing, editing and testing software. Software engineering is a rapidly changing field; most software engineers continue to learn on the job, as languages and development environments evolve. To be sure, there are many layers of computer software, and each requires a specialist in languages specific to that layer.

Most software engineers specialize in a few areas of development, such as networks, operating systems, databases or applications, and each area requires fluency in its own set of computer languages and development environments. Also, most software engineers collaborate with other specialists in development groups all working together to create complex projects.

Educational requirements for software engineers include broad experience with computer systems and applications. Larger companies, or organizations with unique or proprietary development platforms, typically provide training for new employees. Commonly required

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[1] Software engineering description at University of Strathclyde, Glasgow, Scotland.
[2] IEEE Standard Gloassary of Software Engineering terminology

skills include strong analytical skills and the ability to pay careful attention to detail, as well as the capacity to work well in groups and a willingness to understand the various roles played by fellow team members. Knowledge about the subject area in which they are working, or the intended audience, is valuable.[3]

DSU and SDSU are proposing to create an academic degree in software engineering at the Bachelor of Science (B.S.) level. Responding to the national need for professionals in computer science, cyber security, computer network development and web development for public and private organizations, the proposed major will produce individuals responsible for the entire software development process. From theoretical design to programming, these graduates will provide project leadership and technical guidance along every stage of the software development life cycle.

2. **What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in 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.)?**

The workforce need for software engineers is very robust. Currently, DSU and SDSU have nearly 550 computer science majors combined with approximately 350 majors at DSU and 200 at SDSU.

The U.S. Bureau of Labor Statistics (BLS) projects that jobs for software developers will grow by 17% from 2014 to 2024, making software engineering one of the faster growing sectors in the job market.

From the Occupational Outlook Handbook, there is evidence of a growing need for software development professionals.[4]

Quick Facts: Software Developers	
2017 Median Pay	$103,560 per year $49.79 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	1,256,200
Job Outlook, 2016-26	24% (Much faster than average)
Employment Change, 2016-26	302,500

In addition to national demand, strong growth is expected for positions as software engineers within South Dakota. For example, the SD Department of Labor and Regulation notes that employment of software developers is expected to grow between 14-24% in Rapid City and Sioux Falls with a total of about 24 annual job openings in those two cities through 2024.[5]

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[4] https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm
[5] Labor Market Information Center, South Dakota Department of Labor and Regulation, July 2017. Available from https://dlr.sd.gov/lmic/documents/substate_occupational_projections_2014_2024.xlsx

Statewide during the 2016 period there were 42 openings and it is expected that close to 800 openings will need to be filled during the 2016-2026 time period[6].

Federal and state governments, large and medium size corporations, the military, including the National Guard and Reserve, all need graduates educated with this type of skill set and knowledge base.

3. **How would the proposed program benefit students?**

The proposed bachelor's degree in software engineering will be of benefit to students by preparing them to be highly competitive in a field where those equipped with knowledge and skills in software engineering are very employable in relatively high paying positions. The program will offer educational experiences that assist students in becoming program solvers for society with the tools, knowledge and vision to build systems and applications and the ability to manage the development, maintenance and evolution of software.

Because this is a collaborative proposed program, students will benefit from the resources offered by both institution and will complete shared core courses and then specialize in specific niches at their home institution. This model has operated successfully making both institutions stronger, benefitting graduate and regional workforce development and effectively utilizing faculty resources.

DSU is developing a stackable progression in this area. Starting with the current A.S. in software development at DSU or other schools, a student will be able to stack those credits into the B.S. in Software Enginering degree or at least the specialization. This provides the student the opportunity to scaffold of their software engineering skill set while the college can use the courses most efficiently.

4. **How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?[7]**

The Legislature established Dakota State University as an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL 13-59-2.2. The Beacom College of Computer and Cyber Sciences provides complete realization of this mission in its programs related to computer science, network administration, computer game design and cybersecurity. The Board implemented SDCL 13-59-2.2 by authorizing undergraduate and graduate programs that are technology-infused and promote excellence in teaching and learning. These programs support research, scholarly and creative activities and provide service to the State of South Dakota and the region.

The Legislature established South Dakota State University as the Comprehensive Land Grant University to meet the needs of the State and region by providing undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in

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[6] South Dakota Dept. of Labor, Dec. 2018, Available from
https://www.southdakotaworks.org/vosnet/analyzer/results.aspx?session=occproj

[7] South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

agriculture, education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine (SDCL 13-58-1). SDSU's Jerome J. Lohr College of Engineering supports a variety of engineering programs as well as undergraduate and graduate computer science programs.

In addition, the SDBOR Strategic Plan 2014-2020 includes the following vision:
- South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce;
- South Dakota will have a working-age population with advanced levels of education needed to support our democracy and the modern, knowledge-based economy; and
- South Dakota will be a recognized national leader in the use of information technology to enhance its educational, economic, social, scientific, and political development.

Adding a collaborative software engineering B.S. degree at DSU and SDSU is consistent with the board-designated missions of the universities, supports system goals, and will contribute to the state's workforce and economic development as this program aligns with existing and future state workforce needs.

5. **Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?**[8] *If there are no related programs within the Regental system, enter "None."*

The University of South Dakota (USD) and the South Dakota School of Mines and Technology (SDSM&T) currently both offer the bachelors' level program in Computer Science. Dakota State offers the Software Development (A.S.) and a specialization in software and web development within its Computer Information Systems major, and South Dakota State offers a minor in software engineering and the B.S. in Computer Science.

The bachelor's level degree in software engineering provides students with the needed content and skill development in order to design, build, and maintain software systems throughout the life of the system. This differs from computer science, as it is the theory and practice of processing and using information. The software engineer works to satisfy the customer requirements for the overall project, while the computer scientist is concerned with developing the specific algorithms for solving individual problems. A software engineer will work with the team and the customers while the computer scientist will work with coding the solution.

6. **Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?** *If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.*[9]

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[8] Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm.

[9] This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

	Institution	Program Title
Minnesota	University of Minnesota	Software Engineering (B.S.)
North Dakota	North Dakota State University	Computer Engineering (B.S.)
Montana	Montana Tech of the University of Montana	Software Engineering (B.S.)
Iowa	Iowa State University	Software Engineering (B.S.)

SDSU formerly offered a B.S. in Software Engineering from 2003 through 2011. The B.S. in Software Engineering was terminated due to its status as a relatively new program when the Regental system endured statewide budget cuts. SDSU noted at the time a desire to eventually reauthorize the program.

7. **Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?**

The majority of students in the program are expected to be new to DSU and SDSU. When the program was created at SDSU, several Computer Science majors switched to Software Engineering as they were interested in the new opportunity. However, once the program was established SDSU was able to attract students due to the program and we anticipate this will be true when the program is restarted. There may also be interest from students who are currently in data science wishing to change their major to software engineering. The stackability of programs offered will also encourage students to continue in the software enginnering major as they move from the associates to bachelors to master's levels.

8. **What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.**

DSU and SDSU anticipate that in the first year of the program, five students will be enrolled at both institutions. Over time, an average of 15 or more students are expected to be enrolled each year.

Typically DSU strives for about a 1:1 mix by modality. DSU's A.S. in Software Development is in it's second year and already has 12 enrolled students (Fall 2018) who are potential students for the B.S. degree. An affordable software engineering degree should be in high demand.

9. **Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire program through distance technology (e.g., as an on-line program)?**[10]

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

		Yes/No	*Intended Start Date*
On campus	DSU	Yes	Fall 2019
	SDSU	Yes	Fall 2019

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off-campus	No		Fall 2019

		Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
Distance Delivery	DSU	Yes	Online	Fall 2019
	SDSU	Yes	Online	Fall 2019

10. **What are the university's plans for obtaining the resources needed to implement the program?** *Indicate "yes" or "no" in the columns below.* Need to provide brief explanation and examples of likely external resources (if Yes is indicated)

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources	Yes	Yes
Ask Board to seek new State resources[11]	No	No
Ask Board to approve a new or increased student fee	No	No

DSU has hired several faculty as part of the Sanford/Beacom gift and some of those faculty have the requisite expertise in software engineering to augment the expertise of existing faculty at DSU and SDSU.

11. **Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university.** *The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion*. **Identify the college or university and explain why the selected program is a model for the program under development**.

The curriculum example included in Appendix A is from Iowa State University. The information may be found online at http://catalog.iastate.edu/collegeofengineering/softwareengineering/.

The specific design of the undergraduate curriculum has been heavily debated and still is. Institutions will often offer slightly differing course structures, many may have a stronger focus on mathematical foundations for example. It is true, however, that students of a four-year software engineering course will typically have a similar first year of study as students of Computer Science, including classes such as computer programming, program design, computer systems analysis, fundamentals of hardware, networking and computer architecture. In addition to these computer science courses, software enginueering programs typically offer course work like introduction to software engineering, software requirements & modeling,

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[11] Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

software design & construction, software testing, verification, and validation, software quality assurance, software project management, and software configuration management.

DSU and SDSU plan to pursue a similar model to the M.S. in Data Science/Analytics cooperative programs. Both DSU and SDSU recognize that they have a successful, collaborative process and team that allows them to develop premier programs in specialized areas related to computing and data. They look forward to continuing and strengthening their joint commitments in these important specialties for South Dakota.

DSU and SDSU will be adding 4-5 new courses, most of which can be covered by existing faculty offering the programs. An emphasis often serves a fundamentally different purpose than a major. A speciliazation within a computer science program may provide some software engineering skills/tools which may be all that is needed or appropriate for some positons, however, it may not serve as well when a stand alone degree or specific credentials are required. It will also include some ancillary changes, for example, additional math courses may be added to the curriculum.

DSU will augment their capacity to offer the appropriate coursework by securing external funding for operation and support, the use of the DSU Rising! gift, the strategic use of adjuncts, and potentially, the use of remote faculty to provide richness and depth to the curriculum. This will include additional software engineering faculty. They currently have several faculty with expertise in this area that teach several courses to support an A.S. in Software Development and several graduate level courses software engineering.

APPENDIX A
Example B.S. in Software Engineering - Iowa State University

The Software Engineering program is an interdisciplinary program delivered jointly by the College of Engineering and the College of Liberal Arts & Sciences.

Leading to the degree bachelor of science.

Total credits required: 125 cr. Any transfer credit courses applied to the degree program require a grade of C or better (but will not be calculated into the ISU cumulative GPA, Basic Program GPA or Core GPA). See also Basic Program and Special Programs. Note: Pass/Not Pass credits cannot be used to meet graduation requirements.

International Perspectives: 3 cr.[1]

U.S. Diversity: 3 cr.[1]

Communication Proficiency/Library requirement:

ENGL 150 Critical Thinking and Communication (Must have a C or better in this course)		3
ENGL 250 Written, Oral, Visual, and Electronic Composition (Must have a C or better in this course)		3
LIB 160 Information Literacy		1
Choose one of the following:		3
ENGL 309 Proposal and Report Writing (C or better in this course)		
ENGL 314 Technical Communication (C or better in this course)		
Total Credits		10

General Education Electives: 15 cr.[2]

Choose 1 course from the following:		3
ECON 101	Principles of Microeconomics	
ECON 102	Principles of Macroeconomics	
I E 305	Engineering Economic Analysis	
Arts and Humanities		6
Social Sciences		3
Additional Arts and Humanities or Social Sciences course		3
Total Credits		15

Basic Program: 27 cr.
A minimum GPA of 2.00 is required for this set of courses, including any transfer courses (please note that transfer course grades will not be calculated into the Basic Program GPA). See Requirement for Entry into Professional Program in College of Engineering Overview section.

CHEM 167 General Chemistry for Engineering Students		4
or CHEM 177	General Chemistry I	
ENGL 150 Critical Thinking and Communication (Must have a C or better in this course)		3

ENGL 250	Written, Oral, Visual, and Electronic Composition (Must have a C or better in this course)	3
S E 101	Software Engineering Orientation [3]	R
S E 185	Problem Solving in Software Engineering [3]	3
LIB 160	Information Literacy	1
MATH 165	Calculus I	4
MATH 166	Calculus II	4
PHYS 221	Introduction to Classical Physics I	5
Total Credits		27

Math and Physical Science: 11 cr.

COM S 227	Introduction to Object-oriented Programming	4
COM S 228	Introduction to Data Structures	3
MATH 267	Elementary Differential Equations and Laplace Transforms	4
Total Credits		11

Software Engineering Core: 37 cr.

A minimum GPA of 2.00 is required for this set of courses, including any transfer courses (please note that transfer course grades will not be calculated into the Core GPA):

CPR E 281	Digital Logic	4
Choose one of the following:		3
COM S 327	Advanced Programming Techniques	
CPR E 288	Embedded Systems I: Introduction	
Choose one of the following:		3
COM S 321	Introduction to Computer Architecture and Machine-Level Programming	
CPR E 381	Computer Organization and Assembly Level Programming	
Choose one of the following:		3
COM S 352	Introduction to Operating Systems	
CPR E 308	Operating Systems: Principles and Practice	
Choose one of the following:		3
COM S 230	Discrete Computational Structures	
CPR E 310	Theoretical Foundations of Computer Engineering	
COM S 311	Design and Analysis of Algorithms	3
COM S 363	Introduction to Database Management Systems	3
COM S 309	Software Development Practices	3
S E 319	Software Construction and User Interfaces	3
S E 329	Software Project Management	3
S E 339	Software Architecture and Design	3
S E 421	Software Analysis and Verification for Safety and Security	3

Note: CPR E 288, CPR E 381 and CPR E 308 are 4-credit courses. The core credit requirement (37 credits) is given in terms of 3-credit courses. If the 4-credit courses are taken instead, then the extra credits will be used as credits for Supplementary Electives.

Total Credits   37

Other Remaining Courses: 35 cr.

S E 491	Senior Design Project I and Professionalism	3
S E 492	Senior Design Project II	2
SP CM 212	Fundamentals of Public Speaking	3
STAT 330	Probability and Statistics for Computer Science	3
One of the following ENGL courses (with a C or better in this course)		3
ENGL 309	Proposal and Report Writing	
ENGL 314	Technical Communication	
Math Elective: Choose one from the following list		3
MATH 207	Matrices and Linear Algebra	
MATH 265	Calculus III	
MATH 304	Combinatorics	
MATH 314	Graph Theory	
MATH 317	Theory of Linear Algebra	
Software Engineering Elective [2]		6
Supplementary Elective [2]		9
Open Elective [2]		3
Total Credits		35

Seminar/Co-op/Internships

S E 166	Careers in Software Engineering	R
S E 494	Software Engineering Portfolio Development	R
Co-op or internship (S E 396, S E 397, S E 398) is optional		

Transfer Credit Requirements

The degree program must include a minimum of 30 credits at the 300-level or above in professional and technical courses earned at ISU in order to receive a B.S. in software engineering. These 30 credits must include S E 491 Senior Design Project I and Professionalism and S E 492 Senior Design Project II and credits in the core professional curriculum and/or in technical electives. The software engineering degree program requires a grade of C or better for any transfer credit course that is applied to the degree program.

1. These university requirements will add to the minimum credits of the program unless the university-approved courses are also approved by the department to meet other course requirements within the degree program. U.S Diversity and International Perspectives courses may not be taken Pass/Not Pass.
2. Choose from department approved lists.
3. See Basic Program for Professional Engineering Curricula for accepted substitutions for curriculum designated courses in the Basic Program.

See also: A 4-year plan of study grid showing course template by semester.

Note: International perspectives and U.S. diversity courses are used to meet the general education electives.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

UNIVERSITY:	DSU and SDSU
DEGREE(S) AND TITLE OF PROGRAM:	M.S. in Software Engineering
INTENDED DATE OF IMPLEMENTATION:	Fall 2019

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

J. M. Griffile
_____   8/20/2018
President of the University, Dakota State University   Date

Barry H. Dunn
_____   1/10/2019
President of the University, South Dakota State University   Date

1. **What is the general nature/purpose of the proposed program?**

   Software engineering is the systematic development and application of techniques leading to the creation of correct and reliable software.[1] It has also been defined as "The application of a systematic, disciplined, quantifiable approach to the development, operation and maintenance of software."[2] The purpose of the proposed M.S. degree in Software Engineering is to provide highly skilled graduates who meet the needs of businesses and organizations in designing and testing software as well as providing leadership in software companies and related entities. Software engineering is a rapidly changing field; most software engineers continue to learn on the job, as languages and development environments evolve. To be sure, there are many layers of computer software, and each requires a specialist in languages specific to that layer. The computer science discipline and the market demand has shifted to include a much greater demand for software engineering.

   Most software engineers specialize in a few areas of development, such as networks, operating systems, databases or applications, and each area requires fluency in its own set of computer languages and development environments. Also, most software engineers collaborate with other specialists in development groups all working together to create complex projects.

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[1] Software engineering description at University of Strathclyde, Glasgow, Scotland.
[2] IEEE Standard Gloassary of Software Engineering terminology

Educational requirements for software engineers include at least a bachelor's degree in software, math or science, as well as broad experience with computer systems and applications. Larger companies, or organizations with unique or proprietary development platforms, typically provide training for new employees. Commonly required skills include strong analytical skills and the ability to pay careful attention to detail, as well as the capacity to work well in groups and a willingness to understand the various roles played by fellow team members. Knowledge about the subject area in which they are working, or the intended audience, is valuable.[3]

DSU and SDSU are proposing to create an academic degree in software engineering at the Master of Science (M.S.) level. Responding to the national need for professionals in computer science, computer network development and web development for public and private organizations, the proposed masters' degree will produce individuals responsible for the entire software development process. From theoretical design to programming, these graduates will provide project leadership and technical guidance along every stage of the software development life cycle.

DSU and SDSU have success in the shared Masters in Data Science/Analytics major since 2014 and plan to use that model when preparing this collaborative program.

2. **What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in 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.)?**

The workforce need for software engineers is discussed in detail below, but the workforce need is very high. Finally, given the mission and capacity of the Beacom College of Computer and Cyber Sciences at DSU and the Jerome J. Lohr College of Engineering at SDSU, make this an ideal collaboration. DSU and SDSU have nearly 550 computer science majors with 350 at DSU and 200 at SDSU. The combined strength of the two programs will provide a stable platform this highly valued field of study.

Both institutions offer top drawer instruction and experiences in computer science, with DSU offering the undergraduate certificate through the Ph.D. while SDSU offers the B.S. and M.S. in Computer Science. Adding software engineering is consistent with the universitys' missions, consistent with their capacity, and responsive to the need to provide more software professionals.

The U.S. Bureau of Labor Statistics (BLS) projects that jobs for software developers will grow by 17% from 2014 to 2024, making software engineering one of the faster growing sectors in the job market.

From the Occupational Outlook Handbook, there is evidence of a growing need for software development professionals.[4] The demand for skilled and qualified software engineers is bolstered by a transforming economic landscape, driven by the need for computing technology

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[3]https://study.com/articles/Software_Engineers_Job_Duties_and_Requirements_for_Becoming_a_Software_Engineer.html
[4] https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm

solutions. With the advent of the Internet, smart cities, green technology and big data, all industries and organizations are quickly becoming technology industries.

Quick Facts: Software Developers	
2017 Median Pay ❓	$103,560 per year $49.79 per hour
Typical Entry-Level Education ❓	Bachelor's degree
Work Experience in a Related Occupation ❓	None
On-the-job Training ❓	None
Number of Jobs, 2016 ❓	1,256,200
Job Outlook, 2016-26 ❓	24% (Much faster than average)
Employment Change, 2016-26 ❓	302,500

With such unprecedented growth in a multitude of industries and organizations, software engineers can pursue careers in any number of industries, including technology, healthcare, automotive manufacturing, green energy, remote sensing, precision agriculture, aeromautics and finance. New jobs such as automotive embedded software engineer, health informatics engineer and financial software engineer are emerging as each of these sectors continue to expand. The M.S. degree is needed so as to provide leadership in the development and work of teams including research and development.

A master's degree will lead to increased job opportunities. Currentyly Glassdoor.com lists 21,137 job openings for positions that require either work experience or a masters degree. Typical requirements read "Bachelor's and 5 or more years' experience, Master's degree with 3 or more years' experience or PhD degree with experience. Bachelor, Master or Doctorate of Science degree from an accredited course of study, in engineering, computer science, mathematics, physics or chemistry. ABET is the preferred, although not required, accreditation standard." This is from a listing from BOEING with Software Engineer as the title.[5] Cisco Systems lists an entry level position that requires an M.S. degree for consideration.

In addition to national demand, strong growth is expected for positions as software engineers within South Dakota. For example, the SD Department of Labor and Regulation notes that employment of software developers is expected to grow between 14-24% in Rapid City and Sioux Falls with a total of about 24 annual job openings in those two cities through 2024.[6]

3. How would the proposed program benefit students?

The administration and faculty at both DSU and SDSU recognize the rapid pace of advancement in fields like software engineering. Using previous models of shared programs, students at both universities will complete core courses at both institutions and then specialize in specific niches at their home institution. This model has operated successfully making both institutions stronger, benefitting graduates and the regional workforce development, and efficiently utilizing precious faculty resources at both institutions.

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[5] https://www.glassdoor.com/Job/master-software-engineer-jobs-SRCH_KO0,24.htm
[6] Labor Market Information Center, South Dakota Department of Labor and Regulation, July 2017. Available from https://dlr.sd.gov/lmic/documents/substate_occupational_projections_2014_2024.xlsx

These benefits for students in adding the proposed degree pattern include (a) development of excellent analytical skills because they will be required to continually compare needs with software capabilities; (b) familiarity with computer languages in order to effectively work with computer programs, i.e., professional flexibility; (c) the development of formidable feedback and communication skills, avoiding error or miscommunications; (d) capacity to monitor project updates and reported defects in order to manage necessary modifications, i.e., a capacity to shift gears between assigned projects, deadlines and schedules; (e) software engineers must conduct experimental software runs to ensure quality and consistency; (f) in many ways, these graduates must develop an eye for perfection in order to properly direct repairs and revisions of programs; and some software developers will become the primary point of contact with clients and vendors. These are substantial and formidable advantages to students.

South Dakota currently does not produce software engineering graduates of this nature or at this level. This kind of degree will assist government leaders, corporation executives, states and localities in developing good applications and focus on user accessibility and convenience. Graduates are necessary to fill jobs at the federal, state, local and corporate levels. On the federal, state and local levels these students will be the beneficiaries of good, relatively high paying career-predictive jobs.

4. **How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?**[7]

The Legislature established Dakota State University as an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL 13-59-2.2. The Beacom College of Computer and Cyber Sciences provides complete realization of this mission in its programs related to computer science, network administration, computer game design and cybersecurity. The Board implemented SDCL 13-59-2.2 by authorizing undergraduate and graduate programs that are technology-infused and promote excellence in teaching and learning. These programs support research, scholarly and creative activities and provide service to the State of South Dakota and the region.

The legislature established South Dakota State University as the Comprehensive Land Grant University to meet the needs of the State and region by providing undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine (SDCL 13-58-1). SDSU's Jerome J. Lohr College of Engineering supports a variety of engineering programs as well as undergraduate and graduate computer science programs.

In addition, the SDBOR Strategic Plan 2014-2020 includes the following vision:
- South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce;

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[7] South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

- South Dakota will have a working-age population with advanced levels of education needed to support our democracy and the modern, knowledge-based economy; and
- South Dakota will be a recognized national leader in the use of information technology to enhance its educational, economic, social, scientific, and political development.
- Increase the number of master's and doctoral level STEM programs.

Adding a collaborative software engineering M.S. degree at DSU and SDSU is consistent with the board-designated missions of the universities, supports system goals, and will contribute to the state's workforce and economic development as this program aligns nicely with existing and future state workforce needs.

5. **Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?**[8] *If there are no related programs within the Regental system, enter "None."*

The University of South Dakota offers the M.S. (including an accelerated option) in Computer Science with an Informatics specialization. The South Dakota School of Mines and Technology offers the M.S. degree in Computational Science and Robotics (focus on software robotics).

The key differences between these programs and the proposed collaborative program in Software Engineering is that Software Engineering is focused on methodologies, techniques, and the tools used to manage the entire software life cycle. A typical Computer Science degree will focus on principles and use of computers that covers both theory and application.

6. **Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?** *If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.*[9]

	Institution	Program Title
Minnesota	University of Minnesota - Twin Cities	Software Engineering (M.S.)
North Dakota	North Dakota State University	Software Engineering (M.S.)
Montana	None at Master's level	
Wyoming	None at graduate level	
Iowa	None at graduate level	

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[8] Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm.

[9] This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

Large online universities like Arizona State are reaching into South Dakota and offering more similar degrees than those listed above. Most online master's in software engineering programs are designed for people with an undergraduate degree in computer science, engineering, information technology, or a related field. Some will admit students without a computer degree if they have a programming background.

7. **Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?**

The majority of students enrolling in this program are expected to be new to the universities, though some current students in related areas may decide to pursue this more specific major in software engineering. Due to the availability of associate and bachelor's level programs in software development and engineering in the SDBOR system, students will be well-prepared to enter the graduate program and to return to increase their level of education into the future.

8. **What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.**

Year 1 – 5: 50 -60 students in the combined program after year 5

9. **Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire program through distance technology (e.g., as an on-line program)?**[10]

	Yes/No	*Intended Start Date*
On campus	Yes	Fall 2019

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off-campus	No		

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
Distance Delivery	Yes	Online delivery	Fall 2019

10. **What are the university's plans for obtaining the resources needed to implement the program?** *Indicate "yes" or "no" in the columns below.*

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes

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

	Development/ Start-up	Long-term Operation
Apply for external resources	Yes	Yes
Ask Board to seek new State resources[11]	No	No
Ask Board to approve a new or increased student fee	No	No

DSU has hired several faculty as part of the Sanford/Beacom gift and some of those faculty have the requisite expertise in software engineering to augment the expertise of existing faculty at DSU and SDSU. SDSU plans to fill a currently open position with a software engineer in order to augment existing software engineering personel.

11. **Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university.** *The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion*. **Identify the college or university and explain why the selected program is a model for the program under development**.

   The attached curriculum in Appendix A is for the Master of Science and Master of Software Engineering from North Dakota State University. The information may be found online at https://bulletin.ndsu.edu/programs-study/graduate/software-engineering/#degreerequirementstext.

   The Master of Science in Software Engineering will serve students who have earned a bachelor's degree in software engineering, computer science or a related discipline, as well as working software engineers who want to broaden their perspective while deepening their skills in software development and software engineering. The program plans to accept students who are already competent programmers wanting to prepare for careers in software engineering. Courses in this program are taught at a level that assumes that all students have a technical undergraduate degree and significant programming experience.

   DSU and SDSU anticipate the master's program in software engineering will require a minimum of 30 credit hours of approved graduate study. Students will be encouraged to complete and successfully defend a thesis. Students who decide against writing a thesis must pass a final program examination. The curriculum will include required material: Software Engineering, Software Testing and Software Metrics and Modeling. All students are required to pass the Computer Science Seminar or the Computer Sciences Internship twice during the degree program. The internship is completed with an information technology business or industrial organization and is available only for students without prior experience in a practical information technology setting.

   DSU will augment their capacity to offer the appropriate coursework by securing external funding for operation and support, the use of the DSU Rising! This will include additional software engineering faculty.

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[11] Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

APPENDIX A
Example M.S. in Software Engineering - North Dakota State University

Software Engineering

Masters of Software Engineering

Course List

Code	Title	Credits
Core Courses - 15 Credits		
CSCI 713	Software Development Processes	
CSCI 715	Software Requirements Definition and Analysis	
CSCI 716	Software Design	
CSCI 718	Software Testing and Debugging	
CSCI 848	Empirical Methods in Software Engineering	
Electives - 15 Credits		
CSCI 714	Software Project Planning and Estimation	
CSCI 717	Software Construction	
CSCI 724	Survey of Artificial Intelligence	
CSCI 736	Advanced Intelligent Systems	
CSCI 765	Introduction To Database Systems	
CSCI 834	Knowledge Based Systems	
CSCI 846	Development of Distributed Systems	
CSCI 847	Software Complexity Metrics	
Total Credits - 30		

Master of Science

Course List

Code	Title	Credits
Core Courses		12
Students must complete the core within five semesters of their entering the program.		
CSCI 713	Software Development Processes	
CSCI 715	Software Requirements Definition and Analysis	
or CSCI 718	Software Testing and Debugging	
CSCI 716	Software Design	
CSCI 765	Introduction To Database Systems	
Six credits (not part of the core) from:		6
CSCI 714	Software Project Planning and Estimation	
CSCI 715	Software Requirements Definition and Analysis	
CSCI 717	Software Construction	
CSCI 718	Software Testing and Debugging	
CSCI 845	Formal Methods for Software Development	
CSCI 846	Development of Distributed Systems	

Course List

Code	Title	Credits
CSCI 847	Software Complexity Metrics	
CSCI 848	Empirical Methods in Software Engineering	
Other Computer Science or Computer Engineering courses selected with and approved by the student's graduate advisory committee. (six -thesis students) or three (paper students)		3-6
CSCI 790	Graduate Seminar (in software engineering areas (1 credit each), approved by adviser)	3
Research Component*		3-6
CSCI 797	Master's Paper	
or CSCI 798	Master's Thesis	
Total Credits		33

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
> **Intent to Plan: NSU BSEd in Social Science for Teachers**

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
> Northern State University (NSU) requests permission to plan a Bachelor of Science (BS) major in Social Science for Teachers. The program will provide a path to teaching certification in multiple social science disciplines through one comprehensive major. Preparation would include course content options in history, geography, government, sociology, psychology, and/or economics. The degree is intended to aid small and rural schools with expectations of teachers providing instruction in multiple subjects. The US Department of Education recognizes social studies as an area with a shortage of qualified teachers in South Dakota.

IMPACT AND RECOMMENDATION
> The proposed program is within NSU's mission as presented in BOR Policy 1:10:6 and SDCL 13-59-1, including authorization for undergraduate programs in education. Black Hills State University offers a related program; due to teacher shortages in this field the addition of a related program would not detract from the existing program. NSU estimates graduating up to 10 students per year after full implementation.

> NSU is not requesting new state resources for the programs.

> Board office staff recommends approval of the intent to plan with the following conditions:

> 1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.

(Continued)

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DRAFT MOTION 20190402_6-D(2):
> I move to authorize NSU to develop a program proposal for a BSEd in Social Science for Teachers, as presented.

2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.

3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Form: NSU – BSEd in Social Science for Teachers

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related request for a new program. The Board of Regents, Executive Director, and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
DEGREE(S) AND TITLE OF PROGRAM:	BSEd – Social Science for Teachers
INTENDED DATE OF IMPLEMENTATION:	Fall 2019

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President (or Designee) of the University	1/7/2019
	Date

1. What is the general nature/purpose of the proposed program?

This program will provide a path to teaching certification in multiple social science disciplines through one comprehensive major. The degree will prepare graduates for teaching a wide range of social science courses in middle and high school, especially in smaller and rural schools where teachers are expected to be able to teach multiple subjects.

Demand for this program would come primarily from traditional and non-traditional secondary education students currently majoring in history and minoring in geography, political science, economics, sociology, and/or psychology. This program would also allow students currently enrolled in BA programs in history, political science, and sociology to more easily move into a BSEd program.

The program would consist of (1) a history core, (2) additional content courses in geography, American government, sociology/psychology, and/or economics, and (3) required pre-professional and professional teaching courses. The program will require no new courses. All the necessary professional education courses are offered regularly through the School of Education, and all of the content courses are regularly offered through the College of Arts and Sciences.

2. **What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in 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.)?**

The U.S. Department of Labor says that employment of high school teachers is projected to grow 6 percent from 2014 to 2024, about as fast as the average for all occupations. The U.S. Department of Education Office of Secondary Education report includes social studies as one of the areas in which South Dakota has a shortage of qualified teachers (U.S. Department of Education Office of Secondary Education, Teacher Shortages Nationwide, Web, 10/26/18, https://doe.sd.gov/oatq/documents/16Shortag.doc, p. 148).

3. **How would the proposed program benefit students?**

Our current history education program leads to direct certification only in history. Most South Dakota schools need teachers able to teach other social sciences as well, particularly geography, American government, sociology, psychology, and/or economics.

Additionally, adding the comprehensive major will allow political science, sociology, economics, and psychology BA students to more easily move into a BSEd program without having to complete a full history major.

For many years, Northern had a comprehensive social sciences major that gave students multiple subject certification that made them more attractive to school districts. Changes to certification requirements under No Child Left Behind made it difficult to continue the comprehensive major. When the South Dakota Department of Education no longer allowed the Praxis comprehensive social sciences exam to be used to prove "highly qualified" status, students had to take exams in each social science area where they wanted highly qualified status: six exams for complete certification.

Now that SD certification requirements have been revised, we will be able to restore the program successfully. Having the broader social science credential will make students more marketable than will having the history credential alone. Also, when our students find history teaching jobs that require also the ability to teach in other social science disciplines, they find themselves not as well prepared for these additional assignments as they might be. While eventually they will add additional certification, this requires extra time and expense. It is usually better for them to have broader certification from the beginning.

There is a great deal of overlap in the different social sciences. There is an obvious overlap between teaching American history and American government. There is also a very close relationship between history and economics. Should students be required to take multiple praxis content exams, they will be well-prepared to pass exams in any of the content areas.

The testing requirements are in flux. ESSA gives the states flexibility in this area. The rules scheduled to go into effect on July 1, 2019 indicate that passing the 5081 Praxis exam will be sufficient for comprehensive social science certification, though teachers will have to pass specific area content exams before they can teach AP classes in those areas. Students coming

Program Forms: Intent to Plan for a New Program (Last Revised 05/2017)

through our program will be prepared to pass the comprehensive exam and any additional area exams they need.

4. **How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?**[1]

BOR Policy 1:10:6 states that the legislature established Northern State University to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in education and other courses or programs as the Board of Regents may determine. (SDCL 13-59-1).

The proposed program contributes directly to BOR Strategic Plan Goal 2 (Academic Quality and Performance), Action Step 1 which calls for revising teacher preparation and educational leadership programs to better prepare professionals to work in standards-based schools that use the results of common assessments for student improvement.

It also will contribute to Goal 3 (Workforce and Economic Development), Action Step 3 which calls for the development of academic programs and certificates that align with existing and future state workforce needs.

5. **Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?**[2]

Black Hills State and Northern were the only two public universities to offer the comprehensive social science for teachers major. BHSU continues to offer their comprehensive social sciences major (see below). The BHSU and NSU programs were always similar, and what we propose here is quite close to what BHSU offers.

The two programs differ mostly in their upper-division history requirements. BHSU offers upper-division courses we do not, and we offer upper-division courses they do not.

The proposed program differs from our current history education program and from other history education programs in that it provides students with broader certification. It consists entirely of courses already taught in regular rotation at NSU and often taken already by the history education majors who either see the value of these courses to history education or who know they will eventually seek broader preparation.

There is a shortage of secondary social studies teachers (see the U.S. Department of Education information on Teacher Shortages cited above), and since BHSU attracts mostly students who

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[1] South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

[2] Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm.

want to teach West River while NSU attracts mostly students who want to teach East River, the two programs should complement each other. Through our Rural Student Teacher project, Northern has placed teacher candidates at small schools ranging from Bowdle to Miller to Castlewood—twenty two schools, all East River. Please see also the support letters from area administrators noting the need for more teachers with broader social science training.

6. **Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?** *If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.*[3]

	Institution	Program Title
Minnesota	U. of Minnesota Morris	B.A. Social Sciences (interdisciplinary major used to support comprehensive teacher certification).
	U. of Minnesota	Social Studies Certification part of a five year program leading to an M.A.
	Winona State	B.T. (Bachelors of Teaching) degree in History and Social Sciences Education
North Dakota	NDSU	B.A./B.S. Social Science Education
Montana	University of Montana	B.A. Social Studies Broadfield
Wyoming	University of Wyoming	B.A. Social Studies Education with concurrent major in History, Geography, or Political Sciences

7. **Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?**

Initially, most students in the program will be adding the Social Science Education major to an existing NSU history or political science major or, in some instances, choosing the comprehensive major instead of our history education major. Long term, we will attract additional students to NSU. Justin Bartel, the professional advisor for the history majors, notes that, in talking to prospective students, the hope that we will gain approval for the comprehensive social studies major has already made a difference in attracting students to campus. Having the program actually on the books should work well for us.

Adding the comprehensive major won't likely lead to the elimination of the history education option. Students who start in the History BA program and later decide on picking up education certification will probably opt for the History BSED. When we did offer both the history and

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[3] This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

comprehensive options, students often chose to follow both paths: looks a bit more impressive on the resume and does indicate a somewhat more thorough preparation. Since there is considerable overlap between the History BSED and the proposed Social Science BSEd, this is a feasible double major.

It is very likely that other NSU programs will be helped by the additional option. By adding to the number of secondary teachers with NSU connections, we create better ties with local communities and prospective students.

8. **What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.**

Once the program is in place, there will probably be around 20 students in the major and 5-6 graduates each year right away. From 2000 to 2009 (when the program began to be phased out), Social Science for Teachers numbers ranged from 19-29 students in any given semester. Twenty students is on the low end of historical averages for the program. Once the program is restored, we expect to have 25 students in the program at any given time and at least 35 graduates in any five-year reporting period.

Numbers could be considerably higher, and the program should be able to be consistently above the "low enrollment" threshold. Since the program is composed entirely of courses already offered (and that never fail to meet the 7/10 rule) there will certainly be no low-enrollment courses.

The comprehensive social studies major is directly related to the legislatures' explicit directive for the University:

> The primary purpose of Northern State University, at Aberdeen in Brown County, and Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents (SDCL 39-59-1).

Programs like the comprehensive major are important to this mission.

9. **Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**[4]

	Yes/No	*Intended Start Date*
On campus	Yes	Choose an item. **2019**

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[4] The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

	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[5]*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

10. What are the university's plans for obtaining the resources needed to implement the program? *Indicate "yes" or "no" in the columns below.*

	Development/ Start-up	Long-term Operation
Reallocate existing resources	No	No
Apply for external resources[6]	No	No
Ask Board to seek new State resources[7]	No	No
Ask Board to approve a new or increased student fee	No	No

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. *The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion.* **Identify the college or university and explain why the selected program is a model for the program under development**.

See Black Hills State requirements listed below.

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[5] Delivery methods are defined in AAC Guideline 5.5.

[6] If checking this box, please provide examples of the external funding sites identified

[7] Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

Program Forms: Intent to Plan for a New Program (Last Revised 05/2017)

APPENDIX A: BLACK HILLS STATE SOCIAL SCIENCE FOR TEACHERS MAJOR

[Chosen as a model since BHS program is designed to blend with SD BOR General Education Requirements and South Dakota Department of Education Certification Requirements]

Required Core - 55 semester hours

- GEOG - 300/400 level Elective - 3 semester hours
- HIST - 300/400 level U.S. History Elective - 3 semester hours

- ECON 201 - Principles of Microeconomics
- ECON 202 - Principles of Macroeconomics
- GEOG 101 - Introduction to Geography
- or
- GEOG 210 - World Regional Geography
- HIST 121 - Western Civilization I
- HIST 151 - United States History I
- HIST 152 - United States History II
- HIST 327 - European History 1500 / 1815
- HIST 328 - European History since 1815
- HIST 476 - History of South Dakota
- HIST 480 - Historical Methods & Historiography
- or
- SS 350 - Introduction to Research Methods
- POLS 100 - American Government
- POLS 250 - World Politics
- PSYC 305 - Learning & Conditioning
- PSYC 305L - Learning & Conditioning Laboratory
- SEED 415 - 7-12 Social Science Methods
- SOC 100 - Introduction to Sociology
- SOC 150 - Social Problems

Pre-Professional Teaching Core - 21 semester hours

- EDFN 295 - Practicum: Pre-Admission
- EDFN 338 - Foundations of American Education
- EDFN 475 - Human Relations
- EPSY 302 - Educational Psychology
- INED 411 - South Dakota Indian Studies
- PSYC 101 - General Psychology
- PSYC 422 - Psychology of Adolescence
- SPED 405 - Educating Secondary Students with Disabilities

Professional K-12 Teaching Core - 24 semester hours

- EDFN 365 - Computer-Based Technology & Learning
- MLED 480 - Middle Level Methods
- SEED 408 - Professional Teacher-Secondary Only
- SEED 450 - 7-12 Teaching Reading in the Content Area
- SEED 488 - 7-12 Student Teaching
- SEED 495 - Practicum

Gen Ed Requirements - 31 semester hours

APPENDIX B: PROPOSED NSU SOCIAL SCIENCE FOR TEACHERS MAJOR (BSED)

Proposed Social Science for Teachers Major

No grade below a C will be accepted in a course taken to fulfill the Social Science for Teachers requirements. Students must maintain a 2.7 cumulative grade point average in the major to meet graduation requirements.

Social Science Content Requirements

Lower Division Requirements (26 credits)
ECON 201 Microeconomics <u>or</u> ECON 202 Macroeconomics (3 credits)
GEOG 210, World Regional Geography (3 credits)
HIST 121, Western Civilization I (3 credits)
HIST 122, Western Civilization II (3 credits)
HIST 151, U.S. History I (3 credits)
HIST 152, U.S. History II (3 credits)
IDL 190, Freshman Seminar (1-3 credits)
POLS 100, American Government (3 credits)
PSYC 101, General Psychology or SOC 100, Introduction to Sociology (3 credits)

Upper Division Requirements (30 credits)

Two 300-400 level U.S. History courses (6 credits)
Two 300-400 level European History courses (6 credits)
Two 300-400 level Political Science Courses (6 credits)
Two 300-400 level Geography Courses (6 credits)
Two additional 300-400 level HIST, POLS or GEOG courses (6 credits)

TOTAL CREDITS FOR MAJOR   54-56 credits

Pre-Professional Teaching Core
EDFN 102, Intro to Education (3 credits)
EDFN 475, Human Relations (3 credits)
EPSY 302, Educational Psychology (3 credits)
EPSY 428, Child and Adolescent Development (3 credits)
INED 411, South Dakota Indian Studies (3 credits)

Total: 15 credits

Professional K-12 Teaching Core
EDER 415, Educational Assessment (2 credits)
EDFN 440, Classroom Management (2 credits)
EDFN 442, Diverse Needs (2 credits)
ELRN 385, Educational Technology and Distance Teaching (3 credits)
SEED 392, Topics (1 credit)
SEED 400, Curriculum & Instruction Middle/Secondary School (3 credits)
SEED 450, 7-12 Reading and Content Literacy (2 credits)

Program Forms: Intent to Plan for a New Program (Last Revised 05/2017)

SEED 488, 7-12 Student Teaching (8 credits)
SEED 496, Field Experience (1 credit)
SPED 485, Special Education Law (2 credits)

Total: 26 credits

TOTAL PROFESSIONAL EDUCATION REQUIREMENTS   **41 credits**

TOTAL CREDITS FOR MAJOR AND PROFESSIONAL EDUCATION   **95-97 credits**

*At least 12 of the above credits can be counted toward general education requirements, so students should be able to complete general education, major, and professional requirements within the system-mandated 120 credits.

Academic and Student Affairs

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AGENDA ITEM: 6 – D (3)
DATE: April 2-4, 2019

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SUBJECT
  Intent to Plan: SDSM&T MS in Industrial Engineering

CONTROLLING STATUTE, RULE, OR POLICY
  BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
  South Dakota School of Mines & Technology (SDSM&T) requests permission to plan a Master of Science (MS) degree in Industrial Engineering. Industrial Engineers find methods to eliminate wastefulness in production processes, and devise efficient systems integrating workers, machines, materials, information, and energy to make a product or provide a service. SDSM&T reports information from the National Science Foundation indicating increased demand for engineers with master's degrees. In addition, the US Bureau of Labor Statistics projects employment in industrial engineering will grow by 10% through 2026.

IMPACT AND RECOMMENDATION
  The proposed program is within SDSM&T's mission as presented in BOR Policy 1:10:3 and SDCL 13-60-1, including authorization for graduate programs in engineering. No related programs exist in the university system. SDSM&T estimates the graduating 20 students per years after full implementation.

  SDSM&T is not requesting new state resources for the programs.

  Board office staff recommends approval of the intent to plan with the following conditions:

  1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.

  2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the

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(Continued)

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DRAFT MOTION 20190402_6-D(3):
  I move to authorize SDSM&T to develop a program proposal for an MS in Industrial Engineering, as presented.

curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.

3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS
Attachment I – Intent to Plan Form: SDSM&T – MS in Industrial Engineering

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related request for a new program. The Board of Regents, Executive Director, and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
DEGREE(S) AND TITLE OF PROGRAM:	**Master of Science in Industrial Engineering**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Click here to enter a date.

_____   _____
President of the University   Date

1.   What is the general nature/purpose of the proposed program?

The proposed degree program is a research-focused Master of Science in Industrial Engineering program. It will include an accelerated option for students currently enrolled at South Dakota School of Mines and Technology (SDSMT). It is intended to retain top-level in-state students and attract regional, national and international students with an interest in pursuing an on-campus research-focused master's degree. The program will complement the current online-distance Master of Science program in Engineering Management. In addition to meeting a regional need for a graduate degree program of this type, the program is also intended to support the research mission of the SDSMT in Industrial Engineering. Students enrolled in this program will be required to complete a thesis or research project working with the faculty of the Industrial Engineering Department. It is anticipated that these projects will be done as part of externally funded research conducted by the faculty.

As defined by the US Bureau of Labor Statistics, "industrial engineers find ways to eliminate wastefulness in production processes. They devise efficient systems that integrate workers, machines, materials, information, and energy to make a product or provide a service." The Department of Industrial Engineering was established at SD Mines in 2006 and currently enrolls approximately 150 undergraduate students in the B.S. Industrial Engineering and

Engineering Management degree program and 50 graduate students in the M.S. Engineering Management program. There are currently 8 faculty members in the department.

2. **What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in 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.)?**

Contrary to what is indicated by the "industrial" label, Industrial Engineers work in a variety of different job sectors including: health care, information technology, agriculture, service industries, consulting, research and development, wholesale trade and manufacturing. The US Bureau of Labor Statistics projects employment in industrial engineering will grow by 10% from 2016 to 2026 which is higher than the average of engineers in general (8%) and higher than the average for all occupations (7%).[1]

Increasingly, engineers in all fields are being asked to obtain M.S. degrees to advance in their careers. In industrial engineering, the National Science Foundation (NSF)[2] reports that the number of M.S. degrees awarded increased by 58% from 2002 to 2012. Individuals that obtain these degrees earn significantly higher wages and advance in their careers faster than engineers with only B.S. degrees. In industrial engineering, obtaining an M.S. degree allows engineers to specialize in areas such as production management, quality control, operations research, and ergonomics. These graduates will provide expertise in areas needed for South Dakota industry to expand and grow. In addition, the experience in conducting and managing research obtained in the proposed degree will allow graduates to more effectively direct research and development efforts resulting in new products and services.

A recent "Program Demand Analysis" conducted for SDSMT by the Ruffalo, Noel, Levitz identified the Master of Science in Industrial Engineering as a new degree program that should be considered for future growth. This recommendation was made based on high regional demand for this degree and relatively few regional peers competing for these students.

3. **How would the proposed program benefit students?**

The proposed program will provide students with post-baccalaureate education in industrial engineering leading to an M.S. Degree. Relative to students with B.S. degrees in industrial engineering, obtaining and M.S. degree has been demonstrated to: 1) increase the employability of students; 2) increase the average salary at entry; and 3) reduce the time to promotion and increase advancement. At present, many of our undergraduate student indicate that they intend to pursue an M.S. degree in Industrial Engineering at some point in the future. Since there is currently no degree program of this type in South Dakota, this proposed program would allow those that are South Dakota residents to obtain this degree at in-state tuition rates and without relocating out of state.

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[1] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Industrial Engineers, on the Internet at https://www.bls.gov/ooh/architecture-and-engineering/industrial-engineers.htm .
[2] National Science Foundation, STEM Educational Data, *How many degrees are earned in engineering, and what subfields are most popular,* on the Internet at https://nsf.gov/nsb/sei/edTool/data/engineering-01.html.

4. **How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?**[3]

   BOR Policy 1:10:3 and SDCL 13-60-1 identify the mission of South Dakota School of Mines and Technology as that of a technological university specializing in undergraduate and graduate education emphasizing science and engineering. The university has authorization to offer graduate programming in engineering and sciences. The Board implemented SDCL 13-60-1 by authorizing graduate and undergraduate programs in engineering and the sciences to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation.

   The proposed program will support all three components of the SD Mines mission. It will prepare leaders in engineering and science by establishing a rigorous post-baccalaureate educational program in Industrial Engineering. It will advance knowledge and its application through support of faculty-led, externally supported research. It serve the State of South Dakota, the region and the nation by providing well-trained graduates that will drive economic activity in science and technology.

   The program will promote the South Dakota Board of Regents Strategic plan in the following ways:

   • Goal 1. Student Success – the program will increase the number of graduate degrees awarded and will attract and retain in South Dakota more non-resident students.

   • Goal 2. Academic Quality and Performance – the program will represent a new graduate program for the state.

   • Goal 3. Research and Economic Development – the program will increase grant and contract expenditures and will increase the number of graduates from STEM programs. The program also aligns with existing and future state workforce needs.

5. **Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?**[4] *If there are no related programs within the Regental system, enter "None."*
   None

6. **Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?** *If a related program exists, enter the name of the institution and*

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[3] South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.
[4] Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm.

the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.[5]

	Institution	Program Title
Minnesota	Univ. of Minnesota	M.S. in Industrial and Systems Engineering
North Dakota	North Dakota State Univ.	M.S. in Industrial Engineering
Montana	Montana State Univ.	M.S. in Industrial and Management Engineering
Wyoming	None	

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

At present, there are approximately 5 students in the Master of Science in Engineering Management degree program that are expected to move from this program to the proposed new program. The reason for this expected redirection is that the new program will more closely reflect the research interests for these students. All other students in the program will be new to the university.

8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

For budgetary reasons not related to enrollments, the University of Nebraska recently terminated the degree programs in Industrial Engineering. When the program was discontinued, undergraduate enrollment was approximately 100 students and enrollment in the M.S. in Industrial Engineering was approximately 50 students. This ratio with the M.S. enrollment approximately 50% of undergraduate enrollment is common in Industrial Engineering programs throughout the United States. In addition, the University of Nebraska and other programs throughout the U.S. (as reported by NSF) found that approximately 60% of the students enrolled in the program were International students.

At present, undergraduate enrollment in Industrial Engineering and Engineering Management at SDSMT is approximately 150 students. Based on this information, the size of our faculty, and our current research productivity, we project that enrollment in this degree program after 5 years will be 40 students. The program is designed to require 2 years to complete resulting in 20 students graduating from the program each year. With increased faculty size and research expenditures, the demand capacity for this degree could increase to 75 students. As noted in section 7 above, we expect 5 students to immediately move from the MS Engineering Management program to the MS Industrial Engineering program. The increase in enrollment should be relatively steady from this initial 5 to 40 in the first several years of offering the program. Similar to other programs, we expect enrollment to be at least 50% international students.

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[5] This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

9. **Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**[6]

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall 2019**

	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*[7]	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

10. **What are the university's plans for obtaining the resources needed to implement the program?** *Indicate "yes" or "no" in the columns below.*

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources[8]	No	No
Ask Board to seek new State resources[9]	No	No
Ask Board to approve a new or increased student fee	No	No

11. **Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university.** *The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion.* **Identify the college or university and explain why the selected program is a model for the program under development**.

The attached curriculum (Appendix A) is for the M.S. Degree in Industrial Engineering and Management at North Dakota State University. This program was selected because of its geographic proximity and it is close in the size of the faculty to our program. Similar to this program we plan a very flexible curriculum with both a thesis option and a project option. Coursework will be primarily dictated by the students interests and the faculty committee overseeing the degree. This type of program will allow us to use the courses currently taught

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[6] The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

[7] Delivery methods are defined in AAC Guideline 5.5.

[8] If checking this box, please provide examples of the external funding sites identified

[9] Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

in the M.S. of Engineering Management program for the Industrial Engineering degree with the addition of only 2-3 courses per year.

12. **Additional Information:** *Additional information is optional. Use this space to provide information not specifically requested above. Delete this item it is not used.*

Appendix B provides a description of the current Master of Science degree in Engineering Management at SD Mines.

Appendix A

Program Description

Master of Science in Industrial Engineering and Management
North Dakota State University

NDSU NORTH DAKOTA
STATE UNIVERSITY
INDUSTRIAL AND MANUFACTURING ENGINEERING

Master of Science

The IME Department offers M.S. degrees both in Industrial Engineering and Management and in Manufacturing Engineering. Both degrees are available in either thesis or project options. The thesis option is the most common. It requires a total of 30 credits of study and is open to students who have previously earned a bachelor's degree in a related engineering discipline. Students from other disciplines may be admitted to graduate study in either IME discipline, but may need additional preparation in discipline-specific prerequisite topics. The project option is open only to students who have been professionally employed in industrial engineering or manufacturing engineering positions and who are working in their career field at the time of admission to graduate study. This option is intended principally for part-time study by currently-employed engineers.

Degree Requirements:

Thesis Option	**Project Option**
18 credits of didactic coursework	21 credits of didactic coursework
6 credits of other coursework	12 credits of other coursework
6 credits of thesis	3 credits of project

The thesis may be expanded to a maximum of 10 credits upon approval of the student's faculty advisor. In all cases, course registrations must be pre-approved by the student's faculty advisor and the graduate coordinator.

Admission Requirements

Graduate study in the Industrial and Manufacturing Engineering Department is open to all qualified baccalaureate graduates from universities and colleges of recognized standing.

To be admitted for M.S. studies with full standing, the applicant must:

1. Have earned a baccalaureate degree from an educational institution of recognized standing;

2. Have obtained adequate preparation in industrial engineering, manufacturing engineering, or a closely related field (students with degrees from other disciplines such as business, economics, finance, computer, or information sciences may also be considered on a case-by-case basis).

Regardless of the undergraduate degree, all applicants must have had

- 1 year of calculus (equivalent to Math 165 and Math 166)
- Differential equations (equivalent to Math 265)
- Linear algebra (equivalent to Math 128)
- Basic probability and statistics (equivalent to IME 460)
- Core engineering courses such as static, dynamics, and material science
- High level programming language;

3. Have demonstrated a potential to undertake advanced study and research, through such evidence as prior academic performance and/or professional experience and/or recognized academic examination;

4. Have earned, at the baccalaureate level, a cumulative grade point average [GPA] in all courses of at least 3.0 or equivalent. Students who have earned a graduate degree with a GPA of 3.0 or equivalent may be admitted in full standing.

5. Graduate Record Examination (GRE):

- GRE-general M.S.310 (Verbal + Quantitative) and 160 Quantitative minimum and Analytical Writing score of 4.0 or better;

- Ph.D. 310 or better (Verbal + Quantitative) and 160 Quantitative minimum and Analytical Writing score of 4.5 or better

6. For students applying from countries where English is not the official language, achieve a minimum score of 550 (paper test) or 213 (computer test) or score of 79 (internet based test) on the Test of English as a Foreign Language (TOEFL) and 4.0 on the Test of Written English (TWE).

Our department code is **67** and the NDSU code is **6474**.

Additional Requirements

For students admitted without an IME degree, they may be required to show proficiency in basic industrial and manufacturing engineering subjects such as methods (IME 311) and manufacturing processes (IME 330). Additionally, students are required to take a minimum of three courses from the following:

- IME 611 Human Factors
- IME 630 Process Engineering
- IME 631 Production Engineering
- IME 640 Engineering Economy
- IME 656 Project Management
- IME 660 Evaluation of Engineering Data
- IME 661 Quality Assurance & Control
- IME 670 Operations Research I
- IME 672 Simulation
- IME 680 Production and Inventory Control

Six credits earned in these courses can be counted towards degree requirements.

Financial Assistance

Applications for admission to graduate study are also used for selection of awards for assistantships and fellowships. There is no separate application for financial assistance. However, applicants seeking either teaching or research assistantships should pay special attention to the essay on personal preparation, capabilities and interests. This is used by the IME Graduate Studies Committee to match applicants with active research projects and departmental teaching needs.

Full assistantships require twenty hours per week in research work or instruction. It is generally expected that graduate students working on assistantships will require more time to complete their degree studies. Each assistant works directly under the supervision and tutelage of a professorial faculty. University tuition is waived for all students appointed 10 hours or more per week on an assistantship.

English Language Proficiency Requirements for Assistantships

Graduate Teaching Assistantship (GTA) - involves any type of teaching responsibility, including lectures, labs or tutoring.

1. Domestic GTAs and international GTAs possessing a US bachelor's degree or higher are not required to present a TOEFL score, provided that the degree included a minimum of two years in residence. In all cases, the requirements in #3 below apply.
2. All students awarded a Graduate Teaching Assistantship (GTA) involving any type of teaching responsibility, including lectures, labs, or tutoring shall be evaluated with respect to overall communication proficiency during the 3rd week of the first semester of his or her teaching duties. While the format may be determined by individual units, the evaluation must be documented and it must address the comprehensive English proficiency of the teaching assistant, including speaking and listening ability, commensurate with his or her assigned duties. A copy of the evaluation instrument and the results for each teaching assistant shall be made available to the Graduate Dean upon request.
3. International GTAs whose first language is not English and who do not meet the criteria in #1 above must meet minimal requirements on measures of general English language proficiency, spoken English language proficiency, and written English language proficiency. At the present time, the accepted measure of language proficiency will be the TOEFL ibT.

All GTA's must have a minimum TOEFL ibT score of 81 (IELTS of 7), a TOEFL ibT Speaking subscale score of 23 or above and a TOEFL ibT Writing subscale score of 21 or above.

Graduate Research Assistant (GRA) - assists in research projects under the direction of a faculty member or PI.

Graduate Service Assistant (GSA) - provides non-academic support in departments, such as office and computer tech assistance.

Grader - provides grading assistance and has no direct contact with students.

Graders are individuals who will have no **direct contact** with students in their role as a Graduate Teaching Assistant. These individuals must have a minimum TOEFL ibT score of 79 (IELTS of 6.5) and must score at or above the 40th percentile on the TOEFL ibT Speaking and Writing subscales (currently 19 and 21 respectively). Individuals may serve in this capacity for no more than 1 calendar year. To continue as a GTA after 1 year, students must have a minimum TOEFL ibT score of 81 (IELTS of 7), a TOEFL ibT Speaking subscale score of 23 or above and a TOEFL ibT Writing subscale score of 21 or above.

Application Deadlines

Applications for graduate study in the IME Department should be sent to The Graduate School. Fully completed applications will be evaluated by the IME Graduate Studies Committee in the order received.

In order to be assured of full consideration for fall admission, completed applications should be received by The Graduate School before **March 1**. Applicants seeking admission for spring semester should ensure that the application file is complete before **November 1**.

Application Materials

Applicants are advised to ensure that all required pieces of the application are complete. In particular, official undergraduate transcripts from all schools attended, official transcripts of graduate study (if applicable), official test score notifications, and financial capability forms must be completed before the application will be evaluated.

Official transcripts (transcripts having an appropriate seal or stamp) of all previous undergraduate and graduate records must be received by the Graduate School `<http://www.ndsu.edu/gradschool/>` before the application is complete. When a transcript is submitted in advance of completion of either undergraduate or graduate studies, an updated transcript showing all course credits, grades, and degree completions must be provided prior to initial registration at NDSU. Three letters of recommendation are required before action is taken on any application. Personal reference report forms are available from Graduate School

`<http://www.ndsu.edu/gradschool/>`.

How to Apply

Thank you for being interested in IME graduate program.

For more application information, please go to NDSU Graduate School.   `<http://www.ndsu.edu/graduateschool/>`

STUDENT FOCUSED. LAND GRANT. RESEARCH   UNIVERSITY.

North Dakota State University

Phone: +1 (701) 231-9818/ Fax: (701) 231-7195

Campus address: Civil and Industrial Engineering 202
Physical/delivery address: 1410 14th Avenue North, Fargo, ND 58102

Mailing address: NDSU Dept. 2485 / PO Box 6050 / Fargo, ND 58108-6050
Page manager: Industrial and Manufacturing Engineering

Facebook page: fb *Visit NDSU IME on Facebook*

Last Updated: Thursday, October 19, 2017 5:12:54 PM
Privacy Statement `<https://www.ndsu.edu/privacy/>`

Appendix B

Program Description

Master of Science in Engineering Management
South Dakota School of Mines and Technology

SOUTH DAKOTA

SCHOOL OF MINES & TECHNOLOGY

SD MINES ONLINE

Master of Science in Engineering Management

Earn a top-rated engineering master's degree

no matter where you are.

SD Mines engineering programs are ranked #1 in the nation

in 2015 by bestmastersprograms.org

The Master of Science degree in Engineering Management (MSEM) is a flexible, user friendly, and affordable online master's program that allows participants to maintain employment while advancing their knowledge and skills. Program coursework is designed with industry input and provides students with essential technical and management skills required by professionals in the industry today.

Students can enter the program at any one of the three semesters during the year and choose core classes and electives to match their individual interests and career goals. Students participate in classes face-to-face, streamed live, or watch recorded classes at their convenience. DVD's are available upon request.

Program Overview

Management positions in engineering fields require a unique blend of technical skills with management and leadership abilities. Our Engineering Management MS degree at SD Mines is a multi-disciplinary, applications-oriented degree drawing from fields of engineering, management and operations research. Diverse topics provide a broad view

of engineering management, including economics and finance, safety and ergonomics, project management and risk assessment, and taking innovation from the workspace to the marketplace.

Accreditation

The South Dakota School of Mines and Technology is accredited by the regional Higher Learning Commission (HLC), a commission of the North Central Association of Colleges and Schools (NCA). For more information, please visit: **ncahlc.org.**

Tuition

The Engineering Management MS requires 32 credits. Cost for the distance program is $610.80 per credit hour, or approximately $20,000 for your masters degree. Other than the one time application fee of $35, there are currently no other costs except for books. South Dakota residents are eligible for a discount to $442.05 per credit hour.

Admission Requirements

- Completed graduate application form
- $35 application fee
- One official transcript of prior academic work, sent directly to SD Mines by the issuing institution, showing the undergraduate degree awarded.
- Additional requirements exist for international students, including a third party foreign transcript evaluation and evidence of English proficiency.

In addition to these requirements, the following minimum bachelor's-level credits must have been completed:

- Calculus I.
- Three credit hours of probability and statistics.

Getting Started

For more information, inquire or apply online at: www.**sdsmt.edu/DistanceEducation**

*based on 2016/17 costs. See online price table for details.

Program Requirements and Options

A minimum 3 semester hours of required coursework must be completed in each of four discipline areas. Discipline areas and allowable courses are shown below. All courses are 3 credits, unless otherwise noted. Students wishing to utilize transfer courses to satisfy core requirements should contact their advisor or the program coordinator for suitability of transfer credits. In some cases, agreements with other state institutions are already available.

http://www.sdsmt.edu/distanceEM/

Required Core Courses (3 credits in each of 4 core areas)

Business/Finance

> ENGM 661: Engineering Economics for Managers (variable credits: 1 to 4)
> ENGM 640: Business Strategy

Management

> ENGM 742: Engineering Managment and Labor
> Relations IENG 466/566: Project Planning and Control

Quantitative Methods

> ENGM 631: Optimization Techniques
>
> ENGM 732: Stochastic Models in Operations Research
> ENGM 745: Forecasting for Business and Technology

Operations Management

> ENGM 663: Operations Planning
> ENGM 620: Quality Managment

Recommended Elective Courses (20 credits)

> ENGM 640: Business Strategy
> ENGM 650: Safety Management
>
> ENGM 655: Ergonomics for Managers
>
> ENGM 675: Legal and Ethical Issues in Engineering Management
> ENGM 625: Innovation and Commercialization
>
> ENGM 720: Statistical Process Control
>
> ENGM 732: Stochastic Models in Operations Research
> ENGM 745: Forecasting for Business and Technology
> IENG 431/531: Industrial Hygiene
>
> IENG 415/515: Decision Analysis
> ENGM 615: Nonparametric Statistics
>
> ENGM 792: Topics (variable credits: 1 to 3)

SOUTH DAKOTA

SCHOOL OF MINES
& TECHNOLOGY

www.sdsmt.edu

For More Information:
Dr. Frank Matejcik, ENGM Program Coordinator

Phone: (605) 394-6066

Email: Frank.Matejcik@sdsmt.edu

Graduate Education Office

501 E Saint Joseph St

Chemistry Building, Room 2201 Rapid City, South
Dakota 57701-3995 Phone: (605) 355-3468

FAX: (605) 394-1767

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
   Intent to Plan: USD BS in Neuroscience

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
   The University of South Dakota (USD) requests permission to plan a Bachelor of Science (BS) degree in Neuroscience. Neuroscience is the interdisciplinary study of the development, structure, function of the nervous system, with particular attention on the brain's role in in behavior and cognition. Graduates of the program would be prepared for occupations related to behavioral neuroscience, clinical neuroscience, biomedical sciences, clinical neuropsychology, and pharmaceutical and biomedical industries. In addition, program graduates would pursue graduate study in medicine, physical therapy, and law. USD reports Bureau of Labor Statistics data indicating national and state employment growth projections for related positions to neuroscience growing by over 10%.

IMPACT AND RECOMMENDATION
   The proposed program is within USD's mission as presented in SDCL 13-57-1 and BOR Policy 1:10:1, including authorization for programs in liberal arts and sciences and medicine. No related programs exist in the university system. USD estimates enrollment of 15-20 students in the program within the first year.

   DSU is not requesting new state resources for the programs.

   Board office staff recommends approval of the intent to plan with the following conditions:

   1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.

(Continued)

****

DRAFT MOTION 20190402_6-D(4):
   I move to authorize USD to develop a program proposal for a BS in Neuroscience, as presented.

2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.

3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Form: USD – BS in Neuroscience

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Intent to Plan for a New Program

UNIVERSITY:	University of South Dakota
DEGREE(S) AND TITLE OF PROGRAM:	Bachelor of Science, Neuroscience
INTENDED DATE OF IMPLEMENTATION:	Fall 2019

University Approval
To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, 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

1. What is the general nature/purpose of the proposed program?

The University of South Dakota requests permission to plan a Bachelor of Science degree in Neuroscience, as well as a Neuroscience minor, interdisciplinary programs which will utilize current courses and faculty from the Departments of Psychology and Biology and the Division of Basic Biomedical Sciences. Neuroscience is the interdisciplinary study of the development, structure, function of the nervous system, with particular attention on the brain's role in in behavior and cognition. In addition, contributions to neuroscience from a number of disciplines, including psychology, biology, chemistry, and medicine, among others, provide a better understanding of neurological, psychiatric, and neurodevelopmental disorders and their treatment. The development of a neuroscience major/minor aligns with existing strengths at USD. USD's Center for Brain and Behavior Research (CBBRe) currently includes over 60 faculty across five colleges and 17 departments. The Center has successfully grown the neurobehavioral research enterprise at USD in terms of external funding to individual and teams of faculty as well as equipment and research infrastructure both at the main campus and at the Yankton and Sioux Falls clinical campuses. This will also provide opportunities for student-driven research. Neurobehavioral research by USD undergraduates is already supported by a grant from the National Institute of Health (NIH), the Summer Program for Undergraduate Research in Addiction (SPURA).

Neuroscience is one of the largest scientific fields in the US and is still growing. Membership in the Society for Neuroscience is over 37,000 and there are over 115,000 members in the American Psychological Society. South Dakota is conspicuous in not having a formal neuroscience major at this time. Such majors exist not only at the large universities in the region (e.g., University of Nebraska-Lincoln, University of Iowa), but also at a number of smaller institutions, including Creighton, Drake, Grinnell, and UN-Omaha. Developing an undergraduate neuroscience major was a strong recommendation made by both the 2013 review of USD by the Berkeley Research Group and by the CBBRe External Advisory Committee. Such a major would also have a positive impact on existing graduate programs in Biology and Basic Biomedical Sciences where there are neuroscience specializations, as well as in Psychology, Counseling and Psychology in Education and even Chemistry and Biomedical Engineering. Finally, such a program would be unique within the SDBOR system

given that there is only one neuroscientist at a non-USD institution (SDSU) and 10 or fewer psychology faculty at any of the other SDBOR institutions. From an efficiency standpoint, USD is well positioned to offer this program without requiring additional resources, and the establishment of this program will enable initiatives to seek further external funding for related programming and research.

2. **What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in 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.)?**

There is a clear need for an interdisciplinary program in neuroscience in the state and region, based on the demand for graduate study, workforce need, and anticipated growth. The Bureau of Labor Statistics reports that growth in the national job outlook for medical scientists for 2016-2026 will be 13% (Faster than average) and that the median annual salary in 2017 was $82,090.[1] The South Dakota Department of Labor and Regulations estimates a projected growth in employment by 2024 for Medical and Clinical Laboratory Technicians of 12.7%, and of Medical Scientists, Except Epidemiologists of 14%.[2]

According to Floh Thiels, program director at the National Science Foundation and an adjunct associate professor of neurobiology at the University of Pittsburgh School of Medicine, with the growth in neuroscience, the training of neuroscientists must adapt to changing demands and needs. More than 50% of Neuroscience PhDs work outside of traditional academics, and with this growth in demand comes a need for a multidisciplinary, team-based learning, broader training, greater awareness of ethical research practices, and collaborative research opportunities.[3] An undergraduate major in neuroscience at USD will help prepare students not only for graduate study in the field, but also will provide them with the interpersonal, critical-thinking skills required for a changing workplace.

3. **How would the proposed program benefit students?**

As part of a broad-based, liberal arts curriculum, degrees in neuroscience will prepare students for a number of professional paths, including graduate study in behavioral neuroscience, clinical neuroscience, biomedical sciences, or clinical neuropsychology; professional study in medicine, physical therapy, and law; careers in the pharmaceutical and biomedical industries; and careers in science writing and communication.

4. **How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?[4]**

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[1] "Medical Scientists," Bureau of Labor Statistics, Occupational Outlook Handbook, "https://www.bls.gov/ooh/life-physical-and-social-science/medical-scientists.htm

[2] "Employment Projections by Occupation," South Dakota Department of Labor & Regulation, http://dlr.sd.gov/lmic/menu_projections_occupation.aspx

[3] "Adjusting Neuroscience Training to Meet New Demands," Society for Neuroscience, Webcast, n/d. http://neuronline.sfn.org/Articles/Program-Development/2017/Adjusting-Neuroscience-Training-to-Meet-New-Demands

[4] South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

The statutory mission of the University of South Dakota is provided in SDCL 13-57-1:
> Designated as South Dakota's liberal arts university, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

The mission is provided in BOR Policy 1:10:1, University of South Dakota Mission Statement:
> The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1).

> The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education.

Both the statutory mission and Board of Regents mission statement for the University of South Dakota designate the institution as the liberal arts university for the State of South Dakota and as the location of the state's only medical school. As such, USD is ideally suited to offer an interdisciplinary program in neuroscience, which draws upon the disciplinary strengths of existing academic expertise in Psychology, Biology, Basic Biomedical Sciences, and other programs, as well as the research and laboratory opportunities afforded by the faculty in these programs. At their 2017 meeting, the CBBRe external advisory committee stated as follows:
> A neuroscience major for undergraduates deserves serious consideration. It not only provides a mechanism for bringing together faculty with different research approaches, but also can serve as a faculty recruitment tool and a boost to undergraduate enrollment. Many universities across North America have successfully established an undergraduate neuroscience major within the last 10 years, and CBBRe faculty members already offer many of the courses needed to begin the process. A viable undergraduate major could also help with graduate training by offering opportunities for teaching assistantships.

5. **Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?**[5]
None.

6. **Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?** *Add additional lines if there are more than two such programs in a state listed.*[6]

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[5] Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm.
[6] This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at

	Institution	Program Title
Minnesota	University of Minnesota – Twin Cities	Neuroscience (major)
North Dakota	North Dakota State University	Neuroscience (minor)
Montana	University of Montana	Neuroscience (major)
Wyoming	University of Wyoming	Neuroscience (minor)

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

Although some students may be redirected from existing majors, particularly Biology, Medical Biology, and Psychology, the majority of students are expected to be new to the university. Given the options that are available nationwide and in neighboring states, we expect a significant number of students to enroll who would not otherwise consider USD. Providing an interdisciplinary neuroscience option will help retain South Dakota students, and will offer a strong recruiting tool for talented students from across the nation and the world. The courses included in this program currently have the capacity for additional students, and substantial growth of this program would provide resources for growth, if needed.

8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

The enrollment for the major is estimated at 15-20 in the first year, divided evenly between existing USD students and incoming first-year students. With addition of 20 students per year, we anticipate the annual number of graduates to reach at least 15 per year after five years. This conservative estimate is based on recent enrollments in several core courses, including BIOL 430 Neurobiology, BIOL 432 Behavioral Neuroscience, and PSYC 301 Sensation and Perception, substantial attention to the growing discipline, and the success of similar programs at other institutions. For example, the neuroscience program at the University of Montana (a university close in size to USD), was launched in the 2015-16 academic year and now includes approximately 80 majors, and, Professor Sarah Certel of Montana's Center for Structural and Functional Neuroscience expects their major to include over 100 students by spring 2019. Likewise, the University of Iowa, with a first-year enrollment approximately 4 times larger than USD, enrolled 72 students in the first year of their Neuroscience major, which further aligns with our anticipated first-year enrollment. USD's Center for Brain and Behavior Research and the departments of Biology and Psychology are prepared to advertise and recruit for the program, both on-campus and at regional events including those sponsored by Sanford Research and the Washington Pavilion.

9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls,

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the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?[7]

	Yes/No	Intended Start Date
On campus	Yes	Fall 2019

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods[8]	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

10. What are the university's plans for obtaining the resources needed to implement the program?

	Development/ Start-up	Long-term Operation
Reallocate existing resources	**Yes**	**Yes**
Apply for external resources[9]	**No**	**Yes[9]**
Ask Board to seek new State resources	**No**	**No**
Ask Board to approve a new or increased student fee	**No**	**No**

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. Identify the college or university and explain why the selected program is a model for the program under development.

The B.S. in Neuroscience at the University of Montana is provided as a model since their institutional size and profile is comparable to the University of South Dakota. Moreover, the inclusion of two specializations provides an example for a similar distinction at USD, based on areas of student interest and faculty expertise.

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[7] The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.
[8] Delivery methods are defined in AAC Guideline 5.5.
[9] External sources include NSF, NIH, and private foundations. The NSF, for example, has two STEM focused grant programs that would be applicable to the development and implementation of this new major: IUSE (Improving Undergraduate STEM Education) involves building undergraduate research/education programs and SSTEM (Scholarships for STEM Education) provides scholarships to support STEM students.

UNIVERSITY OF
MONTANA

B.S. in Neuroscience, Cognitive Neuroscience option
2017/2018 Catalog

A grade of C- or better must be earned in ALL courses required for the major

Required Major Courses	credits	semester	grade
Biology/Psychology Core Courses			
BIOB 160/161N—Princ. Living Syst. w/lab	3+1	A/S/Su	_____
BIOB 260—Cell and Molecular Biology	4	A/Su	_____
BIOB 272—Genetics and Evolution	4	S	_____
BIOH 280—Fundamentals of Neuroscience	3	S	_____
BIOH 380—Cellular and Molecular Neuroscience	3	S	_____
BIOH 458W—Neuro Research Techniques Lab*	4	A	_____
PSYX 250—Fundamentals of Biological Psychology	3	A/S/Su	_____
* Together BIOH 458+380 satisfy the Upper Division Writing Requirement			
Additional Major Courses Required for Cognition and Behavior Option			
PSYX 270 –Fundamentals of Learning	3	A	_____
PSYX 280 Fundamentals of Memory & Cognition	3	intermitnt	_____
PSYX 356 —Human Neuropsychology	3	A/S/Su	_____
BCH 380—Biochemistry	4	A/S	_____
A. Choose at least 2 of the following courses:			
BIOB 301—Developmental Biology	3	A	_____
BIOH 365—Human Anat and Physiology I	4	A/Su	_____
PSYX 352—Comparative Psychology	3	A	_____
KIN 330—Motor Control and Learning	3	A/S	_____
BIOH 441—CNS Diseases	3	A	_____
BMED 610 —Neuropharmacology	3	F, alt yrs	_____
BMED 646 —Neurotoxicology	3	S	_____
B. Choose at least 1 of the following set of Intersection Courses that explore the intersection of Neuroscience and discovery or scholarship derived from other academic disciplines:			
BIOE 406 Behavior and Evolution	4	A	_____
DANC 345 Teaching Dance to People w/ Disabilities (must take for 3 semesters to satisfy the major)	1,R4	A/S	_____
ECNS 451 Behavioral/Experimental Economics	3	S	_____
HTH 430 Hlth & Mind, Body, Spirit Relationship	3	A	_____
LIT 491 Poetry, Cognition and the Brain	3	intermitnt	_____
PSYX 233 Fundamentals of the Psychology of Aging	3	A/S/Su	_____

UNIVERSITY OF MONTANA

B.S. in Neuroscience, Cellular and Molecular Option
2017/2018 Catalog

A grade of C- or better must be earned in ALL courses required for the major

Required Major Courses	credits	semester	grade
Biology/Psychology Core Courses			
BIOB 160/161N—Princ. Living Syst. w/lab*	3+1	A/S/Su	_____
BIOB 260—Cell and Molecular Biology	4	A/Su	_____
BIOB 272—Genetics and Evolution	4	S	_____
BIOH 280—Fundamentals of Neuroscience	3	S	_____
BIOH 380—Cellular and Molecular Neuroscience	3	S	_____
BIOH 458W—Neuro Research Techniques Lab**	3	A	_____
PSYX 250—Fundamentals of Biological Psychology	3	A/S/Su	_____

*or BCH 110/111 (offered spring semesters)
**Together BIOH 458+380 satisfy the Upper Division Writing Requirement

Additional Major Courses Required for Cellular and Molecular Biology Option			
BIOB 425—Adv. Cell & Molecular Biology	3	S	_____
BCH 480—Advanced Biochemistry I	3	A	_____
BCH 482—Advanced Biochemistry II	3	S	_____

A. Choose at least 1 of the following courses:

BIOB 301—Developmental Biology	3	A	_____
BIOH 365—Human Anat and Physiology I	4	A/Su	_____
CSD 411—Neuroanatomy of Comm Disorders	3	S	_____
BIOL 435—Comp. Anim. Physiology	3	S	_____

B. Choose at least 1 of the following courses:

KIN 330—Motor Control and Learning	3	A/S	_____
BIOB 375—General Genetics	3	S	_____
PSYX 356—Human Neuropsychology	3	S	_____
BIOB 468—Endocrinology	3	intermitnt	_____
BIOH 441— CNS Diseases	3	A	_____
BMED 646—Neurotoxicology	3	S	_____
BMED 610 —Neuropharmacology	3	F, alt yrs	_____

C. Choose at least 1 of the following set of Intersection Courses *that explore the intersection of Neuroscience and discovery or scholarship derived from other academic disciplines:*

BIOE 406 Behavior and Evolution	4	A	_____
DANC 345 Teaching Dance to People w/ Disabilities (must take for 3 semesters to satisfy the major)	1,R4	A/S	_____
ECNS 451 Behavioral/Experimental Economics	3	S	_____
HTH 430 Hlth & Mind, Body, Spirit Relationship	3	A	_____
LIT 491 Poetry, Cognition and the Brain	3	intermitnt	_____
PSYX 233 Fundamentals of the Psychology of Aging	3	A/S/Su	_____

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
  Intent to Plan: USD BA/BS in Legal Studies

CONTROLLING STATUTE, RULE, OR POLICY
  BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
  The University of South Dakota (USD) requests permission to plan a Bachelor of Science (BS) and/or Bachelor of Arts (BA) in Legal Studies. Students in this program will explore the history and impact of the law, its underlying ideological and philosophical framework, and the political, economic, and cultural forces that affect its development. Graduates will be prepared to pursue graduate study in the law, humanities, or other disciplines, or to begin careers in business, human resources, journalism, public policy, social work, and other fields. USD reports US Bureau of Labor Statistics data indicating a 9% growth through 2026 in legal occupations.

IMPACT AND RECOMMENDATION
  The proposed program is within USD's mission as presented in BOR Policy 1:10:1 and SDCL 13-57-1, including authorization for undergraduate and graduate programs in law. No related majors exist at major level within the university system. USD estimates graduating 20 students per year after full implementation.

  USD is not requesting new state resources for the programs.

  Board office staff recommends approval of the intent to plan with the following conditions:

  1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.

  2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the

(Continued)

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DRAFT MOTION 20190402_6-D(5):
  I move to authorize USD to develop a program proposal for a BS and/or BA in Legal Studies, as presented.

curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.

3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS
    Attachment I – Intent to Plan Form: USD – BA/BS in Legal Studies

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

UNIVERSITY:	University of South Dakota
DEGREE(S) AND TITLE OF PROGRAM:	B.A. or B.S., Legal Studies
INTENDED DATE OF IMPLEMENTATION:	Fall 2019

University Approval
To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, 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

1. **What is the general nature/purpose of the proposed program?**

In collaboration with School of Law, the College of Arts & Sciences proposes a new interdisciplinary major in Legal Studies. Students will explore the history and impact of the law, its underlying ideological and philosophical framework, and the political, economic, and cultural forces that affect its development. In this context, the curriculum is distinguished from the existing major in Criminal Justice by including courses from several disciplines within the liberal arts and sciences. Graduates with a B.A. or B.S. in legal studies are prepared to pursue graduate or professional study in law, the humanities, or other disciplines, and to begin careers in business, human resources, journalism, public policy, social work, and other fields.

2. **What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in 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.)?**

According to the Bureau of Labor Statistics, employment in the legal occupations is expected to grow 9% from 2016-2026. The South Dakota Bureau of Labor projects that "Professional, scientific and professional services," which includes legal services, will be among the top ten growth industries in South Dakota, at 12.1% from 2016-2010.[1] With the growth in legal service providers, all ancillary services, for which a legal studies major would be qualified, would grow as well.

According to the BLS, the projected job growth for paralegals and legal assistants is expected to increase by 15% between 2016 and 2026, which is much faster than the average for all occupations (7%). This increase will be driven, in substantial measure, by law firms trying to create more efficiencies and drive down the cost of their services.[2] According to Projections Central, there is a projected 10% increase in the number of lawyers serving South Dakota, in

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[1] South Dakota Department of Labor and Regulation, Labor Market Information Center, Employment Projections by Occupations https://dlr.sd.gov/lmic/menu_projections_occupation.aspx
[2] https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#tab-6

Program Forms: Intent to Plan for a New Program (Last Revised 05/2017)

particular, between 2016 and 2026. There is also a 19.9% projected increase in South Dakota in the number of paralegals and legal assistants between 2016 and 2026.[3] In South Dakota, the same site shows a projected increase of 8% in the number of human resource managers, as well as a projected increase of 5.7% in the number of human resources specialists.

3. How would the proposed program benefit students?
Students who are interested in pursuing a law degree often struggle to identify courses that will build the analytical skills necessary for success in law school. By identifying and offering appropriate courses for students, this degree will allow them to pursue their post-graduation plans more efficiently and presumably with greater success. For students who choose not to pursue a law degree, this undergraduate degree will provide them the writing, analytical and professional skills necessary for entry level positions in the legal field, such as clerk of court, legal secretary or paralegal. When combined, as a minor or second major, with a program in the natural sciences, graduates will be well-positioned for careers in research compliance or regulatory affairs. Graduates will also be eligible for entry level jobs in Human Resources, Equal Opportunity Compliance, or similar administrative fields.

4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?[4]
The statutory mission of the University of South Dakota is provided in SDCL 13-57-1:

Designated as South Dakota's liberal arts university, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

The mission as provided in BOR Policy 1:10:1, University of South Dakota Mission Statement:

The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1)

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university with the South Dakota System of Higher Education.

According to both its statutory mission and its mission as provided in BOR policy, USD is charged with offering both liberal arts and professional education. The proposed major in legal studies merges these two aspects of USD's mission. As a program in the College of Arts &

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[3] http://www.projectionscentral.com/Projections/LongTerm.
[4] South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

Sciences, the major will entail completion of the BA or BS degree requirements. At the same time, as a multi-disciplinary, the new major advances professional education as well. The proposed program thus strongly supports the statutory mission and Board of Regents approved mission for the University of South Dakota.

The proposed major and minor in Legal Studies will support the SD Board of Regents' strategic plan, and directly address two of the goals:

1. Student Success – Grow degree production to 7,450 per year by 2020: Given increased demand for bachelor's degree-trained professionals with an understanding of legal issues and processes, the addition of this program as an option for students promises to bring more students to USD and to encourage degree completion for those students.
2. Academic Quality and Performance – Document that academic programs are of the highest quality: As the only university in South Dakota with a Law School, and as the most established and comprehensive program in Criminal Justice, USD has a strong foundation to support an interdisciplinary program in legal studies. Moreover, the breadth and depth of USD's liberal arts curriculum allows for the inclusion of other disciplines necessary for a truly interdisciplinary degree program.

5. **Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?**[5]
South Dakota State University offers a legal studies minor. The first key difference is that this proposed program will be a major. Moreover, the minor at South Dakota State University is explicitly aimed at improving students' scores on the law school admissions test and preparing them for law school. This major is aimed at providing a liberal arts education with a focus on providing students with the skills and education necessary for entry level employment in the legal field. Students completing this major will have cultivated writing and research skills and a basic understanding of the structure and function of the American legal system. While the proposed program will provide valuable preparation for those B.A. or B.S. students who choose to pursue the J.D., the Legal Studies major will introduce students to the basic interpretative methods employed by lawyers and will focus on the skills associated with legal research, writing, and analysis.

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[5] Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm.

Program Forms: Intent to Plan for a New Program (Last Revised 05/2017)

6. **Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?** *If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.*[6]

	Institution	**Program Title**
Minnesota	Winona State University	Legal Studies
	Bemidji State University	Political Science - interdisciplinary pre-law emphasis
North Dakota	None	
Montana	Montana State Univ.-Billings	Political Science minor with Pre Law Studies Emphasis
Wyoming	Central Wyo. College	Associates Degree in Pre Legal Studies
	Univ. of Wyoming	Pre Law Concentration in Criminal Justice

7. **Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?** We expect there to be a mixture of new students and students drawn from existing programs. Given the options that are available within the region, we expect a significant number of students to enroll who would not otherwise consider USD. Providing an interdisciplinary legal studies major will help retain South Dakota students, and will offer a strong recruiting tool for talented students from across the region and beyond. The courses included in this program currently have the capacity for additional students, and increased enrollment would provide resources for growth, if needed.

8. **What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.** The enrollment for the major is estimated at 30 students in the first year, divided evenly between existing USD students and incoming first-year students. With addition of 25 students per year, we anticipate the annual number of graduates to reach at least 20 per year after five years. These estimates are based on current enrollment in Criminal Justice of students who may prefer the Legal Studies major, as well as inquiries from incoming students. By comparison, the Legal Studies major at Winona State University, an institution with a similar number of total undergraduate students, but without a law school, ranged from 42 to 57 students from fall 2012 to fall 2016.

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[6] This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

9. **Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?[7]**

	Yes/No	*Intended Start Date*	
On campus	Yes	**Fall**	**2019**

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	No		

	Yes/No	*If Yes, identify delivery methods[8]*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		

10. **What are the university's plans for obtaining the resources needed to implement the program?**

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources[9]	No	No
Ask Board to seek new State resources[10]	No	No
Ask Board to approve a new or increased student fee	No	No

11. **Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university.** *The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion.* **Identify the college or university and explain why the selected program is a model for the program under development**.

Hamline University offers an interdisciplinary option in the Legal Studies major that is comparable in depth and scope to the anticipated program at USD. USD does not plan to offer the paralegal certificate described below.

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[7] The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

[8] Delivery methods are defined in AAC Guideline 5.5.

[9] If checking this box, please provide examples of the external funding sites identified

[10] Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

Program Forms: Intent to Plan for a New Program (Last Revised 05/2017)

H HAMLINE UNIVERSITY

Legal Studies

Legal Studies Major

The Legal Studies Department offers the flexible Legal Studies Major for students interested in law. It is an optional major for pre-law students. Students also seeking a paralegal certificate may follow this major.

The Legal Studies Major does not qualify students to sit for the bar examination or to work as lawyers. Postgraduate study in an American Bar Association-approved law school after graduation from college is required to practice law.

Students who plan to attend law school

Legal studies majors who intend to go on to law school are strongly encouraged to consider a second major or minor in a field of their choice. A Legal Studies Major is not required for law school admission. Students interested in law school should also strongly consider taking PHIL 1130 - Logic, as well as writing-intensive and formal reasoning courses beyond those required by the Hamline Plan.

Legal Studies Major Requirements (40-44 credits)

- LGST 1110 - Legal Systems in American Society
- LGST 1300 - Legal Advocacy, Policy, and Practice

One course chosen from the following:

- LGST 1440 - Mock Trial
- LGST 3670 - Legal Interviewing

Two courses chosen from the following:

- LGST 3420 - Special Topics in Law
- LGST 3680 - Law of Evidence for Legal Professionals
- LGST 3790 - Law and the Lives of Women
- LGST 5600 - Tort Law

Elective pathway:

Choose one of the elective pathways below.

Pathway 1 - Graduate Paralegal Certificate (20 credits)

https://www.hamline.edu/cla/legal-studies/major.html

Program Forms: Intent to Plan for a New Program (Last Revised 05/2017)

This path is for students who want to work as paralegals or in some other field or industry where the knowledge of the law and skills of a paralegal will provide value added to their employers or prospective employers. Students must complete a brief application and may register for the graduate paralegal certificate courses to begin after they have completed 16 credits of undergraduate work in the major. After earning a bachelor's degree with the graduate paralegal certificate, students are eligible to complete Hamline's Master in the Study of Law degree with 14 additional graduate credits.Note: Hamline's graduate paralegal certificate is approved by the American Bar Association for the training of paralegals. Paralegals may not provide legal services directly to clients or to the public, except as permitted by law. A paralegal certificate does not qualify the recipient to sit for the bar examination or work as a lawyer.

- LGST 8000 - Foundations in Law
- LGST 8010 - Civil Litigation Survey and Procedure
- LGST 8012 - Transactions and Contracts in Business
- LGST 8015 - Regulation in America
- LGST 8020 - Legal Writing and Research

Pathway 2 - Interdisciplinary (16 credits)

Choose 16 credits from the list below:

- CJFS 3710 - Criminal Law and Practice
- CJFS 3720 - Constitutional Issues in Criminal Procedure
- HIST 3930 - Topics in United States History
- LGST 3100 - American Constitutional Law
- PSCI 3100 - American Constitutional Law
- PHIL 1130 - Logic
- PHIL 3330 - Social, Political, and Legal Philosophy
- WSTD 3500 - Topics in Women's Studies
- Any LGST courses not used to satisfy requirements above

(topic: Landmark Trials in American History)(topic: Engendering Justice)

One Capstone course:

- LGST 5800 - Senior Seminar in Legal Studies
- LGST 5900 - Legal Studies Practicum

Law School Early Admission (3-3) Option

Students seeking to enter law school may also pursue this major through the Law School Early Admission (3-3) Program.

Visit the Legal Studies - Law School Early Admission 3-3 Major for more details.

Program Forms: Intent to Plan for a New Program (Last Revised 05/2017)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – E (1)
DATE: April 2-4, 2019

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SUBJECT
   Dual Credit In-District Delivery Approvals: Brookings School District

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 2:5 – Transfer of Credit
   AAC Guideline 7.1 – Dual/Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION
   South Dakota State University (SDSU) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Brookings School District.

   The Board of Regents discussed partnerships with South Dakota School Districts for the in-district delivery of HSDC at their June 2017 meeting. Following the discussion, the board supported moving forward with the preliminary delivery of coursework during the 2017-18 academic year. The Board further reviewed In-district Delivery models during the August 2017 retreat, and the general consensus was that the HSDC rate could be assessed to students in these districts. However, there was sentiment that when forming partnerships of this nature, the guidelines should provide for the school district to contribute to the student's portion of the tuition costs. Following this discussion in August 2017, the Board received an update at the October 2017 meeting with new guideline language specific to the management of In-District Delivery.

IMPACT AND RECOMMENDATION
   The attached MOU between the Board and the Brookings School District complies with established guidelines for In-District Delivery. Current In-District Delivery programs are approved at Harrisburg, Brandon Valley, and Madison High Schools.

   Board office staff recommends approval of the MOU.

ATTACHMENTS
   Attachment I – MOU Between SDBOR and Brookings School District
   Attachment II – SDSU Request: MATH 102 Course at Brookings High School

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DRAFT MOTION 20190402_6-E(1):
   I move to approve 1) the MOU between the Board of Regents and Brookings School District, and 2) the course request as presented for the 2019-20 academic year for in-district delivery of High School Dual Credit courses.

MEMORANDUM OF UNDERSTANDING
South Dakota Board of Regents/Brookings School District
(December 2018)

1. **Purpose**

The purpose of this Memorandum of Understanding (MOU) is to establish guidelines for a collaborative partnership between the South Dakota Board of Regents and the Brookings School District. Both parties share a goal of developing and promoting a partnership to deliver fully accredited transferable university courses taught by university personnel at designated school district sites.

2. **Scope**

This agreement identifies the commitments of each party to develop and deliver university courses to the Brookings School District.

3. **Responsibilities**

   3.1   **Authority**
        3.1.1   All current and applicable regental and university policies, guidelines and procedures apply to all course offerings and enrollment requirements.
        3.1.2   University academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
        3.1.3   Brookings School District accepts responsibility for providing appropriate facilities, equipment and technology to deliver university courses in a manner that meets university standards.

   3.2   **Development and coordination of course offerings**
        3.2.1   Institutional staff will serve as the point of contact for communications between the regental system office and the school district regarding course offerings, instructor assignments and schedule of classes.
        3.2.2   Brookings School District will propose course offerings for each semester, with the Institution determining the final schedule of course offerings in collaboration with the regental system office.

   3.3   **Scheduling and delivery of courses**
        3.3.1   The calendar and schedule for courses will align with the university calendar for each semester.
        3.3.2   Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR Policy 2:32, Definition and Assignment of Credit Hours.
        3.3.3   All courses will be taught by university personnel, to be approved by the Institution for each course.

3.4   Enrollment

    3.4.1   The Institution will determine the maximum/minimum enrollment for each course and the number of course sections offered each semester, with input from Brookings School District.

3.5   Tuition and course materials

    3.5.1   Applicable tuition rates will be determined by regental and/or university policy and legislative requirements, with the Brookings School District responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.

    3.5.2   Brookings School District or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

3.6   Registration and advising

    3.6.1   Institutional staff will provide a student orientation session at the start of each semester in coordination with the school district and respective universities.

    3.6.2   All students enrolled in the Institution's courses will be assigned an advisor to manage all questions, issues and concerns - students should not rely on school district staff for guidance on any issues involving university courses.

    3.6.3   Course registration processes will follow regental system and university requirements and procedures, and Institutional staff will process registrations and assist students as needed.

    3.6.4   Instructors for university courses will utilize the Institution's internal early alert system to inform the dual credit coordinator of any academic performance concerns. These are then communicated with the designated high school personnel.

    3.6.5   South Dakota State University staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Approved by:

_____   _____
Brookings School District   Date

_____   _____
South Dakota Board of Regents   Date

South Dakota
State University
SDSU®

DATE: January 14, 2019

TO: Jay Perry, Interim System Vice President for Academic Affairs, SD BOR

FROM: Dennis Hedge, Provost and Vice President for Academic Affairs, SDSU

RE: Brookings High School In-District Course Offerings

South Dakota State University has received a request from the Brookings School District to deliver an in-district course for the 2019-2020 academic year. This requires that a new MOU be created between the Brookings School District and the South Dakota Board of Regents. The MOU agreement is included with this request. The request is to offer MATH 102 College Algebra during the spring semester of 2020. This course is currently a dual-credit offering. We request approval of the attached MOU to offer this course to the Brookings School District during the 2019-2020 academic year.

Thank you for considering this proposal.

ATTACHMENT

AGENDA ITEM: 6 – E (2)
DATE: April 2-4, 2019

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SUBJECT
   Dual Credit In-District Delivery Approvals: DSU and Sioux Falls School District
   Computer Science Academy Pilot Project

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 2:5 – Transfer of Credit
   AAC Guideline 7.1 – Dual/Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION
   Dakota State University (DSU) is requesting authorization to offer In-District Delivery of
   High School Dual Credit (HSDC) to the Sioux Falls School District. The in-district
   delivery would occur as part of a pilot project between DSU and Sioux Falls School District
   on a Computer Science Academy

   The Board of Regents discussed partnerships with South Dakota School Districts for the
   in-district delivery of HSDC at their June 2017 meeting. Following the discussion, the
   board supported moving forward with the preliminary delivery of coursework during the
   2017-18 academic year. The Board further reviewed In-district Delivery models during the
   August 2017 retreat, and the general consensus was that the HSDC rate could be assessed
   to students in these districts. However, there was sentiment that when forming partnerships
   of this nature, the guidelines should provide for the school district to contribute to the
   student's portion of the tuition costs. Following this discussion in August 2017, the Board
   received an update at the October 2017 meeting with new guideline language specific to
   the management of In-District Delivery.

IMPACT AND RECOMMENDATION
   The attached MOU between the Board, DSU, University Center-Sioux Falls, and the Sioux
   Falls School District complies with established guidelines for In-District Delivery. In
   addition, some courses in the proposed pilot would be offered through concurrent credit
   (college credit earned by a high school student in a course offered through his/her school

(Continued)
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DRAFT MOTION 20190402_6-E(2):
   I move to approve 1) the MOU between the Board of Regents, DSU, University-Center
   Sioux Falls, and Sioux Falls School District, and 2) the courses as presented for the Fall
   2019 through Spring 2022 semesters for in-district delivery of High School Dual Credit
   courses.

district and taught by school district personnel with approved credentials). Concurrent credit and HSDC courses have different policies and funding mechanisms; the attached MOU describes the distinctions for both. Current In-District Delivery programs are approved at Harrisburg, Brandon Valley, and Madison High Schools.

The MOU would authorize delivery of seven computer science courses by DSU to the Sioux Falls School District. Two of these courses, CSC 105 (Introduction to Computers) and CSC 150 (Computer Science I) have received previous authorization as high school dual credit courses. The other five courses require Board approval as they are currently not authorized for delivery under the high school dual credit program. These include CSC 134 (Introduction to Computer Science I), CSC 163 (Hardware, Virtualization, and Data Communication), CSC 283 (Networking I), CSC 234 (Software Security), and CSC 250 (Computer Science II).

ATTACHMENTS

Attachment I – MOU Between SDBOR, DSU, UC-SF and Sioux Falls School District
Attachment II – DSU Request: CSC Courses at Sioux Falls School District

Memorandum of Understanding

Between

South Dakota Board of Regents (SDBOR) and Dakota State University (DSU)

and

The Sioux Falls School District (SFSD)

This Memorandum of Understanding (MOU) sets for the terms and understanding between the SDBOR, DSU and the SFSD to create and operate the Computer Science Academy of the Sioux Falls School District.

Background
WHEREAS, the Sioux Falls School District is interested in providing to their students additional and advanced educational programming in cybersecurity, computer science, computer network development and security, and software development; and,

WHEREAS, Dakota State University through its Beacom College of Computer and Cyber Sciences is able to provide such additional and advanced educational programming; and,

WHEREAS, every year in the U.S., 40,000 information security analyst jobs go unfilled, while employers are struggling to fill 200,000 other cybersecurity related roles[1]and where the Enterprise Strategy Group estimated that 51% of organizations report having a significant shortage of cybersecurity skills in 2018, up from 45% in 2017[2]; and,

WHEREAS, the South Dakota Board of Regents, Dakota State University (The Beacom College of Computer and Cyber Sciences) and the Sioux Falls School District desire to enter into this Memorandum of Understanding setting out the following working arrangements that each of the partners agree are necessary to complete the project.

Project Intent
The computer science academy pilot project (CSAPP) is a three-year project beginning Fall semester 2019 and ending at the conclusion of Spring semester 2022. CSAPP offers to the state of South Dakota, to the students of the Sioux Falls school district, and to the regental system of higher education in South Dakota three fundamental opportunities: (1) provides university level computer/cyber science courses to qualified high school students, (2) provides to high school students a close look at the fastest growing vocational market in the U.S., and (3) makes use of cross-sectional and longitudinal assessment and evaluation analyses to assist in future decision making about programs like this.

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[1] http://digg.com/2018/cyber-security-roles-are-more-in-demand-than-ever; Information Systems Audit and Control Association, ISACA.
[2] https://www.bluefin.com/bluefin-news/shortage-skilled-workers-newest-cybersecurity-threat/

Rationale

Work and workforce development have changed and are still changing. Preparation for work and preparation for productive living has changed and is still changing. It is appropriate for the university and for higher education to become more adaptable to these changes and to examine how to stay relevant. As such, universities must do three important things in the future: (1) we must deliver graduates with 21st century skills, (2) we must collaborate and partner with other institutions (K-12, for example) to facilitate new expressions of work, workforce training and economic development, and (3) we must work effectively across political, geographic, economic and cultural boundaries to nurture vocational and societal relevance in our young people.

Description

This pilot project is the direct result of a strategic coalition of educational innovation called SDPaSS (South Dakota Partnership for Student Success). The SDPaSS coalition came into being a little over one year ago as a regional partnership (DSU, SE Technical Institute, Sioux Falls Public Schools, the SD Department of Labor and Regulation, and several local corporations). The University Center – Sioux Falls was invited to participate but declined. This three-year pilot project contains several specific intended outcomes:

1. To bring university level computer and cyber educational opportunities into the SF school district;
2. To provide these students with transferable credits and vocationally-ready credentials in computer and cyber science;
3. To investigate and validate methods of course delivery from the university to the high school environment;
4. To investigate best methods for supporting innovative course delivery methods;
5. To provide high quality educational experiences to Sioux Falls district students.

Governance

The operational structure includes the (a) SDBOR academic affairs staff and Regents, (b) the SDPaSS leadership Committee (DSU, SE Technical Institute, SFSD, SD Department of Labor and Regulation, and corporate members), (c) the Provost and Beacom College Dean at DSU, (d) the SFSD planning/curriculum committee, and (e) the joint project management committee (District and DSU participants).

Courses to be Delivered

The courses authorized for delivery by DSU to SFSD under this MOU are limited to the following:

- CSC105 – Introduction to Computers (Overview of computer applications with emphasis on word processing, spreadsheets, database, presentation tools and internet-based applications.)

- CSC134 – Introduction to Cyber Operations (Introduces students to cyber operations principles including, but not limited to, wireless communications, legal issues, applied cryptography, and user experience. Special attention will be paid to the legal authorities necessary when conducting a cyber operation from the military and government perspectives, and how they differ from consumer-level legal ramifications of cyber-attacks.)

- CSC150 – Computer Science I (An introduction to computer programming. Focus on problem solving, algorithm development, design, and programming concepts. Topics include sequence, selection, repetition, functions, and arrays.)

- CSC163 -- Hardware, Virtualization, and Data Communication (This course will provide students with a broad understanding of computer hardware, computer architecture, virtualization, and data communications.)

- CSC283 – Networking I (LAN topologies, media choices, protocols and transmission techniques are addressed. Overview of LAN planning and installation considerations. LAN hardware and software offerings and problem determination procedures are presented.)

- CSC234 – Software Security (prereq: CSC150) (This course will make use of hands-on exercises in compiled and web-based software to illustrate attack methodologies and techniques that lead to software vulnerabilities that violate fundamental security principles. Attacks and mitigation strategies related to filter evasion, session management, input validation, buffer overflows, and related areas will be emphasized.)

- CSC250 – Computer Science II (prereq: CSC150) (Includes problem solving, algorithm design, standards of program style, debugging and testing. Extension of the control structures and data structures of the high-level language introduced in CSC 150. Elementary data structures and basic algorithms that include sorting and searching. Topics include more advanced treatment of functions, data types such as arrays and structures, and files.)

Accommodations for the Project

Because of the unique approach of this pilot project, we are making a request for the following accommodations:

1. In addition to CSC105 and CSC150, we are asking that the other courses in this pilot project, in the list above, be approved for dual credit offering.

2. Whether the courses in this pilot project are offered for Dual or Concurrent Enrollment credit, the students will meet all program and admission requirements established in the guidelines of the Academic Affairs Council of the SDBOR. These requirements are in place to ensure that students who enroll are prepared to do college-level work in fields of study used to meet future postsecondary degree requirements.

3. Students enrolled through the High School Dual Credit program receive a reduced tuition rate, which is one-third of the reduced rate of the course as established by the Board of Regents in its Tuition and Fee Schedule. No additional course level fees (e.g., lab fee, program fee, discipline fee, laptop fee, delivery fee, etc.) will be assessed to students enrolled in the HSDC program. The e-text fee may be assessed to those students if this is a requirement for the course. Students shall cover all instructional costs associated with the courses they are enrolled in each semester including but not limited to course materials, texts, and related instructional supplies. The student is ultimately responsible for obtaining all required textbooks and supplies necessary to complete the course.

4. The schedule of courses to be taught will be determined by the joint project management committee (District curriculum and administration experts along with DSU faculty and leadership individuals). This schedule will be produced in a timely manner meeting the scheduling demands of both the District and DSU Beacom College.

5. The joint project management committee has determined that the courses CSC163 and CSC283 will be available to District students for Fall term 2019 and will be taught concurrent enrollment where college credit is earned by a high school student who enrolls in the courses offered through the District and taught by school district personnel (a faculty member has been certified by the Beacom College Dean as qualified to teach the courses; the faculty member has a graduate degree in Computer Science from DSU). Please Note: Approval of an MOU by the Board for this project does not mean that the process for approval of these courses under BOR Policy 2:13 – Third Party Access for Academic Credit and BOR Policy 5:5:3 – Tuition and Fees: Special Course Types is waived.

Administration of Course Offerings
This section of the MOU sets forth the commitments of each party to develop and deliver courses as in-district high school dual credit and/or concurrent credit courses.

In-District Dual Credit

The in-district delivery of courses through the South Dakota High School Dual Credit (HSDC) program established in SDCL 12-28-37.1 allows eligible high school students to complete courses offered by DSU faculty members. Such courses are governed by SDBOR policies and follow established processes for admissions, registration, billing and grade reporting. SDSF agrees to record dual credit coursework on the student's transcript and use it to calculate academic standing.

Authority

1. Authority
    a. All current and applicable SDBOR and DSU policies, guidelines and procedures apply to all course offerings and enrollment requirements unless a specific exemption has been approved by the SDBOR.
    b. DSU academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
    c. SFSD accepts responsibility for providing appropriate facilities, equipment and technology to deliver university courses in a manner that meets university standards.

2. Development and coordination of course offerings
    a. DSU staff will serve as the point of contact for communications between the SDBOR system office and the school district regarding course offerings, instructor assignments and schedule of classes.
    b. SFSD will propose course offerings for each semester, with DSU determining the final schedule of course offerings in collaboration with the SDBOR system office.

3. Scheduling and delivery of courses
   a. The calendar and schedule for courses will align with the university calendar for each semester.
   b. Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR Policy 2:32, Definition and Assignment of Credit Hours.
   c. All courses will be taught by DSU personnel, to be approved by the university for each course.

4. Enrollment
   a. DSU will determine the maximum/minimum enrollment for each course and the number of course sections offered each semester in compliance with guidelines and policies established by the SDBOR, and with input from SFSD. Current policy states that in-district delivery shall only occur for sections with a minimum of 18 students. The school district shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

5. Tuition and course materials
   a. Applicable tuition rates will be determined by SDBOR and/or DSU policy and legislative requirements, with the SFSD responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
   b. SFSD or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

6. Registration and advising
   a. DSU staff will provide a student orientation session at the start of each semester in coordination with the SFSD.
   b. All students enrolled in DSU's courses will be assigned an advisor to manage all questions, issues and concerns - students should not rely on SFSD for guidance on any issues involving DSU courses.
   c. Course registration processes will follow SDBOR and DSU requirements and procedures, and DSU staff will process registrations and assist students as needed.
   d. Instructors for DSU courses will utilize DSU's internal early alert system to inform advisors of any academic performance concerns.
   e. DSU staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Concurrent Credit Delivery

Concurrent enrollment courses provide high school students the opportunity to take college-credit bearing courses taught SFSD teachers approved by DSU. The expectation for coursework completed through concurrent credit opportunities is that the courses cover the material and content at the same level required for the same course offered at DSU, and students are held to the same college-level standards.

1. Authority
   a. All current and applicable SDBOR and DSU policies, guidelines and procedures apply to all course offerings and enrollment requirements unless a specific exemption has been approved by the SDBOR.

2. Development and coordination of course offerings
   a. DSU shall assign a faculty member in the discipline of the course to serve as a mentor for the SFSD's teacher.
   b. DSU shall review the credentials of the assigned instructor to ensure compliance with accreditation standards of the Higher Learning Commission, including ensuring the instructor has a master's degree and a minimum of 18 graduate credit hours in the subject/discipline taught.
   c. DSU faculty shall develop the course syllabus.

3. Scheduling and delivery of courses
   a. Courses shall be taught by instructors employed by SFSD.
   b. DSU shall work with SFSD to ensure that concurrent credit classes contain at least 15 class hours (one hour equals 50 minutes) of class time for each semester credit hour.
   c. The validation of student learning in the concurrent credit course will be through either: A) national AP or CLEP exam instruments; B) an acceptable student evaluation and assessment system developed jointly by the DSU faculty mentor and SDSF high school teacher. If validation occurs under option B, SDSF students are expected to demonstrate the same mastery of the college course as is required of college students who take the course.

4. Enrollment
   a. More than 50% of the students in the course at SDSF shall be enrolled for college credit.

5. Tuition and course materials
   a. The tuition rate for each student enrolled in concurrent credit courses shall be the rate identified as the externally-supported rate in Board of Regents Policy 5:5:3 "Tuition and Fees: Special Course Types" and approved annually by the Board of Regents (For FY19, this rate is $40 per credit hour).
   b. SFSD shall be responsible for the instructional costs associated with delivering the course.
   c. DSU will follow procedures for Board of Regents approval of the externally-supported rate for each individual concurrent credit courses offered at SFSD.

Research and Evaluation
A study of the efficacy of delivery, content and outcomes will be designed and enacted by the university (mostly in year 3 of the pilot project). This will include appropriate IRB protections for human subjects, a research protocol producing multiple measurements of intended outcomes, cross-sectional and longitudinal research designs, and development of potential future applications of the methodology.

Point of Contact for Each Partner
Dakota State University/The Beacom College of Computer and Cyber Sciences
Dr. Richard Hanson, Dean, The Beacom College of Computer and Cyber Sciences
820 N. Washington
Madison, SD

Sioux Falls School District
Dr. Teresa Boysen, Assistant Superintendent
201 E. 38th Street
Sioux Falls, SD

_____ Date

_____ (Partner signature)

Dakota State University

_____ Date

_____ (Partner signature)

South Dakota Board of Regents

_____ Date

_____ (Partner signature)

University Center – Sioux Falls

_____ Date

_____ (Partner signature)

Sioux Falls School District

February 22, 2019

TO: Dr. Jay Perry
        Interim System Vice President for Academic Affairs
        South Dakota Board of Regents

FROM: Dr. Scott McKay
        Provost
        Dakota State University

RE: CSAPP (Computer Science Academy Pilot Project)

Attached to this memo is a proposed memorandum of understanding between the South Dakota Board of Regents (SDBOR) and Dakota State University (DSU) and The Sioux Falls School District (SFSD). The Computer Science Academy Pilot Project (CSAPP) is a three-year project beginning Fall semester 2019 and ending at the conclusion of Spring semester 2022. CSAPP offers to the state of South Dakota, to the students of the Sioux Falls school district, and to the regental system of higher education in South Dakota three fundamental opportunities: (1) provides university level computer/cyber science courses to qualified high school students, (2) provides to high school students a close look at the fastest growing vocational market in the U.S., and (3) makes use of cross-sectional and longitudinal assessment and evaluation analyses to assist in future decision making about programs like this.

In the proposed memorandum you will read about the South Dakota Partnership for Student Success (SDPaSS), which has served as the originating consortium. You will be able to read about SDPaSS, the governance of the CSAPP, the academic courses to be delivered (along with descriptions), the accommodations needed to make this pilot project work, and the administration of course offerings.

In addition to approval of the project, DSU is asking the Board of Regents for approval of the following:
   1. Approval to offer in-district delivery of courses under the High School Dual Credit program as described in the attached MOU with the Sioux Falls School District.
   2. Approval to offer at this site five courses that are not currently authorized for delivery under the High School Dual Credit Program: CSC 134 (Introduction to Computer Science I), CSC 163 (Hardware, Virtualization, and Data Communication), CSC 283 (Networking I), CSC 234 (Software Security), and CSC 250 (Computer Science II). In addition, in-district delivery may include previously authorized courses CSC 105 (Introduction to Computers) and CSC 150 (Computer Science I).
   3. The students will be eligible for the expanded dual credit offerings as described in AAC Guideline 7.1.

Please advise us of other contingencies and needs as this request is processed.

Thank you.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
   New Program: BHSU MAT in K-12 Special Education

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 2:23 – Program and Curriculum Approval
   BOR Policy 2:1 – External Review of Proposed Graduate Programs

BACKGROUND / DISCUSSION
   Black Hills State University (BHSU) requests for a Master of Arts in Teaching (MAT) in K-12 Special Education. The Board approved the intent to plan at the May 2018 meeting. The program is intended for candidates with bachelor's degrees who decide to pursue a career in K-12 special education. Prospective candidates seeking the SD Department of Education alternative certification would be able to take the required 15 credits within special education coursework. Other students can take the entire MAT program. BHSU notes that special education teachers are in a critical need area nationally; in SD, BHSU reports that 60% of school districts have struggled to fill special education position in the last three years. The curriculum for the proposed program meets the standards of the Council for the Accreditation of Educator Preparation (CAEP) and SD Department of Education.

   The external review required by BOR Policy 2:1 was conducted on November 29, 2018, by Dr. Maribeth Lartz of Illinois State University.

IMPACT AND RECOMMENDATION
   The MAT degree would be a new degree for the university and for the Regental system; the MAT differs from other graduate education degrees by focusing predominantly on teaching. BHSU offers a BS in K-12 Special Education at the undergraduate level. BHSU expects to graduate 10 students per year after full implementation. No new resources are requested to offer the program.

   Board office staff recommends approval.

(Continued)
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DRAFT MOTION 20190402_6-F(1):
   I move to authorize BHSU to offer an MAT in K-12 Special Education, including online delivery, as presented.

ATTACHMENTS

Attachment I – New Program Request Form: BHSU – MAT in K-12 Special Education

Attachment II – External Program Review Report: BHSU – MAT in K-12 Special Education

Attachment III – BHSU Response to External Program Review

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Graduate Degree Program

Use this form to propose a new graduate degree program. 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 Graduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer. The university should consult the "Campus Guide to the New Graduate Program Approval Process" for information on specific aspects of the approval process.

UNIVERSITY:	BHSU
PROPOSED GRADUATE PROGRAM:	**K-12 Special Education**
EXISTING OR NEW MAJOR(S):	**New**
DEGREE:	**MAT**
EXISTING OR NEW DEGREE(S):	**New**
INTENDED DATE OF IMPLEMENTATION:	**Summer 2019**
PROPOSED CIP CODE:	**13.1001**
SPECIALIZATIONS:[1]	
IS A SPECIALIZATION REQUIRED (Y/N):	**No**
DATE OF INTENT TO PLAN APPROVAL:	**5/9/2018**
UNIVERSITY DEPARTMENT:	**Education**
UNIVERSITY DIVISION:	

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.

	Click here to enter a date.
President of the University	Date

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1. What is the nature/purpose of the proposed program?

The proposed online Black Hills State University Master of Arts in Teaching (MAT) in Special Education (SPED) program will provide initial certification in K – 12 SPED teaching at the graduate level. This is intended for candidates with bachelor's degrees who decide to pursue a career in K-12 special education. Prospective candidates seeking the SD DOE Alternative SPED Certification aligning with the new certification rules of July 1, 2017, would be able to take the required 15 credits

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[1] If the proposed new program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board of Regents approval.

at the graduate level from the coursework offered in the SPED subset. Practicing teachers who hold current certifications in other academic areas will be able to complete a subset of the MAT coursework to obtain a K – 12 SPED endorsement and be licensed to teach K-12 Special Education.

2. **How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?**[2]

SDCL 13-59-1 identifies the primary mission of BHSU as "the preparation of elementary and secondary teachers."[3] Board of Regents Policy 1:10:4 implements SDCL 13-59-1 in part by authorizing undergraduate and graduate programs in the professional education and promoting excellence in teaching and learning.[4]

The MAT Special Education is a new program in South Dakota leading to initial certification of K-12 Special Education teachers that will "enhance state workforce development." To align system priorities in a meaningful way, the BOR offers a sense that "South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce." Under goal 2 – academic quality and performance, the intended outcomes include "continuing to approve new graduate programs, and grow the number of students participating in experiential learning."[5]

This new master's program is in response to the market demand and the number of non-certified special education staff employed in schools who cannot be teachers of record without certification. The candidates will be able to use an on-the-job experience as they complete this two-year online initial certification master program to be highly qualified in K-12 special education. Other aspiring teachers will be able to complete the program and become certified K-12 special education teachers.

3. **Describe the workforce demand for graduates of the program, 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.*

The Institute of Education Sciences (2016)[6] reported that approximately 6.5 million students currently receive special education services in the United States. Thus, learners with disabilities comprise about 13% of all public school students. Despite the substantial number of students in need of individualized educational services, the U.S. Department of Education (2016)[7] reported a critical shortage of special education teachers for the 2015 – 2016 school year in 49 states. Likewise, the

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[2] South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.
[3] SDCL 13-59-1, available from
http://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-59-1.[4] SDBOR
Policy 1:10:4, Black Hills State University Mission Statement, available from
https://www.sdbor.edu/policy/documents/1-10-4.pdf.
[4] SDBOR Policy 1:10:4, Black Hills State University Mission Statement, available from
https://www.sdbor.edu/policy/documents/1-10-4.pdf.
[5] SDBOR Strategic Plan 2014-2020, available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf
[6] https://nces.ed.gov/pubs2016/2016144_highlights.pdf
[7] http://specialedshortages.org/wp-content/uploads/2014/03/NCPSSERS-Fact-Sheet.pdf

Program Forms: New Graduate Degree Program Form (Last Revised 05/2017)

Council for Exceptional Children[8] has acknowledged a "chronic and severe shortage of personnel to deliver special education services." The U.S. Bureau of Labor Statistics (2014)[9] reported that over 450,000 special education professional job openings are currently available across the nation. Further, the demand for special education teachers is projected to grow 6 percent from 2016 to 2024. The aforementioned growth will be driven by continued demand for special education services (i.e., population growth), and several job opportunities will stem from the need to replace teachers who leave the occupation due to retirement or career changes.

Forty-nine states, including South Dakota, struggle to fill special education positions with qualified teachers. In a study recently released by the Associated School Boards of South Dakota[10], 60% of South Dakota school districts reported unfilled special education teaching positions in the last three years. In a 2016 report, the U.S. Department of Postsecondary Education[11] identified special education as an area of teacher shortage in South Dakota.

4. How will the proposed program benefit students?

Earning a MAT degree in Special Education will prepare candidates to fill K-12 special education positions in South Dakota and nationwide. In addition to the available job market, the MAT program benefits candidates in many ways. Courses are taught by professors who earned their doctorates from nationally-ranked special education university programs. Those professors are experts in the field of special education who provide challenging instruction in their coursework. Courses focus on real-world application of a range of key special education topics. Candidates will also benefit from the MAT program's entirely online format. This provides flexibility to complete school work at convenient times, working around other responsibilities.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale[12]

There is a nationwide shortage in special education teachers. Currently, Black Hills State University offers a Bachelor of Science degree in K-12 Special Education. However, there is no existing program that offers initial teacher licensure for students who have a bachelor's degree in another field, short of returning to school for a second undergraduate degree. Therefore, this new program will fill the unmet need for aspiring special education teachers who have an undergraduate degree in a field other than education to gain both initial certification and a master's degree.[13] Unlike other master's degree programs in education, the Master of Arts in Teaching, or MAT, is a degree that serves many of the same purposes as a Bachelor of Science in education. This makes the MAT the degree most often pursued by students who have already completed a bachelor's degree in another field, and who now wish to becoming a certified

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[8] *What Every Special Educator Must Know: Professional Ethics and Standards* (2016)
[9] http://personnelcenter.org/documents/2011-
12%20Special%20Education%20&%20Related%20Services%20Shortage%20List_summary.pdf
[10] http://asbsd.org/index.php/plenty-of-concern/
[11] https://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf
[12] "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.
[13] http://tobecomeateacher.org/difference-between-the-med-mat-and-ma-in-education/

teacher.[14] Offering a MAT degree will increase student recruitment because enrolled students will earn a master's degree, as opposed to a second bachelor's degree. This will allow students who complete the program to become more desirable applicants in the education job market, and to start their first teaching job at higher rate of pay than those who enter without a graduate degree. The MAT program will also be entirely online, which provides the flexibility to complete schoolwork at convenient times, making it convenient for potential students who are currently employed full-time.

B. What is the rationale for the curriculum?
The curriculum aligns with BHSU's initial certification coursework, which meets the requirements for K-12 Special Education certification in South Dakota.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. *Complete the tables below and explain any unusual aspects of the proposed curriculum?*
The curriculum for the MAT in SPED is aligned with teacher certification requirements in South Dakota and the curriculum of Master's Degree programs at other universities in the region. The MAT in special education is also aligned with the CAEP accreditation standards for advanced programs at the initial certification level.

D. Summary of the degree program (complete the following tables):

Course Requirements for Master of Arts in Teaching in K – 12 Special Education Program

MAT in K-12 Special Education	Credit Hours	Percent
Required courses, all students	47	100%
Required option or specialization, if any	0	0%
Electives	0	0%
Total Required for the Degree Total	47	100%

This degree allows candidates to graduate with an advanced degree while simultaneously attaining initial certification.

Required Courses

Course Number	Course Title	Credit Hours	Existing Courses Offered at the Graduate Level
Special Education Licensing Coursework			
SPED 506	Introduction to Assistive Technology	2	✓
SPED 510	Behavior Management of Exceptional Children	3	✓
SPED 513	Serving Students with MR, DD, and Severe Disabilities	3	✓
SPED 517	Vocational-Transitional Programming	3	✓
SPED 520	Curriculum & Instructional Strategies K-12	3	✓
SPED 531	Identification and Assessment in Special Education	3	✓

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[14] http://tobecomeateacher.org/difference-between-the-med-mat-and-ma-in-education/

SPED 553	Introduction to Autism Spectrum Disorders	3	✓
SPED 560	Family Systems and Professional Collaboration	3	✓
SPED 585	Special Education Law	2	Approval to use existing course - NSU
	Total	**25**	
Initial Certification Coursework			
ED 622	Foundations of Education & Learning Theory	3	✓
ED 695	Pre-Student Teaching SPED Practicum (co-requisite with SEED 508)	1	✓
INED 511	South Dakota Indian Studies	3	✓
SEED 508	Planning, Managing & Assessing the 7-12 Diverse Classroom	3	✓
SEED 550	7-12 Teaching Reading in Content Area	3	✓
SPED 535	Characteristics and Exceptionalities of Adolescents	3	✓
SPED 695	Pre-Admission SPED Practicum	1	✓
SPED 688	Student Teaching	4	Approval to use existing course - USD
EDFN 790	Seminar Performance Assessment	1	✓
	Total	**22**	
	Grand Total	**47 credits**	

A K-12 special education endorsement requires a **minimum** of 23 semester credits with a minimum of 20 in special education. The credits in special education shall include vocational transition. The candidate must demonstrate through coursework knowledge and skills at the K-12 endorsement level to meet the Council of Exceptional Children's performance-based standards covering: foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration. 23 semester hours of coursework in the following: • Vocational transition • Foundations, development and characteristics of learners • Individual learning differences • Instructional strategies • Learning environments and social interactions • Communication • Instructional planning • Assessment • Professional and ethical practice • Collaboration • 3 additional credits

The initial certification coursework aligns with the minimum requirements to become a licensed teacher. It aligns with BHSU initial certification programs from admission to the Professional Teacher Preparation Program to completion of the program leading to licensing. The EPP must demonstrate that all initial programs (undergraduate and graduate) require the same rigor when reporting on the annual report for CAEP accreditation and future visits.

BHSU made a contentious effort to keep the MAT course load to a minimum allowing for the completion of the degree in two years. This is at least five credits less than USD.

Recommended Two-Year Course Sequence for Completion of the MAT in SPED Program

YEAR 1: Block 1– Summer	
Courses	**Credit Hours**
ED 622 – Foundations of Ed & Learning Theory -3	3
SPED 535 – Characteristics and Exceptionalities of Adolescents	3
Total	**6**
Block 2– Fall	
Courses	**Credit Hours**
SPED 510 – Behavior Management of Exceptional Children	3
SPED 520 - Curriculum & Instructional Strategies K-12	3
SPED 560 - Family Systems and Professional Collaboration	3
SPED 695 – Pre-Admission Practicum	1
Total	**10**
Apply for Teacher Prep Program after this semester	
Block 3 – Spring	
Courses	**Credit Hours**
SPED 506 – Intro to Assistive Technology	2
SPED 513 - Serving Students with MR, DD, and Severe Disabilities	3
SPED 531 – Identification and Assessment in Special Education	3
SPED 553 – Introduction to Autism Spectrum Disorders	3
Total	**11**
YEAR 2: Block 4 – Summer	
Courses	**Credit Hours**
INED 511 – South Dakota Indian Studies	3
SEED 550 – 7-12 Teaching Reading in Content Area	3
	6
Take PRAXIS K-12 Special Education Content Knowledge (#5354)	
Block 5 Semester – Fall	
SPED 517 – Vocational-Transitional Programming	3
SEED 508 – Planning, Managing & Assessing the 7-12 Diverse Classroom	3
ED 695 – Pre-Student Teaching	1
SPED 585 – Special Education Law	2
Total	**9**
Block 6 Semester – Spring	
SPED 688 – Student Teaching in K-12 Special Education	4
EDFN 790 – Seminar Performance Assessment for Teachers	1
PRAXIS Performance Assessment for Teachers (PPAT)	
	5

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

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
		n/a		
		Subtotal		

6. **Student Outcomes and Demonstration of Individual Achievement**

A. **What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation**? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.* **Complete Appendix A – Outcomes using the system form.** *Outcomes discussed below should be the same as those in Appendix A.*

Standard	*Description*
1: Learner Development and Individual Learning Differences	*Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.* *24:53:07:18 (2) Knowledge of the developmental characteristics of the elementary level, middle level, and secondary level learner and of the student with disabilities*
2: Learning Environments	*Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.*
3: Curricular Content Knowledge	*Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.* *24:53:07:18 - (3) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning*
4: Assessment	*Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.*
5: Instructional Planning and Strategies	*Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.*

6: Professional Learning and Ethical Practice	Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
7:Collaboration	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
8:Content Area Literacy	24:53:07:18 - (1) Competency in the teaching of content area literacy and instructional methods in the content area specific to the discipline
9:Technology Integration	24:53:07:18 - (4) Integrating technology into teaching and learning
10:South Dakota Indian Studies	24:53:07:18 - (5) Completion of a three semester hour course in South Dakota Indian studies

11:Middle Level Learners	24:53:07:18 - (6) Verification that the candidate has completed studies and field experiences in the following:
	
	  (a) Design curriculum and instructional strategies for middle level learners;
	  (b) Developmental characteristics of the middle level learner; and
	  (c) Concepts of middle level education or the middle level learner.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

Prior to student teaching, all candidates will demonstrate their knowledge of special education providing a qualifying score for the PRAXIS Content Knowledge test specified by the South Dakota Certification requirements. During student teaching, the teacher candidate completes the ETS PRAXIS Performance Assessment for Teachers (PPAT), which measures their ability to apply SPED knowledge to assessment, instruction, and evaluation of their students, integrate technology, and collaborate with families and others.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.[15] What are the consequences for students who do not demonstrate mastery?

Prior to student teaching, all teacher candidates must pass the ETS Special Education: Core Knowledge and Content (5354) exam. The test measures a candidate's knowledge of concepts and principles of special education and their ability to use this knowledge in realistic

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[15] What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

situations (www.ets.org/s/praxis/pdf/5354.pdf). The required minimum score for licensure in South Dakota is 145. Successful graduates are licensed to teach students in K-12.

7. **What instructional approaches and technologies will instructors use to teach courses in the program?** *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*
The SPED coursework is provided entirely online, via the Desire2Learn platform. Instructors utilize textbooks, PowerPoint, Screencast-o-Matic, Prezi, and additional online resources (websites, YouTube, etc.).

8. **Did the University engage any developmental consultants to assist with the development of the curriculum?[16] Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?**

During the development of the new proposal for an initial certification degree in K-12 Special Education (MAT-SPED) during the last two academics years, many meetings took place. The first year, Dr. Clinton visited the local special education directors to find out if there was an interest in a Master of Arts in Teaching (MAT) to prepare initial certification special education teachers. He also attended and presented at the national Conference for Special Education and shared this concept. The demand is high nationally. At the South Dakota Department of Education Teacher Table, October 23, 2017, the group of participants identified special education as the first priority in South Dakota due to the shortage of certified and qualified SPED teachers. Each semester of the last two academic years, the Director of Field Experiences/Certification Officer and School of Education Chair, and CAEP/Assessment Coordinator met with the SD Northwest principals to address needs, update on programs, and discuss partnerships. At these meetings, attended by 15 to 20 principals each, the need for special education teachers and ways to grow the pool of qualified SPED teachers was on the agenda. A key point of discussion was the portability of the program as it will be offered online and schools may hire paraprofessionals who will work on this MAT-SPED. Embedded in the MAT-SPED are the courses for the endorsement if we have returning teachers who want to add the endorsement or teachers hired who will complete the SPED alternative route.

The principals and special education directors were interested in a program that allows B.A. and B.S. in non-teaching field such as human services, psychology, sociology, criminal justice, etc. to be able to become teachers by combining the requirements for initial certification (mirror after Project SECOND) and special education majors.

Once the groundwork was in place, the MAT-SPED concept was shared with the members of the BHSU-SOE Field Experiences Governing Committee composed of BHSU Education faculty, PreK-12 clinical educators (teachers) school administrators, and special education personnel from partner districts in South Dakota and Wyoming. The committee was excited about a program providing opportunity to complete an initial certification with the K-12 special education. They acknowledge the high demand for certified special education teachers even in the larger school districts. Finally, the School of Education Advisory Council,

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[16] Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

including members from South Dakota and Wyoming, as per its mission described in the BHSU-SOE School Policy 2017-2018, informs our school and provides input for education program decision-making.

    1.3.9   School of Education Advisory Council

    a. This Council shall include the Dean-Ex-Officio, Chair of SOE, three (3) School faculty, Director of Field Experiences, the College Dean of Business and Science, P-12 public school district administrators, and members of the community representing business, government, and/or local organizations.

    b. Permanent members of the Council will include the Dean, the Chair of Education, the Director of Field Experiences, and SOE Assessment Chair. The remaining members will be appointed by the Chair.

    c. The Council shall be responsible for:
      1. Serving in an advisory role to the School.
      2. Meeting twice a year, in the fall and spring.
      3. Assisting the School in accomplishing its goals.
      4. Ensuring collaboration and input from stakeholders for education program decision-making, placements, assessments, and partnerships.
      5. Serving as ambassadors for the School.

9. 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*)? *If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.*

After meeting with the SD northwest principals/SPED directors groups, both at the elementary and secondary levels, and the BHSU School of Education Field Experiences Governing Committee, the program will respond to a high demand of second career candidates according to the principals and special education directors. Prospective candidates with psychology, law, human services, sociology, and other bachelor's degrees are interested in this field.

As the certification officer reviews eligibility for Project SECOND, the Master in Secondary Education for initial certification, the potential candidates who do not qualify for secondary education, often request special education and some who qualify don't want to pursue a degree in history or biology because they substitutes in special education or are paraprofessionals in SPED and want to do their second career in special education.

There are potentially some students from Project SECOND who are interested in the MAT-SPED and will switch program.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 19	FY 20	FY 21	FY 22
Students new to the university	8	10	10	12
Students from other university programs	0	0	0	0
Continuing students	0	8	10	10
=Total students in the program (fall)	8	18	20	22

Program Forms: New Graduate Degree Program Form (Last Revised 05/2017)

Program credit hours (major courses)**	216	441	510	523
Graduates	0	8	10	10

Use the same numbers in Appendix B – Budget.

10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University's plans concerning the accreditation of this program.

BHSU School of Education just completed the review for CAEP accreditation. Initial programs at the graduate level are integrated in the review. This will be documented in the annual report and will be submitted for the next CAEP accreditation visit. All requirements for an initial program including application to the Professional Teacher Preparation Program and assessments have to comply with undergraduate and Project SECOND. As per the outcomes of the MAT-SPED, the alignment is in place to meet the initial certification requirements according to the SDAR.

11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy.
No, we do not.

12. Delivery Location[17]

A. 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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	*Intended Start Date*
On campus	No	Choose an item. Choose an item.

	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[18]*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	Online	**Summer 2 019**

It is 100% online and none of the courses need to be converted.

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[17] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.
[18] Delivery methods are defined in AAC Guideline 5.5.

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? [19]

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

13. **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 major. Address off-campus or distance delivery separately.** *Complete Appendix B – Budget and briefly summarize to support Board staff analysis.*

This new MAT in Special Education is self-sustainable and based on existing courses from Project SECOND and the Special Education endorsement. In 2017-2018, thirty-three (33) teachers started the special education endorsement through BHSU. This number shows the demand and is consistent across the last four years. The main issue was to address the demand for non-teachers to become special education teachers without redoing an undergraduate degree.

Course from Project SECOND and the SPED endorsements provide the coursework needed for this new degree and therefore will not go under enrolled. The MAT-SPED will generate revenue.

14. **Board Policy 2:1 states: "*Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.*" Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.**

Dr. Maribeth Lartz – Professor of Special Education, Illinois State University
Dr. Tiffany Hunt – Academic Professional Lecturer, University of Wyoming
Dr. Cheryl Wold – Assistant Professor of Special Education, Northern State University
     (See vitas attached)

15. **Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (*place an "X" in the appropriate box*)?** *If yes, explain.*

	X
Yes	No

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[19] This question responds to HLC definitions for distance delivery.

Explanation (if applicable):

16. New Course Approval: New courses required to implement the new graduate program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

☐ YES,

☒ x   NO,

Appendix B
Budget & Resources

Black Hills State University, School of Education, Master of Arts in Teaching in Special Education

1. Assumptions

		1st	2nd	3rd	4th
Headcount & hours from proposal		FY19	FY20	FY21	FY22
Fall headcount (see table in proposal)		8	18	20	22
Program FY cr hrs, On-Campus		0	0	0	0
Program FY cr hrs, Off-Campus		216	441	510	523
Faculty, Regular FTE	See p. 3	0.00	0.00	0.00	0.00
Faculty Salary & Benefits, average	See p. 3	$0	$0	$0	$0
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3		$0	$0	$0
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	$0	$0	$0	$0

2. Budget

	1st	2nd	3rd	4th
Salary & Benefits				
Faculty, Regular	$0	$0	$0	$0
Faculty, Adjunct (rate x number of courses)	$0	$0	$0	$0
Other FTE	$0	$0	$0	$0
S&B Subtotal	$0	$0	$0	$0
Operating Expenses				
Travel	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0
Supplies & materials	$0	$0	$0	$0
Capital equipment	$0	$0	$0	$0
OE Subtotal	$0	$0	$0	$0
Total	**$0**	**$0**	**$0**	**$0**

3. Program Resources

		1st	2nd	3rd	4th
Off-campus support tuition/hr, HEFF net	GR	$450.90	$450.90	$450.90	$450.90
Off-campus tuition revenue	hrs x amt	$97,394	$198,847	$229,959	$235,821
On-campus support tuition/hr, HEFF net			$0.00	$0.00	$0.00
On-campus tuition revenue	hrs x amt	$0	$0	$0	$0
Program fee, per cr hr (if any)	$0.00	$0	$0	$0	$0
Delivery fee, per cr hr (if any)	$0.00	$0	$0	$0	$0
University redirections		$0	$0	$0	$0
Community/Employers		$0	$0	$0	$0
Grants/Donations/Other		$0	$0	$0	$0
Total Resources		**$97,394**	**$198,847**	**$229,959**	**$235,821**

Appendix B
Budget & Resources

Black Hills State University, School of Education, Master of Arts in Teaching in Special Education

| **Resources Over (Under) Budget** | **$97,394** | **$198,847** | **$229,959** | **$235,821** |

Provide a summary of the program costs and resources in the new program proposal.

Appendix B
Budget & Resources

Black Hills State University, School of Education, Master of Arts in Teaching in Special Education

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	$0	$0
University's variable benefits rate (see below)		
Variable benefits	$0	$0
Health insurance/FTE, FY18		
Average S&B	$0	$0

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY19 salaries of faculty in the School of Education department are absorbed in the Master of Science in Secondary Education and the K-12 Special Education endorsement. It doesn't require additional faculty members.

Explain adjunct faculty costs used in table:

XX courses per year to be taught by adjuncts at $0,000 per course. *[Revise note and table/formulas as needed. Delete this note.]*

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

Use for any persons other than faculty that will be needed to offer the program. Delete this note.

Summarize the operating expenses shown in the table:

Summarize resources available to support the new program (redirection, donations, grants, etc).

This new program is designed to be self-sustained. This new MAT in Special Education is based on existing courses from Project SECOND and the Special Education endorsement. In 2017-2018, thirty-three (33) teachers started the special education endorsement through BHSU. This number confirms the demand and is consistent across the last four years. The main issue was to address the demand for non-teachers to become special education teachers without redoing an undergraduate degree.
Course from Project SECOND and the SPED endorsements provide the coursework needed for this new degree and therefore will not go under enrolled.

Appendix B
Budget & Resources

Black Hills State University, School of Education, Master of Arts in Teaching in Special Education

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY18 Rate	HEFF	Net	
Undergraduate	$335.00	$38.53	**$296.48**	*Change cell on page 1*
Graduate	$444.25	$51.09	**$393.16**	*to point to your net*
Externally Supported	$40.00			

State-support: Change cell on page 1 to use the UG or GR net amount for your university.

On-Campus Tuition, HEFF & Net	FY18 Rate	HEFF	Net	
UG Resident - DSU, NSU, SDSU, USD	$239.70	$27.57	**$212.13**	*Change cell on page 1*
UG Resident - BHSU	$250.45	$28.80	**$221.65**	*to point to your net*
UG Resident - SDSMT	$246.00	$28.29	**$217.71**	
GR Resident - DSU,NSU,SDSU,USD	$314.70	$36.19	**$278.51**	*Change cell on page 1*
GR Resident - BHSU	$323.35	$37.19	**$286.16**	*to point to your net*
GR Resident - SDSMT	$320.05	$36.81	**$283.24**	
UG Nonresident - DSU,NSU	$337.35	$38.80	**$298.55**	*Change cell on page 1*
UG Nonresident - BHSU	$350.45	$40.30	**$310.15**	*to point to your net*
UG Nonresident - SDSU, USD	$347.95	$40.01	**$307.94**	
UG Nonresident - SDSMT	$385.30	$44.31	**$340.99**	
GR Nonresident - DSU,NSU	$585.50	$67.33	**$518.17**	*Change cell on page 1*
GR Nonresident - BHSU	$603.35	$69.39	**$533.96**	*to point to your net*
GR Nonresident - SDSU, USD	$605.05	$69.58	**$535.47**	
GR Nonresident - SDSMT	$642.35	$73.87	**$568.48**	
UG Sioux Falls Associate Degree	$271.35	$31.21	**$240.14**	*Change cell on page 1*
				to point to your net

Variable Benefits Rates

University	FY18	
BHSU	14.64%	*Change the benefits rate cell in the*
DSU	14.36%	*table on page 2 to point to the rate*
NSU	14.31%	*for your university.*
SDSM&T	14.20%	
SDSU	14.38%	
USD	14.34%	

Program Evaluation for the Proposed Master of Arts in Teaching in K-12 Special
Education at Black Hills State University

Conducted by Maribeth Lartz, Ph.D.
Illinois State University

<u>Background Review</u>

A full review of written documents supporting the proposed Master of Arts in Teaching in
K-12 Special Education at Black Hills State University was reviewed prior to the site visit on
November 29, 2018. Documents reviewed included:

- University/Campus Profile
- College/School Profile)
- Department Profile
- Curricula Vitae from each faculty member in the department
- List and/or descriptions of significant resources, equipment, facilities, capabilities, and collaborations related to the proposed program
- Library Resources Profile
- Approved Intent to Plan (including appendices)
- New Graduate Degree Program proposal (including appendices)
- Academic Affairs Council Report

<u>Site Visit</u>

A full-day site visit was completed on Thursday, November 29, 2018. Meetings and
interviews were held with the following constituents:

Leadership Personnel
- Provost and VPAA, Chris Crawford
- Dean, Liberal Arts and Graduate Dean, Amy Fuqua
- Sharman Adams – Dean, College of Education and Behavioral Sciences
- Rodney L. Custer – Chair, School of Education

SPED Faculty (teaching special education licensing coursework)
- Jessica Zanton, Asst. Professor, Special Education
- Louise Yoho, Asst. Professor, Special Education

Certification Faculty (teaching initial certification component of the degree)
- Jamilee Stone, Associate Professor, Education
- Denice Turner, Assistant Professor English Language Arts

- Urla Marcus, Director – Center for American Indian Studies
- Micheline Nelson – Field Experience Director and Certification Officer (School of Education)

Program Evaluation for the Proposed Master of Arts in Teaching in K-12 Special Education at Black Hills State University

Program Curriculum

It is the opinion of the reviewer that the proposed Master of Arts in Teaching in K-12 Special Education (MAT) program meets current national standards and expectations for the Special Education discipline. As evidenced by the CAEP Accreditation awarded in November 2018, the School of Education is offering coursework that is both rigorous and built on a foundation of evidenced-based practices. Additionally, the proposal is aligned with the Council for Exceptional Children (CEC) Initial Standards in Teacher Preparation. The program, as described, will provide students with sound preparation for their careers in teaching students with disabilities and serve them well as they seek employment. A 40-hour Pre-Student Teaching Practicum with observation, tutoring, and reflection opportunities together with a second practicum and separate Student Teaching experience with different student age groups, school locations, and mentor teachers will allow for important knowledge and skill development and performance-based assessment.

Recommendations:

1) Ensure that MAT students who are enrolled in the same courses as students who have previously taught in schools (only taking classes for the additional endorsement in K-12 Special Education) or students who already have a content area and are in the Project SECOND program receive additional academic and clinical support to remain competitive with their class peers who have prior teaching experience and/or academic content area specialization.

2) Syllabi for each course in the proposed Master of Arts in Teaching in K-12 Special Education should include both the Initial CEC Preparation Standards and the appropriate CEC Knowledge and Skill Specialty Set on which the course and associated performance assessments are built in order to demonstrate what standards the teacher candidates will master.

Faculty

It is the opinion of the reviewer that the current and planned faculty will be sufficient to offer a strong program with the understanding that the program will most likely require an additional faculty member with expertise in Special Education to allow offerings of second sections of

courses that have too large of an enrollment to allow for in-depth instructor support to match the needs of a very heterogeneous group of students. In the **Intent to Plan for a New Program** (Attachment I, p. 8, Appendix A section) a benefit listed is "small online class sizes allow for in-depth instructor support". A course instructor who has 10 MAT students with no prior teaching experience plus 20 endorsement-only students who have teacher certification and teaching experience in the same class cannot provide differentiated, in-depth support. Faculty in the current program are experienced in higher education and have terminal degrees that align with the courses they teach. Current faculty all have previous experience designing and teaching on-line courses. The teaching, research, service expectations, and related resources appear to be competitive when recruiting new faculty to staff the proposed program.

Recommendations:
  1) Provide an additional faculty member with expertise in Special Education to offer second sections of courses with large enrollments to ensure in-depth instructor support for the new MAT students.

Services

Library resources are sufficient to support a high-quality Master of Arts in Teaching program. More importantly, the *Desire2Learn* (D2L) platform for all on-line course delivery appears to be well supported with several faculty members demonstrating expert use of it. Noteworthy as well is the creative use of the *GoReact©™* video system to provide specific, time-stamped feedback on lessons to teacher candidates. The *GoReact©™* system allows both faculty and teacher candidates to review and respond to the teacher candidates' teaching.

Recommendations: None

Other Issues

A clear commitment to creating culturally responsive learning environments for K-12 students with disabilities was evident in both the proposed program syllabi and the interaction with the faculty.

Recommendations:
  1)   Ensure that culturally responsive pedagogy, teaching content and practices are used with the teacher candidates themselves during on-line course delivery.

Summary Recommendation

A new Master of Arts in Teaching in K-12 Special Education is proposed by Black Hills State University to meet the urgent need for highly-qualified special education teachers across the state of South Dakota. Preparing graduate students to become special education teachers requires a strong clinical experience in conjunction with relevant rigorous coursework delivered

by experienced and well-qualified faculty. It is my opinion that the proposed MAT program offers both a strong clinical experience and relevant rigorous coursework. It is my opinion that the program can be successfully implemented and have sustainable enrollment and graduation rates if recommendations are implemented.

**Program Evaluation for the Proposed Master of Arts in Teaching in
K-12 Special Education at Black Hills State University**

Conducted by Maribeth Lartz,
Ph.D. Illinois State University

BHSU Program Responses to External Reviewer Recommendations

Background Review

A full review of written documents, supporting the proposed Master of Arts in Teaching in K-12 Special Education at Black Hills State University, was reviewed prior to the site visit on November 29, 2018. Documents reviewed included:
- University/Campus Profile
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- Jamilee Stone, Associate Professor, Education
- Denice Turner, Assistant Professor English Language Arts
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**Program Evaluation for the Proposed Master of Arts in Teaching in
K-12 Special Education at Black Hills State University**

Program Curriculum

It is the opinion of the reviewer that the proposed Master of Arts in Teaching in K-12 Special Education (MAT) program meets current national standards and expectations for the Special Education discipline. As evidenced by the CAEP Accreditation awarded in November 2018, the School of Education is offering coursework that is both rigorous and built on a foundation of evidenced-based practices. Additionally, the proposal is aligned with the Council for Exceptional Children (CEC) Initial Standards in Teacher Preparation. The program, as described, will provide students with sound preparation for their careers in teaching students with disabilities and serve them well as they seek employment. A 40-hour Pre-Student Teaching Practicum with observation, tutoring, and reflection opportunities together with a second practicum and separate Student Teaching experience with different student age groups, school locations, and mentor teachers will allow for important knowledge and skill development and performance- based assessment.

Recommendations:

1) Ensure that MAT students who are enrolled in the same courses as students who have previously taught in schools (only taking classes for the additional endorsement in K-12 Special Education) or students who already have a content area and are in the Project SECOND program receive additional academic and clinical support to remain competitive with their class peers who have prior teaching experience and/or academic content area specialization.

> BHSU Response: Students enrolled in the MAT K-12 Special education program will complete coursework with two other groups of students: undergraduate students earning initial endorsements, and Special Education Endorsement students. While the Endorsement students are current teachers, they typically do not possess a deep understanding of important concepts and best practices in special education. Thus, all special education coursework provides extensive information. Students who take a SPED course for graduate credit have additional coursework (readings and assignments) that goes more in-depth on relevant topics. For example, in SPED 413/513, everyone learns about characteristics and instructional strategies, and completes a series of assignments. For students enrolled in SPED 513, there is an additional textbook about equity and social justice, a series of papers reflecting on the readings, and a student-designed final project on a topic of interest. Thus, the courses are developed to meet the knowledge level of a range of students by providing differentiated levels of learning.

2) Syllabi for each course in the proposed Master of Arts in Teaching in K-12 Special Education should include both the Initial CEC Preparation Standards and the appropriate CEC Knowledge and Skill Specialty Set on which the course and associated performance assessments are built in order to demonstrate what standards the teacher candidates will master.

> BHSU Response: All syllabi in the MAT K-12 Special Education program contain Initial CEC Preparation

Standards. Future syllabi that will be developed, including SPED 485: K-12 Special Education Law, will also contain the appropriate Initial CEC Preparation Standards (see Appendix A for a class-by-class breakdown).

Faculty

It is the opinion of the reviewer that the current and planned faculty will be sufficient to offer a strong program with the understanding that the program will most likely require an additional faculty member with expertise in Special Education to allow offerings of second sections of courses that have too large of an enrollment to allow for in-depth instructor support to match the needs of a very heterogeneous group of students. In the **Intent to Plan for a New Program** (Attachment I, p. 8, Appendix A section) a benefit listed is "small online class sizes allow for in- depth instructor support". A course instructor who has 10 MAT students with no prior teaching experience plus 20 endorsement-only students who have teacher certification and teaching experience in the same class cannot provide differentiated, in-depth support. Faculty in the current program are experienced in higher education and have terminal degrees that align with the courses they teach. Current faculty all have previous experience designing and teaching on- line courses. The teaching, research, service expectations, and related resources appear to be competitive when recruiting new faculty to staff the proposed program.

Recommendations:
1) Provide an additional faculty member with expertise in Special Education to offer second sections of courses with large enrollments to ensure in-depth instructor support for the new MAT students.

   BHSU Response: Current SPED faculty are well qualified to deliver the program both in terms of content knowledge, standards and pedagogy. As the program grows, it will be necessary to monitor course loads and program offerings in order to ensure program quality. At the point where the additional course sections are necessary, it will be necessary to redistribute faculty loads, including the hiring of some highly qualified adjunct faculty to teach undergraduate courses in order to assign current graduate faculty to MAT courses. At some point, depending on program growth, it may be necessary to consider the addition of a new faculty member. In the near term, the program can be delivered with existing qualified faculty.

Services

Library resources are sufficient to support a high-quality Master of Arts in Teaching program. More importantly, the *Desire2Learn* (D2L) platform for all on-line course delivery appears to be well supported with several faculty members demonstrating expert use of it. Noteworthy as well is the creative use of the *GoReact©™* video system to provide specific, time-stamped feedback on lessons to teacher candidates. The *GoReact©™* system allows both faculty and teacher candidates to review and respond to the teacher candidates' teaching.

Recommendations:

None Other Issues

A clear commitment to creating culturally responsive learning environments for K-12 students with disabilities was evident in both the proposed program syllabi and the

interaction with the faculty.

Recommendations:
1) Ensure that culturally responsive pedagogy, teaching content and practices are used with the teacher candidates themselves during on-line course delivery.

BHSU Response: Culturally responsive pedagogy, teaching content and practices are essential aspects of course development and delivery. Although all courses address this in one way or another, key examples include: SPED 431: Identification and Assessment in Special Education, where nondiscriminatory assessment practices and disproportionate representation of some minority groups in special education are addressed in depth; SPED 417: Vocational-Transitional Programming, where person-centered planning and inclusive transition practices are addressed in-depth; and SPED 420: Curriculum and Instructional Strategies K-12, where topics include disproportionate representation of minorities and the role of family culture and beliefs in their responses to their child's disability. Additionally, students learn about ways to collaborate with diverse families through scaffolded MAT SPED experiences.

Summary Recommendation

A new Master of Arts in Teaching in K-12 Special Education is proposed by Black Hills State University to meet the urgent need for highly-qualified special education teachers across the state of South Dakota. Preparing graduate students to become special education teachers requires a strong clinical experience in conjunction with relevant rigorous coursework delivered by experienced and well-qualified faculty. It is my opinion that the proposed MAT program offers both a strong clinical experience and relevant rigorous coursework. It is my opinion that the program can be successfully implemented and have sustainable enrollment and graduation rates if recommendations are implemented.

Appendix A
CEC Standard Class Matrix

SPED 410: Behavior Management of Exceptional Children

CEC Standard	Activities and Learning Outcomes	Assessment
1. **Assessment**: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	• Define Single-Subject Research • Define concepts related to visual analysis of data • Generate a visual analysis narrative • Define terminology associated with graphing quantitative behavioral data	• Weekly dropbox assignments • Quiz 3
2. **Individual Learning Differences**: The teacher understands how student differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	• Define Functional Behavior Analysis • Discuss the role of Functional Behavior Analysis in developing effective Behavior Intervention Plans	• Weekly dropbox assignments • Quiz 2
3. **Learning Environments and Social Interaction**: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	• Define the construct of reinforcement Identify positive and negative reinforcement in effect when presented with hypothetical examples of social behaviors • Define and identify specific methods of arranging consequences that increase behavior	• Weekly dropbox assignments • Quiz 1
4. **Development and Characteristics of Learners:** The teacher understands how children	• Define the constructs of punishment, extinction, and differential reinforcement	• Weekly dropbox assignments • Quiz 2

learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.	• Identify positive and negative punishment in effect when presented with hypothetical examples of social behaviors	
5. Professional and Ethical Practice: The teacher is a reflective practitioner who continually evaluates the effects of his / her choices and actions on others (students, parents, and other professionals in the learning community) who actively seeks out opportunities to grow professionally.	• Demonstrate mastery of essential concepts of behavior for students with exceptionalities	• Weekly dropbox assignment • Quiz 4

SPED 420/520: Curriculum and Instructional Strategies for K-12 Students with Disabilities

Note: Students enrolled in SPED 520 also develop a final project on a topic of interest related to the course content.

CEC Standard	Learning Outcomes	Assessment
1. **Learner Development and Individual Learning Differences***:* Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Identify different types of learning disabilities (LD) and emotional-behavioral disorders (EBD). Understand the different educational and behavioral support needs characteristics of students with these disabilities. (520) Discuss the social and ethical considerations (overrepresentation, inclusion, etc.) involved in special education for diverse students.	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment Assignment 1: Evidence Based Practices Resource
2. **Learning Environments***:* Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Demonstrate an understanding of the physical, social, and emotional environmental variables that impact students. Explain the importance of teaching self-determination skills to students with disabilities. (520) Research an aspect of the environment to identify what the current literature says, then plan how this variable should be used in any classroom.	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment

3. **Curricular Content Knowledge**: Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	Identify which educational practices are Evidence-Based Practices. Match instructional strategies to hypothetical students. Gain a foundational knowledge of how to implement instructional strategies. Explain the concept of Differentiated Instruction, and how it supports inclusion of all students. (520) Understand how to differentiate instruction in a way that assists the teacher to address IEP goals and Common Core Standards together.	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment Assignment 1: Evidence Based Practices Resource Assignment 2: IEP Goals, Objectives, and Instructional Planning
4. **Assessment**: Use multiple methods of assessment and data sources in making educational decisions.	Understand the importance of culturally appropriate assessment Identify multiple ways to collect academic and behavioral data (formally and informally). (520) Discuss the role Response to Intervention (RtI) plays in preventing overrepresentation of certain groups in special education. Provide suggestions for how to properly do this in schools.	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment Assignment 1: Evidence Based Practices Resource Assignment 2: IEP Goals, Objectives, and Instructional Planning Assignment 3: Functional Behavior Assessment and Behavior Intervention Plan
5. **Instructional Planning and Strategies**: Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of	Create academic lesson plans in a DI format that address grade-level Common Core Standards, represent a quality lesson, and include assessment and	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox

individuals with exceptionalities.	modifications/ accommodations. Analyze behavioral data to develop a BIP that is antecedent focused, encourages self-determination, and includes strategies that are considered best practice.	Assignment 2: IEP Goals, Objectives, and Instructional Planning Assignment 3: Functional Behavior Assessment and Behavior Intervention Plan.
6. **Professional Learning and Ethical Practice:** Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Identify ethical issues related to teaching students with diverse needs and from diverse backgrounds. (520) Discuss in-depth the ethics of EBD, manifestation determination, minority status, and other relevant factors.	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment Assignment 1: Evidence Based Practices Resource Assignment 2: IEP Goals, Objectives, and Instructional Planning Assignment 3: Functional Behavior Assessment and Behavior Intervention Plan.
7. **Collaboration:** Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	Discuss different personalities, collaboration strategies, and conflict resolution as it relates to members of the IEP team (which includes the student and family). Identify their personal collaboration and conflict management styles. (520) Identify examples of successful and unsuccessful workplace collaboration, and discuss how their personal style impacted the situation.	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment

SPED 417/517: Vocational-Transitional Programming

CEC Standard	Learning Outcomes	Assessment
1. **Assessment**: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Identify the advantages and limitations of instructional strategies and practices for preparing students with disabilities for post-high school life.	Weekly dropboxes
2. **Individual Learning Differences**: The teacher understands how student differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Identify barriers to accessibility and acceptance of individuals with disabilities in employment, living, and social environments.	Unit 1 project
3. **Learning Environments and Social Interaction**: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	Identify model career, vocational, and transition programs for individuals with disabilities.	Unit 2 project
4. **Development and Characteristics of Learners**: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.	Select, plan, coordinate and monitor student progress toward transition goals as stated on the IEP.	Unit 3 project

5. **Professional and Ethical Practice**: The teacher is a reflective practitioner who continually evaluates the effects of his / her choices and actions on others (students, parents, and other professionals in the learning community) who actively seeks out opportunities to grow professionally.	Discuss specialized terminology used in the transition assessment of individuals with disabilities.	Unit 4 project
6. **Curricular Content Knowledge**: Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Discuss collaborative and/or consultative role of the special education teacher in the futures planning of individuals with disabilities.	Unit 5 project

<u>SPED 420/520: Curriculum and Instructional Strategies for K-12 Students with Disabilities</u>

Note: Students enrolled in SPED 520 also develop a final project on a topic of interest related to the course content.

CEC Standard	Learning Outcomes	Assessment
1. **Learner Development and Individual Learning Differences**: Understand how exceptionalities may interact with	Identify different types of learning disabilities (LD) and emotional-behavioral disorders (EBD).	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment

development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Understand the different educational and behavioral support needs characteristics of students with these disabilities. (520) Discuss the social and ethical considerations (overrepresentation, inclusion, etc.) involved in special education for diverse students.	Assignment 1: Evidence Based Practices Resource
2. **Learning Environments**: Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Demonstrate an understanding of the physical, social, and emotional environmental variables that impact students. Explain the importance of teaching self-determination skills to students with disabilities. (520) Research an aspect of the environment to identify what the current literature says, then plan how this variable should be used in any classroom.	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment
3. **Curricular Content Knowledge**: Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	Identify which educational practices are Evidence-Based Practices. Match instructional strategies to hypothetical students. Gain a foundational knowledge of how to implement instructional strategies. Explain the concept of Differentiated Instruction,	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment Assignment 1: Evidence Based Practices Resource Assignment 2: IEP Goals, Objectives, and Instructional Planning

	and how it supports inclusion of all students. (520) Understand how to differentiate instruction in a way that assists the teacher to address IEP goals and Common Core Standards together.	
4. **Assessment***:* Use multiple methods of assessment and data sources in making educational decisions.	Understand the importance of culturally appropriate assessment Identify multiple ways to collect academic and behavioral data (formally and informally). (520) Discuss the role Response to Intervention (RtI) plays in preventing overrepresentation of certain groups in special education. Provide suggestions for how to properly do this in schools.	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment Assignment 1: Evidence Based Practices Resource Assignment 2: IEP Goals, Objectives, and Instructional Planning Assignment 3: Functional Behavior Assessment and Behavior Intervention Plan
5. **Instructional Planning and Strategies***:* Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Create academic lesson plans in a DI format that address grade-level Common Core Standards, represent a quality lesson, and include assessment and modifications/ accommodations. Analyze behavioral data to develop a BIP that is antecedent focused, encourages self-determination, and includes strategies that are considered best practice.	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment 2: IEP Goals, Objectives, and Instructional Planning Assignment 3: Functional Behavior Assessment and Behavior Intervention Plan.

6. **Professional Learning and Ethical Practice**: Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Identify ethical issues related to teaching students with diverse needs and from diverse backgrounds. (520) Discuss in-depth the ethics of EBD, manifestation determination, minority status, and other relevant factors.	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment Assignment 1: Evidence Based Practices Resource Assignment 2: IEP Goals, Objectives, and Instructional Planning Assignment 3: Functional Behavior Assessment and Behavior Intervention Plan.
7. **Collaboration**: Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	Discuss different personalities, collaboration strategies, and conflict resolution as it relates to members of the IEP team (which includes the student and family). Identify their personal collaboration and conflict management styles. (520) Identify examples of successful and unsuccessful workplace collaboration, and discuss how their personal style impacted the situation.	SPED 420/520: Module Dropbox Assignment SPED 520 Only: Module Dropbox Assignment

SPED 413/513: Serving Students with Mental Retardation, Developmental Disabilities, and Severe Disabilities

Note: Students enrolled in SPED 513 also develop a final project on a topic of interest related to the course content.

CEC Standard	Learning Outcomes	Assessment
1. **Learner Development and Individual Learning Differences***:* Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Identify different types of conditions that are considered to be severe disabilities, including their etiologies, characteristics, and long-term prognosis Understand the different educational and behavioral support needs of students who have severe or profound disabilities. (513) Discuss the social and ethical considerations involved in the education of these students, including looking back at the historical experiences and the changes that have occurred over time.	SPED 413/513: Module Dropbox Assignment SPED 513 Only: Module Dropbox Assignment Assignment 1: Chapter Summaries Assignment 2: Ecological Inventory Assignment 3: IEP Development
2. **Learning Environments***:* Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Demonstrate an understanding of the physical, social, and emotional environmental variables that impact students. Explain the importance of teaching self-determination skills to students with disabilities. (513) Research an aspect of the environment to identify what the current literature says, then plan how this	SPED 413/513: Module Dropbox Assignment SPED 513 Only: Module Dropbox Assignment Assignment 1: Chapter Summaries Assignment 2: Ecological Inventory Assignment 3: IEP Development

	variable should be used in any classroom.	
3. **Curricular Content Knowledge***:* Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	Identify which educational practices are Evidence-Based Practices. Match instructional strategies based on the strengths/needs of hypothetical students. Demonstrate how to use Systematic Instruction strategies. Explain the concept of Universal Design for Learning (UDL) and how it supports the learning of all students in general education environments. (520) Develop an in-depth understanding of UDL and/or Systematic Instruction	SPED 413/513: Module Dropbox Assignment SPED 513 Only: Module Dropbox Assignment Assignment 1: Evidence Based Practices Resource Assignment 2: IEP Goals, Objectives, and Instructional Planning
4. **Assessment***:* Use multiple methods of assessment and data sources in making educational decisions.	Understand the importance of culturally appropriate assessment Explain assessment issues specific to students who require substantially individualized procedures and have atypical ways responding Identify multiple ways to collect functional, academic, and behavioral data (formally and informally). (513) Consider ethical issues surrounding the assessment of this highly vulnerable population of students.	SPED 413/513: Module Dropbox Assignment SPED 513 Only: Module Dropbox Assignment Assignment 1: Chapter Summaries Assignment 2: Ecological Inventory

5. **Instructional Planning and Strategies**: Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Create instructional programs for academic or functional skills that are linked to Alternate Achievement Standards and utilize Systematic Instruction procedures. Develop a task analysis of a multi-step skill Create or adapt grade-level academic lesson plans in a UDL or DI format that are linked to Common Core Standards and Alternate Achievement Standards. Use a sample case study to write a complete IEP and plan instruction for a hypothetical student. (513) Discuss issues related to teaching in a multi-skill level setting, and how to provide the best educational experience to each student.	SPED 413/513: Module Dropbox Assignment SPED 513 Only: Module Dropbox Assignment Assignment 2: Ecological Inventory Assignment 3: IEP Development
6. **Professional Learning and Ethical Practice**: Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Identify ethical issues related to teaching students with significant disabilities, while addressing diverse backgrounds and perspectives. (520) Identify the multitude of ethical and social considerations involved in the education and support of students with severe disabilities, who are often isolated and do not receive an equitable school experience.	SPED 413/513: Module Dropbox Assignment SPED 513 Only: Module Dropbox Assignment Assignment 1: Chapter Summaries

| 7. **Collaboration**: Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. | Discuss different personalities, collaboration strategies, and conflict resolution as it relates to members of the IEP team (which includes the student and family). Identify their personal collaboration and conflict management styles. (513) Discuss strategies to achieve effective collaboration and compromise as related to different priorities and expectations | SPED 413/513: Module Dropbox Assignment SPED 513 Only: Module Dropbox Assignment Assignment 1: Chapter Summaries |

SPED 431: Assessment and Identification

Objectives (combination of CEC standards and ARSD 24:16	Standards	Assessment
1. Assessment, evaluation, and screening instruments and strategies to include: (a) Development, selection, administration, and interpretation of formal and informal instruments and strategies used to determine the level of individual student performance in academic, cognitive, communicative, social, emotional, behavioral, psychomotor, prevocational/vocational, social, and independent living skills areas	DOE 24:16:08:45 (2)(a)CEC #8	Weekly assignments, major assignment
2. Application of evaluation and other information in determining whether a student has a disability and requires special education or special education and related services	DOE 24:16:08:45 (2)(b) CEC #8	Weekly assignments, major assignment
3. Application of evaluation and other information in development and implementation of an individual education program appropriate to students' needs	DOE 24:16:08:45 (2)(b)CEC #7	Weekly assignments, major assignment

SPED 406/506: Introduction to Assistive Technology

Note: Students enrolled in SPED 506 also develop a final project on a topic of interest related to the course content.

CEC Standard	Learning Outcomes	Assessment
1. **Learner Development and Individual Learning Differences***:* Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Identify the characteristics of disabilities that cause students to benefit from use of Assistive Technology (AT) and/or Augmentative and Alternative Communication (AAC) devices. (506) Discuss the social and ethical considerations involved in the selection and use of AT and AAC.	SPED 406/506: Module Dropbox Assignment SPED 506 Only: Module Dropbox Assignment Assignment 1: Planning AT Supports for a Student with a Disability Assignment 2: Planning AAC for a Student with a Disability
2. **Learning Environments***:* Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Demonstrate an understanding of the physical, social, and emotional environmental variables that impact the performance of students who use AT and AAC Identify ways to support the social development of students who have limited communication or are stigmatized by use of AT.	SPED 406/506: Module Dropbox Assignment SPED 506 Only: Module Dropbox Assignment Assignment 1: Planning AT Supports for a Student with a Disability Assignment 2: Planning AAC for a Student with a Disability
3. **Curricular Content Knowledge***:* Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	Develop plans for incorporating specific AT into the curriculum, and AAC across the student's environments,	SPED 406/506: Module Dropbox Assignment SPED 506 Only: Module Dropbox Assignment Assignment 1: Planning AT Supports for a Student with a Disability Assignment 2: Planning AAC for a Student with a Disability

4. **Assessment**: Use multiple methods of assessment and data sources in making educational decisions.	Understand the importance of culturally appropriate assessment Explain the specific steps of conducting an AT or AAC assessment. Identify multiple ways to collect functional, academic, and behavioral data (formally and informally). (513) Consider ethical issues surrounding the assessment of this population of students.	SPED 406/506: Module Dropbox Assignment SPED 506 Only: Module Dropbox Assignment Assignment 1: Planning AT Supports for a Student with a Disability Assignment 2: Planning AAC for a Student with a Disability
5. **Instructional Planning and Strategies**: Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Create instructional programs for academic or functional skills that are linked to relevant standards and utilize best practice procedures. (506) Discuss issues related to teaching in a multi-skill level setting, and how to provide the best educational experience to each student.	SPED 406/506: Module Dropbox Assignment SPED 506 Only: Module Dropbox Assignment Assignment 1: Planning AT Supports for a Student with a Disability Assignment 2: Planning AAC for a Student with a Disability
6. **Professional Learning and Ethical Practice**: Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Identify ethical issues related to teaching students with communication delays, while addressing diverse backgrounds and needs. Discuss ways to use best practice procedures to provide a high quality, individualized education.	SPED 406/506: Module Dropbox Assignment SPED 506 Only: Module Dropbox Assignment Assignment 1: Planning AT Supports for a Student with a Disability Assignment 2: Planning AAC for a Student with a Disability
7. **Collaboration**: Collaborate with families, other educators, related	Discuss different personalities, collaboration strategies, and conflict resolution as it relates to	SPED 406/506: Module Dropbox Assignment

| service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. | members of the IEP team (which includes the student and family).

Identify their personal collaboration and conflict management styles.

(506) Discuss strategies to achieve effective collaboration and compromise as related to different priorities and expectations related to selection and use of AT and AAC. | SPED 506 Only: Module Dropbox Assignment

Assignment 1: Planning AT Supports for a Student with a Disability

Assignment 2: Planning AAC for a Student with a Disability |

SPED 453/553: Introduction to Autism Spectrum Disorder

Note: Students enrolled in SPED 553 also develop a final project on a topic of interest related to the course content.

CEC Standard	Learning Outcomes	Assessment
1. **Learner Development and Individual Learning Differences**: Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Identify the myriad signs of ASD from infancy through adulthood, including different levels of severity. Examine the many controversial options available to families and individuals. (553) Analyze recent research studies about controversial treatments.	SPED 453/553: Module Dropbox Assignment SPED 453/553 Only: Module Dropbox Assignment Assignment 1: Domain of Interest Assignment 2: Book Report Assignment 3: IEP and Planning Project
2. **Learning Environments**: Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Demonstrate an understanding of the physical, social, and emotional environmental variables that impact the education and lives of people with ASD Identify ways to support the social development of students who display "atypical" behaviors (553) Create a vision statement about inclusion and students with ASD using published research.	SPED 453/553: Module Dropbox Assignment SPED 453/553 Only: Module Dropbox Assignment Assignment 1: Domain of Interest Assignment 2: Book Report
3. **Curricular Content Knowledge**: Use knowledge of general and specialized curricula to individualize learning for	Develop plans for incorporating specific IEP goals and accommodations	Module Dropbox Assignment SPED 553: Module Dropbox Assignment

individuals with exceptionalities	across the student's environments. (553) Identify evidence-based practices	Assignment 3: IEP and Planning Project
4. **Assessment**: Use multiple methods of assessment and data sources in making educational decisions.	Understand the importance of culturally appropriate assessment Identify multiple ways to collect functional, academic, and behavioral data (formally and informally). (553) Consider ethical issues surrounding the assessment of this population of students.	Module Dropbox Assignment SPED 553 Only: Module Dropbox Assignment Assignment 1: Domain of Interest
5. **Instructional Planning and Strategies**: Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Create instructional programs for academic or functional skills that are linked to relevant standards and utilize best practice procedures. Identify research-based practices in ASD (553) Discuss issues related to teaching in a multi-skill level setting, and how to provide the best educational experience to each student.	SPED 453/553: Module Dropbox Assignment SPED 553: Only: Module Dropbox Assignment Assignment 1: Domain of Interest Assignment 3: IEP and Planning Project
6. **Professional Learning and Ethical Practice**: Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in	Identify ethical issues related to teaching students with ASD, while addressing diverse backgrounds and needs. Discuss ways to use best practice procedures to provide a high quality, individualized education.	SPED 453/553: Module Dropbox Assignment SPED 553 Only: Module Dropbox Assignment Assignment 1: Domain of Interest Assignment 2: Book Report

lifelong learning, and to advance the profession.	Study the history of ASD in the United States and worldwide	Assignment 3: IEP and Planning Project Assignment
7. Collaboration: Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	Discuss different personalities, collaboration strategies, and conflict resolution as it relates to members of the IEP team (which includes the student and family). Identify their personal collaboration and conflict management styles. (5130 Discuss strategies to achieve effective collaboration and compromise as related to different priorities and expectations related to ASD. Also, address how the unique history of ASD may impact their responses.	SPED 453/553: Module Dropbox Assignment SPED 453/553 Only: Module Dropbox Assignment Assignment 1: Domain of Interest Assignment 2: Book Report Assignment 3: IEP and Planning Project

SPED 495/695: Practicum: Case Studies in Special Education

Note: Students enrolled in SPED 695 complete a second Case Study Notebook.

CEC Standard	Learning Outcomes	Assessment
1. **Learner Development and Individual Learning Differences**: Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Record Review (cumulative folder and current IEP) Examine the many controversial options available to families and individuals. Write accurate summaries about the student	Weekly discussions Case Study Notebook
2. **Learning Environments**: Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Demonstrate an understanding of the physical, social, and emotional environmental variables impact learning by collecting observational notes, interviewing relevant teachers and family, and writing a report about the findings.	Weekly discussions Case Study Notebook
3. **Curricular Content Knowledge**: Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	Develop an IEP, including plans for incorporating specific IEP goals and accommodations across the student's environments. Link goals to Common Core Standards	Weekly discussions Case Study Notebook
4. **Assessment**: Use multiple methods of assessment and data sources in making educational	Identify multiple ways to collect functional, academic, and behavioral data (formally and informally).	Weekly discussions Case Study Notebook

decisions.	Plan for ongoing assessment of IEP goals.	
5. Instructional Planning and Strategies: Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Develop a list of recommendations based on the data collected. Create instructional programs for academic or functional skills that are linked to information collected about the student. Select evidence-based practices for lesson plans.	Weekly discussions Case Study Notebook
6. Professional Learning and Ethical Practice: Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Reflect on the role of the teacher in different special education environments and discuss their strengths and areas that need continued development.	Weekly discussions Case Study Notebook
7. Collaboration: Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	Discuss observations about collaboration between families and staff with different priorities and needs	Weekly discussions Case Study Notebook

SPED 460/560: Collaboration and Teaming in Special Education

Note: Students enrolled in SPED 695 complete a second Case Study Notebook.

CEC Standard	Learning Outcomes	Assessment
1. **Learner Development and Individual Learning Differences**: Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Understand the impact of disability on families Identify how family impact can vary based on disability type, family functioning level, and cultural issues (560) Review literature related to a specific disability or culture of interest	Weekly Discussions Weekly Dropbox 560 Only: Weekly Dropbox Assignment 1: Case Study Assignment 2: Scenarios Assignment 3: Goals and Objectives Assignment 4: Letter to Parents, IEP, and Plan of Support
2. **Learning Environments**: Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Demonstrate an understanding of the physical, social, and emotional environmental variables impact learning (560) Identify effective strategies for involving parents in the identification of possible learning environments (as a member of the IEP team)	Weekly Discussions Weekly Dropbox 560 Only: Weekly Dropbox Assignment 1: Case Study Assignment 2: Scenarios Assignment 4: Letter to Parents, IEP, and Plan of Support
3. **Curricular Content Knowledge**: Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	Develop an IEP, including plans for incorporating specific IEP goals and accommodations across the student's environments. Include parent input in the development of the IEP by getting their feedback,	Weekly Discussions Weekly Dropbox 560 Only: Weekly Dropbox Assignment 4: Letter to Parents, IEP, and Plan of Support

	making sure they are prepared for the meeting, and planning how to support parents all year. (560) Research the concerns of parents related to being an active team member	
4. **Assessment**: Use multiple methods of assessment and data sources in making educational decisions.	Identify multiple ways to collect functional, academic, and behavioral data (formally and informally). Plan for ongoing assessment of IEP goals. (560) Discuss ways to involve families from a variety of backgrounds in their child's education	Weekly Discussions Weekly Dropbox 560 Only: Weekly Dropbox Assignment 4: Letter to Parents, IEP, and Plan of Support
5. **Instructional Planning and Strategies**: Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Identify evidence-based strategies to teach IEP goals. Develop lesson plans for target skills (560) Investigate research into parent preferences on content of goals and how they are taught.	Weekly Discussions Weekly Dropbox 560 Only: Weekly Dropbox Assignment 3: Goals and Objectives Assignment 4: Letter to Parents, IEP, and Plan of Support
6. **Professional Learning and Ethical Practice**: Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education	Identify the ethical issues associated with teaching students with disabilities. Identify the possible cultural and lifestyle differences that impact ethical interactions	Weekly Discussions Weekly Dropbox 560 Only: Weekly Dropbox

practice, to engage in lifelong learning, and to advance the profession.	(560) List different professional development opportunities on a local, state, and national level.	
7. **Collaboration**: Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	Understand family theory that explains family functioning Identify major issues with collaboration on IEP teams. List strategies that support collaboration among stakeholders. (560) Discuss the major issues and concerns for different types of families, and how these influence family functioning and collaboration.	Weekly Discussions Weekly Dropbox 560 Only: Weekly Dropbox Assignment 1: Case Study Assignment 2: Scenarios Assignment 4: Letter to Parents, IEP, and Plan of Support

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
   New Program: DSU PhD in Cyber Defense

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 2:23 – Program and Curriculum Approval
   BOR Policy 2:1 – External Review of Proposed Graduate Programs

BACKGROUND / DISCUSSION
   Dakota State University requests permission to offer a Ph.D. program in Cyber Defense. The Board approved the intent to plan at the May 2018 meeting. The program would address growing cyber threats and workforce needs, providing graduates with a foundation in security issues, practices, politics, risk analysis, and cultures of terrorism, as well as a foundation in research methodology and practice. Graduates would be prepared for careers in private industry, government, the military, and academia. DSU notes that cybersecurity positions are difficult to fill nationally with an unmet needs gap of 1.8 million jobs expected by 2022. Implementing the program requires the creation of seven new courses.

   The external review as required by BOR Policy 2:1 was conducted on March 5, 2019, by Rayford Vaughn of the University of Alabama in Huntsville, AL.

IMPACT AND RECOMMENDATION
   The proposed program is within the mission of DSU; BOR Policy 1:10:5 and SDCL 13-59-2.2 establish the primary mission as providing undergraduate and graduate programs in technology-infused programs related to computer management. No related programs exist in the state university system. DSU expects to graduate eight students per year from the program after full implementation. Approval of the program would represent the third doctoral program at DSU. DSU seeks authorization to offer the program online.

   DSU does not anticipate asking for new state resources for the program.

   Board office staff recommends approval of the program.

(Continued)
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DRAFT MOTION 20190402_6-F(2):
   I move to authorize DSU to develop a program proposal for a PhD in Cyber Defense, including online delivery, as presented.

ATTACHMENTS

      Attachment I – New Program Request Form: DSU – PhD in Cyber Defense

      Attachment II – External Program Review Report: DSU – PhD in Cyber Defense

      Attachment III – DSU Response to External Program Review

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Graduate Degree Program

Use this form to propose a new graduate degree program. 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 Graduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer. The university should consult the "Campus Guide to the New Graduate Program Approval Process" for information on specific aspects of the approval process.

UNIVERSITY:	DSU
PROPOSED GRADUATE PROGRAM:	**Cyber Defense**
EXISTING OR NEW MAJOR(S):	**New**
DEGREE:	**Ph.D.**
EXISTING OR NEW DEGREE(S):	**Existing**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**
PROPOSED CIP CODE:	**11.1003**
SPECIALIZATIONS:[1]	
IS A SPECIALIZATION REQUIRED (Y/N):	**No**
DATE OF INTENT TO PLAN APPROVAL:	**5/9/2018**
UNIVERSITY DEPARTMENT:	
UNIVERSITY DIVISION:	**Beacom College of Computing and Cyber Science**

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.

J. M. Griffile   **1/23/2019**

_____   _____
President of the University   Date

1. What is the nature/purpose of the proposed program?

Dakota State University requests permission to offer a Ph.D. program in Cyber Defense. The program will be offered on the Madison campus and online. It is responding to a nationwide need for professionals in cyber defense. Development of this new degree program is a university priority and strategic focus. A Ph.D. in Cyber Defense program is necessary to deal with our

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[1] If the proposed new program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board of Regents approval.

Program Forms: New Graduate Degree Program Form (Last Revised 05/2017)

nation's growing cyber defense threats and workforce needs. The program addresses important technical aspects of cyber defense, yet infuses cyber defense leadership, ethics and management concepts to ensure well rounded graduates. The program can be completed on a full-time or part-time basis, with classes offered in three academic terms: fall, spring, and summer.

In the spring of 2016 Dakota State University was given permission by the SDBOR to offer a doctoral degree in Cyber Operations. In the fall of 2016 DSU admitted its first full cohort of program students. Three years of entry classes are summarized in Table 1.

Table 1. Three-year Growth in DSU's Ph.D. in Cyber Security

	Fall 2016	Fall 2017	Fall 2018
# Applicants	47	66	102
# Admissions	19	18	20
% Admitted	40.4%	27.2%	19.6%

The trajectory of interest in our doctoral program in Cyber Operations shows that over the short duration of the program applications have doubled, while the percentage of admissions are halved. The "yield" rate (proportion of students admitted to those enrolled) remains an enviable 90+%. These metrics speak to the quality of the program and consumer interest in the field. Other information of a more anecdotal note, reveals two interesting trends:

1. Less than half of the applicants have the technical skills needed to thrive in the Cyber Operations program. Without at least an MS degree in computer science, students will struggle with course concepts such as software exploitation, encryption, and reverse engineering.

2. Very few applications received by the university are from women. And even less are admitted to the program.

As we have studied our application and enrollment data, we see opportunities to create a path to a cyber-centric doctoral degree by distinguishing between the related domains of "Cyber Operations" and "Cyber Defense." Our degree in cyber operations will remain technically oriented, while the proposed degree in cyber defense will allow students with related undergraduate and master's degrees (i.e., network and system administration, software engineering, and artificial intelligence) —not coincidentally, areas with larger proportions of women—to complete a doctoral degree in the Cyber Security field.

Specifically, the Cyber Defense doctoral program will provide graduates with a foundation in the security issues, practices, politics, risk analysis, and cultures of terrorism, as well as a foundation in research methodology and practice. The program provides in-depth cyber defense education for high-end cyber defense professionals capable of working in industry, government, the military, and academia.

Students will learn how to:
*   Work in a variety of research methodologies to support innovation in technical careers
*   Research and develop tools to advance the fields of: network defense, cyber and privacy risk management, software assurance, Internet of Things security (IoT), 5G network

security, digital forensics, penetration testing, incident response, vulnerability scanning, network security monitoring and response, data privacy, multinational cybersecurity defense, IT governance and compliance, and privacy enhancing technologies.
- Research how cyber/physical systems converge
- Blend security and privacy to achieve maximum defense and flexibility
- Research and apply ethical frameworks to security decisions to integrate cyber ethics into their leadership and decision-making
- Research and develop models to measure cybersecurity and data privacy effectiveness in both public and private sector organizations.

2. **How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?**[2]

The statutory mission statement for Dakota State University is provided in SDCL 13-59-2.2:
The primary purpose of Dakota State University in Madison in Lake County is to provide instruction in computer management, computer information systems, electronic data processing and other related undergraduate and graduate programs . . .

A STEM University
In pursuing this state mandated mission in computing and informational sciences, enrollment at DSU shows 1555 STEM students, or approximately 66.7% of student population[3]. Enrollment at DSU in STEM fields show just how committed the institution is to its mission and encourages us to maintain a steady focus on these fields in our mission-driven decision making. Our mission specificity and U.S. workforce data suggests large increases in workforce demand for cyber security professionals. We have responded through our DSU Rising Initiatives, which include but are not limited to:

1) The Aug. 20, 2017 opening of the Beacom Institute (the first LEED version 4 building in South Dakota) dedicated to computing and cyber sciences instruction including a Computer game design suite, Animation lab, Network and security administration lab all in its 31,000 Sq. ft. imprint.

2) The Fall 2019, opening of the Madison Cyber Labs, a research and development facility with hub of cybersecurity and cyber operations expertise, education, applied research and economic development.

3) Collaborations with prominent STEM-related federal agencies to promote cyber science education, research and workforce development. That collaboration is mapped below.

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[2] South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.
[3] US Department of Homeland Security, Fact Book SD Board of Regents, and the Consortium for Student Retention Data Exchange (2018).
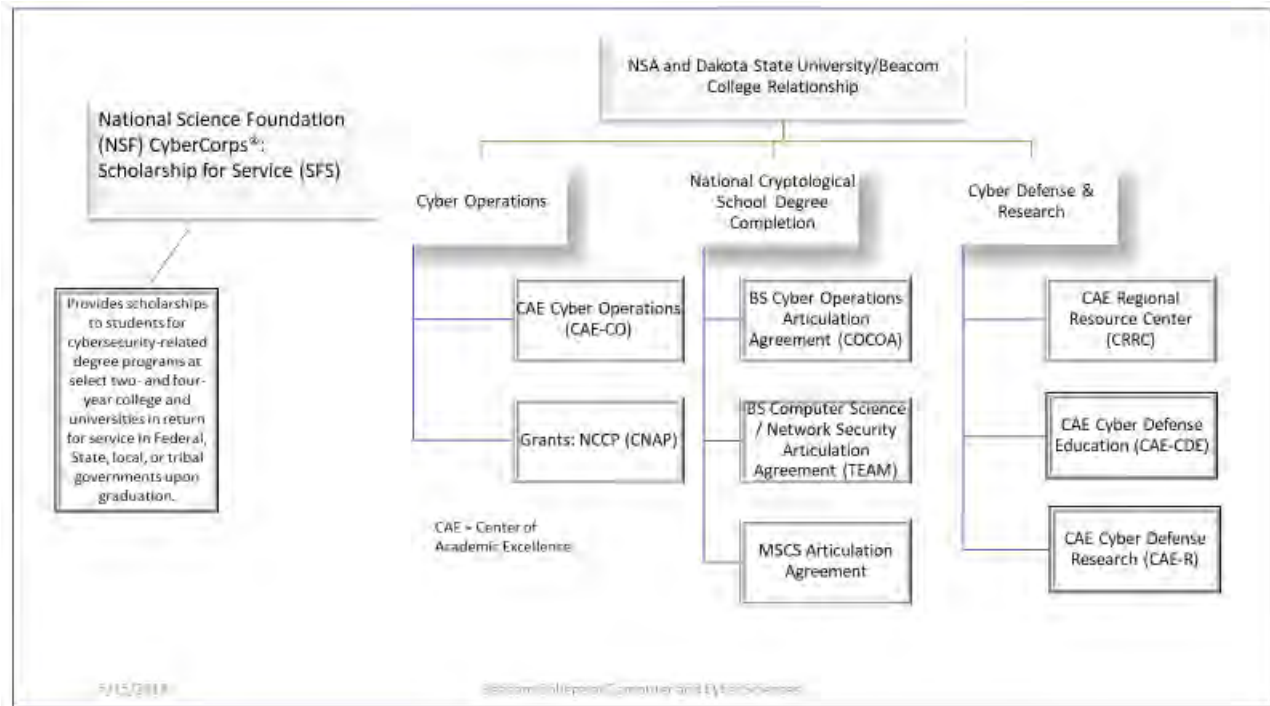
BOR Policy 1:10:5 authorizes Dakota State to offer graduate programs "that are technology-infused" and that provide service to state and the region. To date, the Board has approved seven master's programs and two doctoral programs for the University:

Doctoral Degrees
- Ph.D. in Information Systems (approved in 2005)
- Ph.D. in Cyber Security (approved in 2014)

Masters Degrees
- M.S. in Information Systems (approved in 1999)
- M.S.Ed. in Computer Education & Technology (approved in 1999)
- M.S. in Information Assurance (approved in 2003)
- M.S. in Health Informatics and Information Management (approved in 2009)
- Master of Business Administration (approved in 2010)
- M.S. in Computer Science (approved in 2012)
- M.S. in Analytics (approved in 2014)

This program clearly falls within the scope of DSU's expertise and more systemically defines the domain of service we are institutionally mandated to serve and is another step in fulfilling DSU's institutional mission.

The SDBOR Strategic Plan 2015-2020 includes the following vision statements:
- South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce. Because the program will be offered online, this gives those who are full-time employed, the opportunity to complete the degree;

Program Forms: New Graduate Degree Program Form (Last Revised 05/2017)

- South Dakota will have a working-age population with advanced levels of education needed to support our democracy and the modern, knowledge-based economy; and

- South Dakota will be a recognized national leader in the use of information technology to enhance its educational, economic, social, scientific, and political development.

The DSU Strategic Plan also mentions the need to attract out-of-state students as high school enrollments in South Dakota are flat. This innovative program fits nicely with other DSU nationally recognized programs. The fact is that cyber defense is emerging as a profession and academic area of study. Dakota State is already a National Security Agency (NSA) and Department of Homeland Security (DHS) National Center of Academic Excellence in Education, Research and Cyber Operations and this academic program fits nicely with an existing partner: DHS.

Adding a Ph.D. in Cyber Defense will provide an opportunity for either business or technology professionals to augment their skill set in cyber defense. It also deals with a real threat in our modern, knowledge-based economy and serves as another program which integrates technology across multiple disciplines. Cybersecurity Officers and Chief Cybersecurity Officers are being hired to take the lead on cyber defense in corporations and government agencies. This program provides the education to understand the threats and form a cybersecurity strategy to best protect the organization.

3. **Describe the workforce demand for graduates of the program, 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.*

The vast majority of our applicants will be employed when they are accepted and enroll in the program.   For them, enrollment in our program means filling a skill set that exists in their current organization or providing job enhancement or transition potential aligned with their personal goals.

Cybersecurity roles rank among the most difficult to fill in the enterprise, with the talent gap in this field expected to reach 1.8 million jobs by 2022. Some studies are even more concerning such as one complete by the Information Systems Audit and Control Association (ISACA), a non-profit information security advocacy group, which predicts there will be a global shortage of two million cyber security professionals by 2019. Every year in the U.S., 40,000 jobs for information security analysts go unfilled, and employers are struggling to fill 200,000 other cyber-security related roles, according to cyber security data tool CyberSeek. And for every ten cyber security job ads that appear on careers site Indeed, only seven people even click on one of the ads, let alone apply. Regarding the workforce, Table 1 outlines a brief list of jobs students would be eligible for:

Table 1 – Cyber Defense Jobs

• Penetration Tester - Technical cyber defense professional who identifies and communicates software and network vulnerabilities that are externally facing to the public. Findings are typically passed off to cyber security engineers to remediate. **This is the projected number one labor shortage in the cyber field.**
• Cyber Security Engineer - Cybersecurity engineers often come from a technical background within development, usually with knowledge of Python and Java. They

can get behind the code and take a deep dive in to see what performance issues might occur from vulnerabilities, and what tweaks they can make. **This is the projected number two labor shortage in the cyber field.**
• Chief Information Security Officer (CISO) or Information Security Officer (ISO). Ultimately responsible for a company's cybersecurity strategies. They also make sure employees are up to date on security best practices. They typically hire and manage the network and software security professionals. **This is the projected number three labor shortage in the cyber field.**
• Security Analysts – This is the 16th fastest growing job between 2016 – 2016 (28%). It is also the 3rd highest paying job on this fastest growing list of jobs ($95,500 per year).
• Security Managers/Directors – Mid management who typically hire cyber defense professionals and implement/operationalize the cybersecurity strategy.
• Professor – Teach or research of one or more cyber defense disciplines.
• Cryptographer and Cryptanalyst – devise and implement encryption techniques to safely store or transmit sensitive information.
• Cyber Defense Researcher – Subject matter expert in one or more cyber defense disciplines who evolves or applies the science of cyber defense.
• Vulnerability Scanner – Technical cyber defense professional who identifies and communicates all levels of software and network vulnerabilities to cyber security engineers to remediate
• Cyber Security Consultants – Technical and managerial advisors who devise and/or implement cyber defense strategies.
• Cyber Defense Practitioners - Technical and managerial professionals who devise and/or implement cyber defense strategies.
• Information Technology Auditor - Technical and managerial professionals who test cyber defense strategies.

On the federal level government agencies, military, and intelligence departments are responsible for our country's various cyber defense operations. Various programs are utilized in these operations, like the National Incident Management System. This system is used as the standard operational procedure of all sectors of cyber defense and how they respond to terrorist attacks. The Cyber Defense Exercise and Evaluation Programs are also utilized, but they are typically used as federal template for training exercises. The main goal of the federal-level of the cyber defense department is to make sure that the government, at all levels, functions in an effective and coordinated manner. Cyber Defense graduates would be able to enter the federal workforce and hit the ground running to assist in national cyber defense. Employees work throughout the country for the Department of Cyber Defense and the agencies under its umbrella, including:

- National Security Agency
- Department of Homeland Security
- Federal Emergency Management Agency
- U.S. Customs and Border Protection
- U.S. Citizenship and Immigration Services
- U.S. Immigration and Customs Enforcement
- Transportation Security Administration

All these job fields are projecting growth over the next 10 years. For example, Cybersecurity Analysts who analyze threat data and write report/communicate results have a median pay of $90,120 per year and will grow 18% over the next 10 years (much faster than average). The federal workforce also benefits to gain from this program. For example, DHS employs approximately 240,000 people in areas ranging from human resources to border patrol to the Secret Service. Graduates from this program will help fill these critical workforce shortages. As a few examples, at least one organization predicts a global shortage of Security Analysts and Security Managers.[4] A second study indicates cyber security professionals are among the hardest tech jobs to fill in organizations with security professionals among the five most in-demand positions.[5] Specific occupations with expected growth related to this degree include Information Security Analysts who analyze threat data and communicate results; such positions have a median pay of $92,600 per year and expected growth of 28% over the next 10 years (much faster than average).[6] In South Dakota, there are currently 201 such positions and growing with an average wage of $79,000 - $88,000.[7] Table 1 identifies 12 critical cyber defense jobs, all with current and forecasted job shortages.

In addition, data privacy jobs (leaders, researchers, technicians, compliance professionals, engineers, lawyers, etc.) are beginning to boom as the issue becomes serious in corporations and governments. Chief Privacy Officers and Data Privacy Officers are senior executives in industry or government with both managerial and technical understanding of privacy to lead teams, agencies and organizations to the right privacy posture. According to payscale.com, average base salary is $147,362, with total compensation packages (with bonus, etc.) well over $200,000. Privacy Analysts identify and prevent current and future threats to user security and privacy. Process incoming samples and create detection policies for identifying them in the future. According to payscale.com, average base salary is $98,120. Privacy Engineers are the software developers researching and developing privacy enhancing technologies. Google, Square, Share, Facebook, Uber, AWS and many others currently have job openings posted on Indeed.com. The demand for privacy consultants, privacy auditors, incident handlers and privacy testers are emerging to develop privacy strategies, build governance strategies and ensure compliance. Five sample jobs listed on IAPP.ORG (The International Association of Privacy Professionals) that illustrates this growing need:

- Director, Information Governance Professional, Visa, Inc., Foster City, CA - A member of Visa's Global Privacy Office, you will assist in developing a long-term information governance strategy and be responsible for specific strategic and tactical technical and non-technical initiatives.

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[4] Jeff Kauflin, "The Fast-Growing Job With A Huge Skills Gap: Cyber Security," Forbes.com (March 16, 2017), available from https://www.forbes.com/sites/jeffkauflin/2017/03/16/the-fast-growing-job-with-a-huge-skills-gap-cyber-security/#5ac09cf75163 (viewed March 30, 2018).

[5] Alison DeNisco Rayome, "These 5 Tech Jobs are the Hardest to Fill at Any Organization," techrepublic.com (July 12, 2017), available from https://www.techrepublic.com/article/these-5-tech-jobs-are-the-hardest-to-fill-at-any-organization/ (viewed March 30, 2018).

[6] Bureau of Labor Statistics, US Department of Labor, *Occupational Handbook,* Information Security Analysts https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm; (viewed January 30, 2018)

[7] Projections Central – State Occupational Projections, Short Term Occupational Projections, South Dakota, Information Security Analysts, at http://www.projectionscentral.com/Projections/ShortTerm (viewed January 30, 2018)

- Principal Customer Privacy Specialist, Pacific Gas & Electric, San Francisco, CA
  Provide technical subject-matter guidance and support to the enterprise to ensure the understanding of risks, threats, appropriate controls, effective business processes, and important strategies related to customer and employee privacy and data.

- Chief Privacy Officer, Meredith Corporation, Des Moines, Iowa
  Responsible for leading the privacy compliance, education, and protection strategy across all businesses and geographies for one of the nation's leading media companies whose content reaches nearly 200 million American consumers monthly.

- Senior Manager EMEA CoE Data Protection and Privacy Program, Medtronic, Heerlen, Limburg, Netherlands, UK, Brussels, Tolochenaz, île de France
  The Senior Manager, Data Protection and Privacy Program supports the Medtronic EMEA region (Europe, Middle East and Africa) Data Protection and Privacy Program Center of Excellence ("Global Program") and manages EU located team members

- Privacy Analyst 2, Nordstrom, Seattle, WA
  Demonstrated experience successfully working on privacy related projects, has experience investigating privacy/security incidents, deep technical skills, and is also able to bring excellent customer services skills to the job every day.

Federal - On the federal level government agencies, military, and intelligence departments are responsible for our country's various cyber defense operations. Various programs are utilized in these operations, like the National Incident Management System. This system is used as the standard operational procedure of all sectors of cyber defense and how they respond to terrorist attacks. The Cyber Defense Exercise and Evaluation Programs are also utilized, but they are typically used as federal template for training exercises. The main goal of the federal-level of the cyber defense department is to make sure that the government, at all levels, functions in an effective and coordinated manner. DS.CD graduate would be well-educated to enter the federal workforce and hit the ground running to help in national cyber defense. Employees work throughout the country for the Department of Cyber Defense and the agencies under its umbrella, including:

- National Security Agency
- Department of Homeland Security
- Federal Emergency Management Agency
- U.S. Customs and Border Protection
- U.S. Citizenship and Immigration Services
- U.S. Immigration and Customs Enforcement
- Transportation Security Administration

Working for these agencies often requires a security clearance, which can typically only be obtained by U.S. citizens who meet specific guidelines. Median annual wages for cyber defense professionals range from $37,000 for transportation security screeners to roughly $80,000 for some of the highly-technical, high demand cyber defense fields.

At the state level, DHS and other government agencies are looking to fill their workforce needs with high-end cyber talent. DSU has already placed two MSIA students do conduct reverse

engineering and malware analysis in state government, and these DS.CD graduates would be even better prepared to secure the state's cyber infrastructure. At the state level, universities are looking to augment their traditional technology faculty and these graduates would be perfect for entry-level professorial positions.

*Local –*While the federal and state needs are obvious, the local needs are just as critical. For example, the Urban Areas Security Initiative has given significant funding to these following cities and their cyber defense departments:

- New York City – $1.4 billion
- Los Angeles – $644 million
- Washington D.C. – $568 million
- Chicago – $478 million
- San Francisco – $359 million

Private Sector – As technology expands in organizations, so do security risks and organizations are responding by hiring analysts, specialists and officers to enact cyber defense practices to augment the technical staff and keep organizations safe. The private sector needs more cyber defense researchers and high-end practitioners to keep up with the hackers, nation states and cyber armies coming into this domain. Information security officers, penetration testers and vulnerability scanners and three such jobs which require a deep understand of cyber technology and management concepts to protect organizations against the host of attacks of today and the sophistication and variety of the attacks on the horizon.

4. How will the proposed program benefit students?

The program offers a growing number of students an opportunity for specialized training in securing computer networked assets and addressing user information privacy. As tables 2 and 3 show, the number of students graduating from DSU and other regental schools in computer science-related majors has grown exponentially. This trend appears to also be mirrored regionally and nationally. This program offers an opportunity for highly specialized skills sets in a field requiring more specialized training.

Table 2. DSU Undergraduate Enrollments in Computer Science-Related Technology Majors

Fall Enrollments	2012	2013	2014	2015	2016	2017	2018
B.S. Computer Science	168	182	217	291	348	339	350
B.S. Computer and Network Security (Cyber Operations)	173	209	245	255	313	403	464
B.S. Computer Game Design	103	116	110	112	98	102	99
B.S. Network and Security Admin	41	79	107	138	158	146	147
*Annual Fall Enrollment Totals	484	586	679	796	917	990	1,060

Source: DSU 20012-2018 Fall Enrollment Reports. B.S. in Computer Game Design was approved in 2008; B.S. in Network and System Administration was approved in 2009.
* A student may be counted more than once in a program due to specializations.

Table 3. SD Public University Graduates in Computer Science and Information Systems

Baccalaureate Degrees Conferred	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
2012 Graduates	0	92	3	20	12	7	134
2013 Graduates	0	95	5	19	22	5	146
2014 Graduates	0	112	3	13	24	9	161
2015 Graduates	0	110	1	21	24	8	164
2016 Graduates	0	124	5	30	17	11	187
2017 Graduates	0	151	2	18	31	10	212
2018 Graduates	0	183	3	27	30	16	259
Total Graduates	0	867	22	148	160	66	1263

From the 2013-2019 SDBOR Fact Books

On average, about 16 percent of DSU's baccalaureate graduates enroll in graduate school. That number is slightly higher for DSU's baccalaureate graduates in the computer science-based degree programs, with an average of 22 percent of that group going on to graduate school . Majors included computer science, computer and network security, and computer information systems.

Opportunities for funded and disciplinary research. The proposed program is intended to attract and retain high-quality faculty members with active research agendas in cyber defense and security. Dakota State University has been successful in attracting external support for research and additional graduate students are needed to assist DSU faculty with grant-supported projects (see appendix). Students enrolled in this proposed program would have opportunities to participate in that research which would shape their own emerging research agenda.

5. **Program Proposal Rationale:**

    A. **If a new degree is proposed, what is the rationale[8]**

A new degree is not being proposed. DSU currently offers a Ph.D. in Information Systems and Ph.D. in Cyber Operations.

    B. **What is the rationale for the curriculum?**

The curriculum is designed to address the need for high-end security experts with technical, managerial and leadership skills. The PhD curriculum is mapped to the top 3 security certifications according to Job Board Search Results.

Certification	Simply Hired	Indeed	LinkedIn	TechCareers	Total
CISSP	9,760	12,967	20,129	6,875	**49,731**

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[8] "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

Program Forms: New Graduate Degree Program Form (Last Revised 05/2017)

CISM	3,088	4,049	6,663	6,409	**20,209**
CEH	2,100	2,849	4,471	1,360	**10,780**

CISSP = Certified Information Security Systems Professional
CISSM = Certified Information Security Manager
CEH = Certified Ethical Hacker

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. *Complete the tables below and explain any unusual aspects of the proposed curriculum?*

A recent survey of cybersecurity professionals outlined the top security certifications in the field:
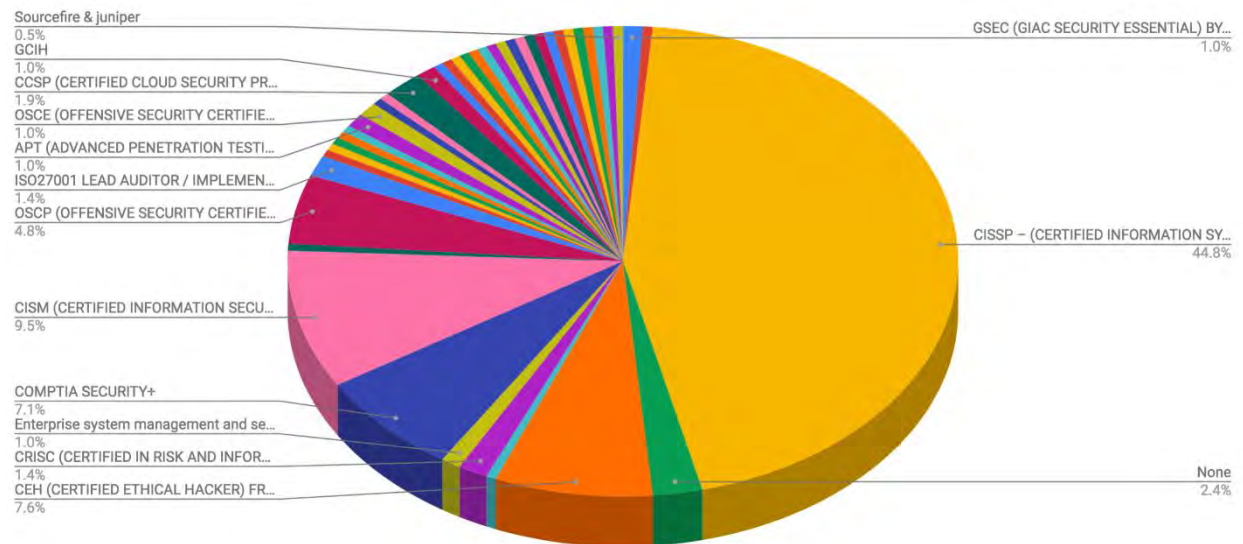
These certifications speak to industry and government needs for content consistent with the CISSP, CISM and CEH. DSU has mapped its proposed coursework to the content of each of these certifications.

Domain	Name	DSU Course(s)
1	Information Security Governance and Risk Management	INFA713 INFA745
2	Access Control	INFA701 INFA713
3	Cryptography	INFA723
4	Security Architecture and Design	INFA701 INFA710
5	Telecommunications and Network Security	INFS754 INFA754
6	Software Development Security	CSC748

		INFA735
7	Business Continuity and Disaster Recover Planning	INFA701
		INFA713
8	Legal, Regulations, Investigations, and Compliance	INFA710
		INFA758
9	Physical Security	INFA732
10	Operations Security	INFA731
		INFA732
		INFA733

The CISM certification has 6 domains and is most focused on cyber security management concepts. Courses INFA701, INFA710, INFA713, INFA715, INFA731, INFA732, and INFA733 map directly to these six domains.

D. Summary of the degree program (complete the following tables):

Ph.D. Cyber Defense	Credit Hours	Percent
Required courses, all students	24	32%
Research Core	9	13%
Dissertation	27	38%
Electives	12	17%
Total Required for the Degree Total	72	

Required Courses

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
INFA	701	Principles of Information Assurance	3	no
INFA	702	Principles of Data Privacy	3	yes
INFA	710	Cybersecurity Program Design and Implementation	3	yes
INFA	713	Managing Security Risks	3	no
INFA	720	Incident Response	3	no
INFA	731	Personnel Security	1	yes
INFA	732	Physical Security	1	yes
INFA	733	Vendor Management	1	yes
INFA	754	Intrusion Detection	3	no
INFA	758	Security Metrics	3	yes
		Subtotal	24	

Required Research Core

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)

CSC	803	An Introduction to Cyber Security Research	3	no
CSC	804	Cyber Security Research Methodologies	3	no
CSC	807	Cyber Security Research	3	no

Dissertation

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
CSC	809	Dissertation Preparation	3	no
CSC	890	Dissertation Seminar 1	3	no
CSC	898D	Dissertation	11-21	no

Students will be required to complete three on-site research seminars (CSC 890, 1 credit each, taken 3 separate times) in a face-to-face setting at the Madison, SD campus. These research seminars will be held annually and take place from 3-5 days. The research seminars are intended to acquaint students with contemporary cyber security research issues, allow students to report, present, and discuss articles pertinent to cyber Defense research and provide students an opportunity to meet faculty, identify a dissertation advisor, present their dissertation proposal defense, as well as completing the final dissertation defense and oral comprehensive exam.

Elective Courses: List courses available as electives in the program. Indicate any proposed new courses added specifically for the program. (12 credits required)

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
CSC	748	Software Exploitation	3	no
INFA	715	Data Privacy	3	no
INFA	716	Privacy Enhancing Technologies	3	yes
INFA	721	Computer Forensics	3	no
INFA	723	Cryptography	3	no
INFA	735	Offensive Security	3	no
INFA	742	Ethics and Information Technology	3	no
INFA	745	Compliance and Audit	3	no
INFA	751	Wireless Security	3	no
BADM	765	Management and Leadership	3	no

6. **Student Outcomes and Demonstration of Individual Achievement**

A. **What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation**? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.* **Complete Appendix A – Outcomes using the system form.** *Outcomes discussed below should be the same as those in Appendix A.*

Students will learn to:
- Work with a variety of research methodologies
- Research and develop tools to advance the fields of:
  - Network defense

- o   Software assurance
- o   Data privacy
- o   The Internet of Things security (IoT)
- o   5G network security
- o   Digital forensics
- o   Penetration testing
- o   Vulnerability scanning
- o   Network security monitoring and response
- o   Multinational cybersecurity defense
- o   Cyber/physical systems converge
- o   Cyber risk management
- o   Cyber incident response plans
- o   IT auditing universe
- o   Privacy enhancing technologies
- o   Measure cybersecurity effectiveness in both public and private sector organizations
- Apply ethical frameworks to security decisions
- Provide leadership in cyber defense

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

There are no national instruments to measure this innovative academic program. This said, the program is mapped to the CISSP, CISM and CEH security certifications and students would be able to sit for and pass these certification examinations. The university has begun early discussions with ISC2 (the organization who awards the CISSP) to become a testing center and bake the CISSP examination into the assessment process.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.[9] What are the consequences for students who do not demonstrate mastery?

Program exit requirements of students include: qualifying portfolio and dissertation defense.

Qualifying Portfolio: The portfolio is intended to assess the student's potential for completing the doctoral program and pursuing a successful career in teaching, research or corporate management. The portfolio will be assessed prior to the end of the fourth semester of student enrollment. Artifacts that demonstrate the student's ability to contribute to the advancement of cyber security and practice through high-quality research and teaching will be evaluated by the student's research committee. Artifacts that might be included in the portfolio include:

- Research papers co-authored with a faculty member and submitted for publication in a peer-reviewed conference or journal;
- Teaching evaluations from cyber security undergraduate courses;
- Grant proposals co-authored with a faculty member and submitted for funding to an appropriate agency.

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[9] What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

Original Research and Dissertation: Doctoral students are expected to conduct original research leading to completion of a dissertation which describes the results of that research. The dissertation is intended to assess the student's ability to conceive and perform independent research. An oral defense of the dissertation proposal will occur at the commencement of the dissertation work and an oral defense of the dissertation will occur upon completion of the original research and the written dissertation. The successful defense of the student's dissertation is the final test of the student's ability to perform independent research and communicate research results to others. The quality of the student's independent research will also be evaluated based on the student's publication and presentation record.

DSU graduate policies require that the program submit an annual assessment report on achievement of student learning outcomes. Once the program is approved, program faculty will meet to ensure a common set of policies, guidelines, and expectations are in place.

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

In 1989, DSU's Dr. Eric Johnson Dean of the College of Arts and Humanities offered South Dakota's first ever internet delivered course. Dakota State University has experienced solid growth in online enrollments since then. Using the latest available data, 37% of the fall 2017 student credit hours at DSU were generated online. Our courses not only conveniently serve South Dakotans but draw students from across the country and many parts of the world. This is especially true of our graduate programs which have developed a reputation for offering high quality, nationally recognized courses and programs.

The proposed Ph.D. in Cyber Defense will be offered entirely online (with exception of CSC 890 residency events). As with our other online graduate programs, we will use several instructional approaches which capitalize on the use of distributed technologies. Those strategies include, video lecturette's and vignettes appropriately chunked to and sequenced to acknowledge what cognitive science has taught us about online delivery of instruction. Strategies also include seminars, laboratory technologies, and guided research in the student's specialization. Courses will be delivered with D2L courseware for virtual networking, submitting assignments, and class discussion. Other applications and tools will encourage small group collaborations, virtual information sessions, online chats and discourse. Special tools will support synchronous dissertation committee work, and point-to-point and multi-user video platforms will also be used.

DSU has invested heavily in a virtualized infrastructure to allow for technical, hands-on experiences for students on campus and at a distance. This VMware environment has been instrumental in the online delivery of the undergraduate computer science and computer and network security majors as well as the graduate degrees in Cyber Operations and Cyber Defense. Educational experiences for students are greatly enhanced through these applied, hands-one technology-based activities.

Students will be required to complete the three on-sight research seminars (CSC 890) in a face-to-face setting at the Madison, SD campus. These research seminars will be held annually and take place over multiple days.

The DSU Office of Graduate Studies and the Office of Online Education will support the Beacom College of Computing and Cyber Sciences in delivery of the online program, courses, and student services. We will also comply with ADA Accessibility standards to offer students with special needs the best in barrier free learning.

8. **Did the University engage any developmental consultants to assist with the development of the curriculum?[10] Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?**

Developmental consultation is DSU internal.

9. **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***)?** *If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.*

Students are expected to matriculate from either a DSU computer or cyber sciences program (MSCD, MSCS) or from another universities computer science or cyber sciences programs. Dakota State University seeks highly motivated individuals with education and professional credentials that will enable them to be successful doctoral students. Students must have a bachelors or master's degree in computer science to apply.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 2019	FY 2020	FY 2021	FY 2022
Students new to the university	10	11	12	12
Students from other university programs	2	1	0	0
Continuing students		12	24	36
=Total students in the program (fall)	12	24	36	48
Program credit hours (major courses)**	216	432	648	864
Graduates	0	0	4	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.

Because the average time spent completing a degree requiring a dissertation is 4-7 years, the estimates for the number of graduates per year is calculated using that information. However, based on the success of other DSU graduate programs, we believe we will meet and exceed the BOR's requirement for five graduates in five years after the program is created, marketed, and established.

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[10] Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University's plans concerning the accreditation of this program.

The university plans on approaching the National Security Agency to designate this PhD as a certified program (in accordance to NSA cyber defense standards). The program needs to run for several years to have a track record before the NSA will designate the program. Currently, the NSA has designated the MSCD program as meeting their requirements.

11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy. *If not requesting any exceptions, enter "None."*

No policy exceptions requested.

12. Delivery Location[11]

A. **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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?**

	Yes/No	*Intended Start Date*
On campus	No	Choose an item. Choose an item.

	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[12]*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	This program will be online only and delivered the same as other online graduate degree programs at DSU.	**Fall 2019**

The program can be completed on a full-time or part-time basis, with classes offered in three academic terms: fall, spring, and summer. As per BOR policy regarding Ph.D. students, students will be required to complete the program within 7 years of the semester of the student's admission.

B. **Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? [13]**

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

[12] Delivery methods are defined in AAC Guideline 5.5.

[13] This question responds to HLC definitions for distance delivery.

Program Forms: New Graduate Degree Program Form (Last Revised 05/2017)

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*	
Distance Delivery (online/other distance delivery methods)	Yes	Online	**Fall**	**2019**

13. **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 major. Address off-campus or distance delivery separately.** *Complete Appendix B – Budget and briefly summarize to support Board staff analysis.*

The Beacom College of Computer and Cyber Sciences will allocate one half full-time equivalent faculty toward this degree during the first year, one faculty toward the degree the second year, one and one-half for year three and two full-time equivalent faculty year four and forward to augment the existing DSU faculty teaching in the program.

14. **Board Policy 2:1 states: "*Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.*" Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.**

15. **Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (*place an "X" in the appropriate box*)?** *If yes, explain.*

   ☐   ☒ X
   Yes   No

16. **New Course Approval: New courses required to implement the new graduate program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:**

   ☒ X 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 5D.

   ☐ 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.

17. **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.

Program management

Policy and procedure oversight (including admissions eligibility, probation, suspensions, and certification for graduation) will be administered by the DSU Graduate Office. A graduate program committee, led by the program coordinator, will be responsible for recommending curriculum changes, course scheduling, admission decisions, and other program management tasks. All changes to the program will be subject to the approval of DSU's Graduate Council and will follow DSU graduate policies. Students will be assigned a faculty advisor.

Currently, there are no other Cyber Defense programs offered at the doctoral level at public or private universities. Nor do related programs exist at public colleges and universities in the region (MN, ND, MT, WY or NE). However, large for-profit online universities are reaching into South Dakota to offer Cyber Defense academic programs. Examples include Fairfax University and Capella University.

DSU's proposed Master of Science (MS) in Security and Policy Management is proposed as a stackable with the Ph.D. in Cyber Defense.

PROGRAM REVIEW

Dakota State University

Proposed Doctor of Philosophy (PhD) in Cyber Defense

Review Conducted March 5, 2019 by:

Dr. Rayford B. Vaughn, Jr.
Rayford.Vaughn@gmail.com

PART 1: Executive Summary

This program review was conducted remotely on March 5, 2019.   Areas to be reviewed were included in a Charge Letter dated February 11, 2019 which read in part, "Your charge is to 1) examine the program proposal and supporting documents; 2) interview faculty, staff, and administrators of the university; 3) evaluate related services; and 4) prepare a written report…". Overall, the proposed program does meet national standards for a PhD granting degree program and it does meet a national need for graduates of such a program. Dakota State University has an excellent national level reputation for producing a variety of cybersecurity graduates with a strong technical background.   The proposed program should complement the current PhD program in Cyber Operations.   The proposal does adequately differentiate between the two PhD programs. The DSU faculty are exceptionally dedicated and well qualified to deliver the course material required.   The facilities dedicated to this program appear to be adequate as best I could judge in a remote evaluation. Given that DSU already has successful distance learning programs, I would assume that this program would continue to deliver quality instruction through that same means.

Strengths of the program include a strong and experienced faculty as well as a good pipeline of student applications.   During my interviews, I came to believe that the faculty also have strong administration support for the program but a concern is whether or not they have adequate time to guide PhD student research outside their normal teaching/service responsibilities. Additionally, I do not know of a competing program of the same quality that offers this sort of curriculum that nicely combines technical subjects with a managerial and business focus that will produce the kind of graduates that business and government needs other than one program at NOVA Southeastern which should be reviewed and compared against the DSU program (see https://cec.nova.edu/doctoral/dia/index.html).

Areas of concern that could be addressed would include having two "Principles of" courses (701 and 702) and one "Introductory" course (803) in the curriculum.   Students in a PhD program should already have the principles and introductory background. This would be appropriate for a Masters level program, but not a PhD.   My recommendation would be to make these courses pre-requisites and replace them with courses from your list of electives.   Other areas of concern are the current teaching loads of the faculty, the numbers of PhD students advised, and a lack of definition concerning pre-requisites for entering the program.   These concerns are more fully address in the report that follows.

Overall, I would recommend that the South Dakota Board of Regents approve this program and that it be implemented at DSU.

Interviews Conducted for the
External Review of Proposed
PhD in Cyber Security
Dakota State University
March 5, 2019
Madison, SD

BOR Contact: Jay Perry, (W) 605-773-3455 (C) 317-258-5984, jay.perry@sdbor.edu
Consultant: Ray Vaughn

9:00 am – 10:00 am Central	**University Leadership** ●Scott McKay, Provost and Academic Vice President ●Mark Hawkes, Dean, Graduate Studies ●Dick Hanson, Dean, Beacom College of Computer and Cyber Sciences ●Jeannette McGreevy, Director of Assessment ●Jay Perry, Board of Regents Interim VP for Academic Affairs
10:30 am – 11:30 am Central	**Program Faculty** ●Mark Hawkes, Dean, Graduate Studies ●Kevin Streff, Program Coordinator and Professor ●Ashley Podhradsky, Associate Dean, Associate Professor ●Wayne Pauli, Professor ●Houssain Kettani, Professor ●Kyle Cronin, Assistant Professor ●Pam Rowland, Assistant Professor ●Joshua Stroschein, Assistant Professor ●Yong Wang, Associate Professor ●Jay Perry, Board of Regents Interim VP for Academic Affairs
12:00 pm – 1:00 pm Central	**Program Leadership** ●Kevin Streff, Program Coordinator and Professor of Information Assurance ●Ashley Podhradsky, Associate Dean, Beacom College of Computer and Cyber Science, Assoc. Professor, Information Assurance and Forensics ●Mark Hawkes, Dean, Graduate Studies ●Jay Perry, Board of Regents Interim VP for Academic Affairs

Note: Those highlighted in yellow were not present in the meeting.   Dr. Hanson was contacted by telephone later on March 5.

PART 2: PROGRAM EVALUATION

1. Introduction: This document provides details concerning the program evaluation of the proposed PhD program in Cyber Defense at Dakota State University conducted on March 5, 2019 by Dr. Rayford Vaughn.   Overall, the program appears to be consistent with national standards and Dakota State University has an outstanding national reputation for teaching information assurance graduate programs to its students and is recognized by national level credentials.   The faculty are exceptionally dedicated to this program and well qualified to deliver the technical material required.   The facilities dedicated to these programs are more than adequate and have been improved quite dramatically over the past several years.

2. Program resources. Overall, the technical resources appear to be adequate for the proposed curriculum and its distance students.   The new Madison Cyber Lab will certainly be a welcome addition to the resources available to the students and from discussion with University leadership, no issues were identified in staffing the lab.   DSU has recently hired a Director of Assessment that will work with the faculty to insure that learning objectives are appropriate and are being met.   The Beacom Institute also offers superb facilities for the faculty and the laboratory resources needed for this proposed program as well as existing programs.   DSU appears to have the full support of the South Dakota Board of Regents.

3. Program Curriculum. The program does appear to be consistent with what others are delivering nationally.   A similar program that offers a PhD in Information Assurance exists at NOVA Southeastern which I compared to the DSU program.   NOVA Southeastern is also primarily a distance delivery school.   I found the two programs reasonably consistent.   An advantage of the DSU program is that it has a very good mix of managerial/leadership courses with technical courses.   Positions such as CISO, IT Auditor, cybersecurity engineer, and others will attract graduates of this program.   Since PhD degrees come from research oriented programs, I would recommend that several of the required courses be retitled.   INFA 701 and 702 are "Principles of …" courses and CSC 803 is "An Introduction …" course.   I don't believe introductory or principles courses should be at the PhD level and should instead be pre-requisite courses.   I had difficulty determining what the actual pre-requisites are for this PhD program. It appears that those decisions are being made in an ad hoc manner at present, so some definition could be advantageous here.   I would think that some list of courses (or their equivalent) that serve as pre-requisites should be defined and student backgrounds evaluated against that list prior to admittance to the PhD program.   I would also recommend that additional detail be provided in terms of pathways to the program for students coming from a BS or MS program at DSU or externally.   Many of the courses listed as required for the PhD are also required for a MS at DSU – so it should be clear as to whether or not these count in both degree programs (I suspect they do).   I would also recommend some additional definition be given to the requirement to attend "in residence" courses.   While physical attendance at DSU is required for

these seminars (i.e., CSC890), there needs to be a defined waiver process for certain situations (student's military service, natural disasters, weather related, etc.).   Without such a waiver, a student will lose a full year in the program which seems extreme.   Lastly, I believe the proposed program will provide students with sound preparation for their careers and serve them well as they seek employment.

4. Faculty. I have the advantage of being acquainted with most of the faculty that teach cybersecurity courses at DSU and I have great confidence in their abilities.   DSU has an excellent National reputation for its cybersecurity programs and I believe that will continue with strong support from NSA and NSF.   Having visited DSU for program reviews in the past, I have the advantage of having seen the facilities and having discussed faculty concerns just a few years ago.   Some of those concerns remain.   It seems to me that the teaching loads are rather high for a PhD granting program. Most programs I'm familiar with have no more than a 2/2 split for faculty guiding PhD students and generally faculty guide the research for about 5 to 7 PhD students.   Speaking with the faculty at DSU, it appears that course teaching loads are still in the 3/4 or 3/3 split range in addition to guiding upwards of 10 or more PhD students.   As this new program comes online, I would suspect that the numbers of PhD students that faculty are chairs for will increase.   This will affect the quality of guidance provided to the student as well as important areas such as faculty retention, research productivity (both funded research as well as publications), and time spent updating online courses.   DSU recently created the position of Vice President for Research and Economic Development which indicates to me that the university values funded research and intends to grow in that area.   In fact, looking at the data available on the DSU web site as well as the NSF HERD survey – funding awards and research expenditures have grown significantly since 2016.   Adding PhD students and leveraging their research results can result in institutional funded research growth – but only if the faculty have the time and resources to understand the research of their students and translate that into competitive proposals.   I believe the current teaching loads, service requirements, and student guidance requirements that the faculty currently have are limiting this growth.   It appears that the cyber programs are continuing to experience growth at DSU which would lead me to advocate for additional cybersecurity faculty hires (a very difficult hire in today's market).   That having been said, I must applaud the efforts of your current faculty that do all they currently do and achieve the results they achieve.

5. Services. I did not visit the campus for this review, so I was not able to review services in any great depth.   I did ask this question of each of the groups I interviewed and the consensus opinion was that there were no issues with any of the DSU services provided.   Student outreach and assistance was outstanding and the physical infrastructure to support the program was excellent.   The new Director of Assessment had plans to facilitate the faculty in determining whether or not course outcomes were being met and reviewing student feedback.   It was brought

to my attention that the university is transitioning to having a research track for faculty and that some services to facilitate that transition would be helpful.   It appears to me that DSU is noteworthy in this area.

 6. Other Issues. There were no additional issues brought to my attention.

 7. Summary Recommendation. I recommend approval of this program and believe it addresses a National need for such graduates.   I recommend that additional attention be given to developing more definition of pre-requisites for the program – at the current time, this appears to be accomplished by subjective opinion of the program coordinator.   A defined set of pre-requisite courses will insure that students entering the program have a somewhat common background and increase their likelihood of success. There is no doubt in my mind that this program will experience growth beyond that seen in the PhD Cyber Operations program and that growth will place additional burden on the current faculty's workload and their research expectations.   I would recommend that the administration strongly consider additional hires of cybersecurity faculty (I was given to understand that this is the plan).   These are very difficult hires to make in today's market, so pursing these early makes sense if DSU is in a position to do so.

DSU
DAKOTA STATE

March 12, 2019

Dear Dr. Perry,

Thank you for forwarding the results of the external review on DSU's proposal to offer a Ph.D. degree in Cyber Defense. The review, conducted by Dr. Rayford Vaughn on March 15, 2019, recognizes DSU's unique capacity to deliver this degree. We are pleased he acknowledges our record in producing cybersecurity graduates with strong technical backgrounds. His observation of our national reputation in the computing security field is consistent with our belief that the proposal complements our current degree portfolio while creating new paths for graduate students in the field.

The review offers some suggestions that help refine our new degree program and its implementation. Here I will describe how the university will address the recommendations made by Dr. Vaughn.

Clarifying Pathways to Program Entry

The review suggests clarifying language that would outline the path for both bachelor's- and master's-prepared students, as well as paths for the DSU-prepared student and those coming from other institutions.

Dakota State University invites highly motivated individuals with the appropriate educational and professional credentials to apply for our Ph.D. in Cyber Defense. However, we realize that they may arrive to us with some variety of computer or cyber science preparation and experience. Students applying to the program are expected to have established competencies in these five areas:

- Introduction to Cyber Security
- Identity Management
- Network Security
- Software Development
- Cryptography

The Program Admission Committee, comprised of faculty experts within the program, will review each application to determine program readiness. For those students accepted to the program, prerequisite course requirements will be made where necessary to satisfy these competencies. This strategy for requiring foundational courses as needed is also employed for students in several of our other graduate programs, both M.S. and Ph.D.

For applicants with bachelor's degrees, we will require that they complete the DSU M.S. degree in Cyber Defense coursework as they work towards the Ph.D. in Cyber Defense; this will expose them to the pre-requisites. Students applying from other programs and universities may also be required to take prerequisite coursework as recommended by the Program Admission Committee. Master's-prepared students from other institutions must follow SDBOR and DSU policies for transfer of required or elective credit. Students matriculating from a DSU computer or cyber sciences program (MSCD, MSCS) are likely to meet prerequisites to the program in full. While coursework background is a part of the acceptance criteria, it is only one of several criteria we apply in determining the potential and suitability of a student for entry into the program.

Define the "Residency" Requirement
DSU's current doctoral program in Cyber Operations invites students to the DSU campus each year for a four-day, on-campus experience. This 1-credit bearing event held in late March is part coursework, part seminar, part active research. There is heavy student-faculty and student-student interaction over these busy days, which also include a number of dissertation and proposal defenses. The residency event overlaps with DSU's annual Research Symposium and DakotaCon, a cyber-security professional conference which provides several days of the best DSU has to offer. For doctoral students working at a distance, the residency experience is a rich immersion in the DSU university culture, and the discipline of computer science.

Ph.D. students in Cyber Defense will have the same residency opportunity. It will be concurrent with our present residency schedule and involve students in similar ways. We recognize that some students will be unable to attend for genuine reasons, such as military service or family/work obligations. While we highly value and encourage this residency option, students will not be penalized by their inability to attend, and remote access to the residency activities will be available where possible.

Faculty Teaching and Advising Loads
The external review notes that teaching loads appear rather high for a Ph.D.-granting institution. The budget and budget narrative describe a progression of faculty support that adds a half faculty position to the program each year for each of the first four years of its delivery. The increase in faculty is commensurate with the increase in students for each of the first four years of the program's existence, at which time enrollment will stabilize.

As more doctoral students arrive on our campus, along with funded assistantships, some of the teaching load can be moved to young, energetic doctoral students. This leaves highly specialized and seasoned faculty to teach and supervise graduate students. The transition will be gradual, but one that we plan for our growing undergraduate and graduate programs in computing and cyber sciences.

It is important to note that while DSU has had remarkable success in developing and delivering our doctoral programs, we remain a primarily undergraduate STEM institution. We value the access of faculty expertise for the nearly 1,000 undergraduate majors in our computing related majors and consider it part of the value-added experience for DSU undergrads.

As for doctoral dissertations, they represent the best in scholarly work, but are time- and energy-intensive endeavors for both the student and the advising faculty. DSU has guidelines for recognizing dissertation supervision on faculty load, but those guidelines are not uniformly applied. Over the course of the spring and summer 2019, administration and faculty will work

together to refine and systemically implement those guidelines to acknowledge dissertation supervision by chairpersons. Other committee members will not receive similar load adjustments due to broad variations in their participation in the completion of a dissertation.

Courses of an Introductory Nature

We are admonished that any course in a doctoral program should likely not have the word "introductory" in the title. To that end, the so-named courses have been retitled. This change is also reflected in our program proposal.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
INFA	710	Cybersecurity Program Design and Implementation	3	Yes
INFA	715	Data Privacy	3	No

We appreciate the insightful recommendations offered by the external review. We believe that adjustments to the program are appropriately addressed. We are pleased that Dr. Vaughn so highly regards our faculty, programs and institution as to enthusiastically endorse our proposed doctoral program in Cyber Defense. Should you have any additional questions, please feel free to contact me.

Sincerely,

Mark Hawkes, Ph.D.
Dean of Graduate Studies
Professor of Instructional Technology
Dakota State University

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
 FY19 General Bill Amendments

CONTROLLING STATUTE, RULE, OR POLICY
 SDCL 4-7-13 – Legislative adoption of financial plan for each year.
 BOR Policy 5:19 – System Funding

BACKGROUND / DISCUSSION
 Amendments to the FY19 general bill are contained in SB180 which has been approved by the legislature and signed by the Governor. The portion of the bill relating to the Board of Regents is provided in the table below. Any changes in the bill are considered one-time and are not base-budget adjustments.

IMPACT AND RECOMMENDATIONS
 SB180 decreases utility funding by a total of $286,341 in general funds as a result of revised utility cost projections. The South Dakota Opportunity Scholarship will also be reduced by $97,629, resulting in a total one-time decrease of $383,970.

Campus	General Fund Utility Adj	Other General Fund Adj
BHSU	($122,581)	$0
DSU	$17,523	$0
NSU	($70,344)	$0
SDSM&T	$4,754	$0
SDSU	$12,069	$0
USD	($127,953)	$0
SDSD	($4,011)	$0
SDSBVI	$4,202	$0
BOR Central Office	$0	($97,629)
Total	($286,341)	($97,629)

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INFORMATIONAL ITEM

Also included in the FY19 general bill adjustments is funding for a one-time increase to the employer cost of health insurance for FY19. The increase is $27 per benefit eligible employee per month for the months of April, May and June 2019. The general, federal, other and tuition funding need is estimated to be $405,975.

ATTACHMENTS
None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
   FY20 Budget Summary

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 4-7-13 – Legislative adoption of financial plan for each year.
   BOR Policy 5:19 – System Funding

BACKGROUND / DISCUSSION
   The 2019 legislative session concluded with the passage of the FY20 General Bill SB191. The Board of Regents received an overall increase to the general fund base of $3,624,952, representing a 1.7% increase. That does not include the 2.5% employee compensation package or the appropriation for the health insurance increase that was passed by the Legislature appropriated in a statewide pool that has yet to be allocated.

IMPACT AND RECOMMENDATIONS
   A summary of the general fund base changes are as follows:
   - An increase to general fund M&R base funding of $3,746,133, bringing the general fund amount for M&R to $12,342,769.
   - A $7,584 increase to the Post-Secondary Scholarship fund, resulting from proceeds of the endowment.
   - A decrease in general funded utilities of ($223,892); this decrease is based on utility rates and usage projections for FY20.
   - A decrease of ($4,873) for lease payment adjustments.
   - A $100,000 increase to Research Center funding for the proposed SDSM&T research park.

   The FY20 budget has a total federal fund expenditure authority decrease of ($33,470) and a total other fund expenditure authority increase of $4,130,500. The other fund expenditure authority increase is a result of increases in tuition and student fee revenue and increases to research grants and contracts. These changes result in a 0.04% decrease in federal fund spending authority and an increase of 0.9% in other fund spending authority.

   FTE for the system also increased by 32.0, which is a 0.6% increase. BHSU requested a reduction (8.5) FTE due to declining credit hours/enrollment and declining bookstore

(Continued)

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INFORMATIONAL ITEM

revenues; DSU requested 35.0 FTE for expansion in Research Grants and Contracts and increases to enrollment and student fee revenues; USD proper requested 2.0 FTE for increases in instructional support and student fee funded areas and SDSD requested 1.5 FTE for expansion of outreach programs.

The FY20 health insurance increase is estimated to be a general fund appropriation of $3,088,644. This appropriation is ($492,933) less than the actual BOR need for the health insurance increase of $1,601 per benefit eligible employee. Tuition rates are raised to fund the health insurance increase for other funded benefit eligible and to cover the shortage in the general fund appropriation for the universities. The error in allocation was brought to the attention of the Bureau of Finance and Management. No changes were made to the allocation for FY20, BFM has assured us that the methodology will be reviewed and corrected for future allocations.

As a part of the 2019 Legislative Session, the Lean Methodology Subcommittee met and recommended the Board of Regents participate in the Lean process. Lean is a collaborative team-focused methodology that emphasizes disciplined data-driven methods and continuous improvements to provide the highest levels of value and speed of team members. As of the writing of this item, BOR has not received formal notification of this recommendation. Members of the Lean Subcommittee are: Chair: Senator Jeff Partridge (R); Representatives: Hugh Bartels (R), Randy Gross (R) and Chris Karr (R); Senators: Jack Kolbeck (R), Margaret Sutton (R) and John Wiik (R).

ATTACHMENTS
  Attachment I – Changes from the FY19 to the FY20 General Fund Base by Campus
  Attachment II – BOR's original request and the final legislative action

SD Board of Regents
FY20 General Fund Base Changes

	FY19 General Fund Base	M&R Funding	Lease Payments	SDOS	Post-Secondary Scholarship	Research Center Funding	Utilities	FY20 General Fund Base
BOR	$27,251,813	$3,746,133	($4,873)	$0	$7,584	$100,000	$0	$31,100,657
BHSU	$9,771,733						($108,818)	$9,662,915
DSU	$9,843,331						$71,227	$9,914,558
NSU	$14,836,794						($11,064)	$14,825,730
SDSM&T	$16,949,797						$2,728	$16,952,525
SDSU	$47,532,169						($141,011)	$47,391,158
Extension	$8,481,384						$0	$8,481,384
AES	$12,423,322						$0	$12,423,322
USD	$35,452,078						($24,592)	$35,427,486
School of Law	$1,791,985						$0	$1,791,985
School of Medicine	$23,086,276						$0	$23,086,276
SDSD	$2,892,178						($2,389)	$2,889,789
SDSBVI	$3,077,657						($9,973)	$3,067,684
Totals	$213,390,517	$3,746,133	($4,873)	$0	$7,584	$100,000	($223,892)	$217,015,470

NOTE: FY20 Salary Policy not included.

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South Dakota Board of Regents FY20 Board of Regents Request and Legislative Appropriated				
	Base General Fund	**FTE**	**Base General Fund**	**FTE**
FY19 Base General Fund Budget	$213,390,517	5,184.2	$213,390,517	5,184.2
Priorities	**Requested**		**Appropriated**	
The Dakota Promise - Student Aid Model (year 1)	$1,056,971	0.0	$0	0.0
Salary Competitiveness	$3,009,210	0.0	$0	0.0
General Fund M&R	$3,980,682	0.0	$3,746,133	0.0
Inflation Increase	$211,119	0.0	$0	0.0
South Dakota Opportunity Scholarship	$100,000	0.0	$0	0.0
Research Center Funding	$0	0.0	$100,000	0.0
Base Budget Maintenance				
Post-Secondary Scholarship	$0	0.0	$7,584	0.0
Utilities	($223,892)	0.0	($223,892)	0.0
Lease Adjustment	($4,873)	0.0	($4,873)	0.0
FY20 Requested and Appropriated	$8,129,217	0.0	$3,624,953	0.0
FY20 Total Base Funding Appropriated	$221,519,734	5,184.2	$217,015,470	5,184.2
Increase without Salary Policy or Health Insurance Funding	3.7%	0.0%	1.7%	0.0%
FY20 One-Time General Fund Requests				
	$0	0.0	$0	0.0
FY20 Federal Fund Authority Requests				
Authority Changes	($33,470)	0.0	($33,470)	0.0
FY20 Other Fund Authority Requests				
Authority Changes	$4,380,500	32.0	$4,380,500	32.0

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
Residence Hall Occupancy Report for Fall 2018 / Spring 2019

CONTROLLING STATUTE, RULE, OR POLICY
None

BACKGROUND/DISCUSSION
Each year the Board office collects information on the fall utilization numbers for each of the campuses' residence halls. This information is then summarized by the campus and put in the fact book. Two years ago the Board office began collecting the information for the spring semester as well. The capacity, types of housing available, and number of students boarded can be found in Attachment I for fall 2018, and in Attachment II for spring 2019.

IMPACT AND RECOMMENDATIONS
Table 1, on the next page, shows the total number of beds considered to be part of the housing system for each campus. With the exception of 75 beds in the apartments at DSU, and 247 beds in Rocker 1 and 2 at SDSMT, the revenue generated from these beds is pledged to the auxiliary system. Major changes in the numbers between years represent new housing coming online or being taken out of the system. Small changes represent a design adjustment in how the room is classified or taking rooms offline for repairs. For example, taking a room that has been sold as a double and deciding that it will be sold as a single in the future represents a reclassification. Only permanent changes can be made to the capacity.

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INFORMATIONAL ITEM

Table 1 South Dakota Board of Regents Available Beds per Semester			
	2016-2017	2017-2018	2018-2019
BHSU	772	778	766
DSU	655	762	764
NSU	825	907	853
SDSMT	1,079	1,078	1,078
SDSU	4,359	4,459	4,434
USD	2,224	2,224	2,224
System	9,914	10,208	10,119

NSU, SDSU, and DSU saw major adjustments to their available beds. DSU's change in 2017 was due to the addition of Courtyard to the inventory. NSU's increase from 2016 to 2017 was due to the net beds with the addition of Wolves Memorial and elimination of Lindberg Hall. The decrease from 2017 to 2018 was the net bed change with the addition of Great Plains East and West and the elimination of Jerde Hall. SDSU's increase in 2017 represented the addition of many small properties that SDSU had added to the Auxiliary System that the Board office is now tracking - Garden Square, Skylight Apartments, and Huggins Apartments. SDSU also took State Village offline. Their reduction in 2018 is due to part of State Court being taken offline to make room for the SE Neighborhood Addition. For the next fiscal year, the only new beds scheduled to come online are the 200 plus beds for the SE Neighborhood at SDSU.

Table 2 shows the differences between the fall and spring occupancy rates for the last three years. The changes from fall to spring represent students who did not return to school for various reasons or graduated after the fall semester.

Table 2
South Dakota Board of Regents
Campus Housing Utilization
Change from Fall to Spring Prior and Current Years

	Fall 2016	Spring 2017	Change		Fall 2017	Spring 2018	Change
BHSU	87.56%	80.31%	-7.25%	BHSU	93.57%	85.48%	-8.09%
DSU	101.53%	91.15%	-10.38%	DSU	94.23%	83.99%	-10.24%
NSU	73.37%	65.33%	-8.04%	NSU	71.66%	65.93%	-5.73%
SDSMT	88.23%	80.26%	-7.97%	SDSMT	92.21%	83.95%	-8.26%
SDSU	95.27%	87.73%	-7.54%	SDSU	92.53%	84.75%	-7.78%
USD	94.64%	87.05%	-7.59%	USD	96.72%	87.77%	-8.95%
System	92.36%	84.54%	-7.82%	System	91.76%	83.65%	-8.11%

	Fall 2018	Spring 2019	Change
BHSU	87.73%	74.54%	-13.19%
DSU	97.51%	90.05%	-7.46%
NSU	75.85%	68.23%	-7.62%
SDSMT	89.98%	85.62%	-4.36%
SDSU	91.18%	84.06%	-7.12%
USD	100.27%	91.95%	-8.32%
System	91.97%	84.36%	-7.61%

A majority of the costs associated with running a residence hall system are fixed. While some costs will vary, for the most part every additional bed that can be filled would represent revenue that would go directly to the bottom line of the operation. It should be noted that when campuses prepare financial information for new residence halls, 90% occupancy is used to develop the financial pro forma for the new hall, with current halls remaining at their current occupancy. As a rule of thumb, the system needs to remain above 90% to maintain financial stability. As campuses dip below that figure for an extended period of time, they begin to put pressure on other areas to maintain their 1.2 coverage ratio. The average occupancy rates range from 96.1% at USD to 72.0% at NSU.

Table 3 isolates the last three spring semesters:

	Table 3 *South Dakota Board of Regents* *Campus Housing Utilization* *Spring Semester Only*			
	Spring 2016	Spring 2017	Spring 2018	Spring 2019
BHSU	71.72%	80.31%	85.48%	74.54%
DSU	89.16%	91.15%	83.99%	90.05%
NSU	70.02%	65.33%	65.93%	68.23%
SDSMT	92.16%	80.26%	83.95%	85.62%
SDSU	84.61%	87.73%	84.75%	84.06%
USD	90.02%	87.05%	87.77%	91.95%
System	84.57%	84.54%	83.65%	84.36%

On the next page, Table 4 shows the numbers of beds that are empty based on the occupancy rates. A negative number would indicate that a campus was over 100% for that semester.

Table 4
South Dakota Board of Regents
Open Beds
Change from Fall to Spring Prior and Current Years

	Fall 2016	Spring 2017	Change		Fall 2017	Spring 2018	Change
BHSU	96	152	56	BHSU	50	113	63
DSU	(10)	58	68	DSU	44	122	78
NSU	220	286	66	NSU	257	309	52
SDSMT	127	213	86	SDSMT	84	173	89
SDSU	206	535	329	SDSU	333	680	347
USD	119	288	169	USD	73	272	199
System	758	1,532	774	System	841	1,669	828

	Fall 2018	Spring 2019	Change
BHSU	94	195	101
DSU	19	76	57
NSU	206	271	65
SDSMT	108	155	47
SDSU	391	707	316
USD	(6)	179	185
System	812	1,583	771

ATTACHMENTS
Attachment I – Fall 2018 Residence Hall Occupancy Report
Attachment II – Spring 2019 Residence Hall Occupancy Report

Campus Housing Utilization
Fall 2018

Black Hills State University - Current Capacity 766

Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	36	197	10	0	0	403	87.61%
Suite-Style	0	96	0	0	0	167	86.98%
Apartments	38	38	0	0	0	102	89.47%
Leased Property*	0	0	0	0	0	0	0.00%
Overflow**						0	
Totals	**74**	**331**	**10**	**0**	**0**	**672**	**87.73%**

Dakota State University - Current Capacity 764

Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	54	309	0	0	0	651	96.88%
Suite-Style	0	0	0	5	0	19	95.00%
Apartments	0	0	0	0	0	0	0.00%
Leased Property*	0	0	0	8	8	75	104.17%
Overflow**						0	
Totals	**54**	**309**	**0**	**13**	**8**	**745**	**97.51%**

Northern State University - Current Capacity 853

Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	36	182	2	0	0	276	67.98%
Suite-Style	7	33	9	86	0	368	82.88%
Apartments	3	0	0	0	0	3	100.00%
Leased Property*	0	0	0	0	0	0	0.00%
Overflow**						0	
Totals	**46**	**215**	**11**	**86**	**0**	**647**	**75.85%**

South Dakota School of Mines and Technology - Current Capacity 1,078

Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	30	215	3	0	0	398	84.86%
Suite-Style	97	57	0	38	0	325	89.53%
Apartments	0	0	0	0	0	0	0.00%
Leased Property*	246	0	0	0	0	247	100.41%
Overflow**						0	
Totals	**373**	**272**	**3**	**38**	**0**	**970**	**89.98%**

South Dakota State University - Current Capacity 4,431

Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	475	1,540	0	0	0	3,244	91.25%
Suite-Style	0	233	0	0	0	421	90.34%
Apartments	44	9	8	81	0	375	91.46%
Leased Property*	0	0	0	0	0	0	0.00%
Overflow**						0	
Totals	**519**	**1,782**	**8**	**81**	**0**	**4,040**	**91.18%**

University of South Dakota - Current Capacity 2,224

Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	154	687	16	0	0	1,552	98.48%
Suite-Style	0	53	0	77	0	403	97.34%
Apartments	0	21	0	48	0	232	99.15%
Leased Property*	0	0	0	0	0	0	0.00%
Overflow**						43	
Totals	**154**	**761**	**16**	**125**	**0**	**2,230**	**100.27%**

Current Capacity - Designed capacity adjusted for permanent changes, including changing rooms to alternate uses and offering doubles as singles.

* Leased Property - This is property leased and managed by the campuses Residence Life staff.

** Overflow - Refers to students assigned to spaces not designed or planned as sleeping rooms to deal with over-crowding.

Campus Housing Utilization
Spring 2019

Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Black Hills State University - Current Capacity 766							
Traditional	36	197	10	0	0	357	77.61%
Suite-Style	0	96	0	0	0	131	68.23%
Apartments	38	38	0	0	0	83	72.81%
Leased Property*	0	0	0	0	0	0	0.00%
Transition**						0	
Totals	74	331	10	0	0	571	74.54%
Dakota State University - Current Capacity 764							
Traditional	54	309	0	0	0	596	88.69%
Suite-Style	0	0	0	5	0	18	90.00%
Apartments	0	0	0	0	0	0	0.00%
Leased Property*	0	0	0	8	8	74	102.78%
Transition**						0	
Totals	54	309	0	13	8	688	90.05%
Northern State University - Current Capacity 853							
Traditional	36	182	2	0	0	257	63.30%
Suite-Style	7	33	9	86	0	322	72.52%
Apartments	3	0	0	0	0	3	100.00%
Leased Property*	0	0	0	0	0	0	0.00%
Transition**						0	
Totals	46	215	11	86	0	582	68.23%
South Dakota School of Mines and Technology - Current Capacity 1078							
Traditional	30	215	3	0	0	372	79.32%
Suite-Style	97	57	0	38	0	316	87.05%
Apartments	0	0	0	0	0	0	0.00%
Leased Property*	246	0	0	0	0	235	95.53%
Transition**						0	
Totals	373	272	3	38	0	923	85.62%
South Dakota State University - Current Capacity 4434							
Traditional	475	1,540	0	0	0	2,987	84.02%
Suite-Style	0	233	0	0	0	397	85.19%
Apartments	47	9	8	81	0	343	83.05%
Leased Property*	0	0	0	0	0	0	0.00%
Transition**						0	
Totals	522	1,782	8	81	0	3,727	84.06%
University of South Dakota - Current Capacity 2224							
Traditional	154	687	16	0	0	1,430	90.74%
Suite-Style	0	53	0	77	0	385	93.00%
Apartments	0	21	0	48	0	219	93.59%
Leased Property*	0	0	0	0	0	0	0.00%
Transition**						11	
Totals	154	761	16	125	0	2,045	91.95%

Current Capacity - Designed capacity adjusted for permanent changes, including changing rooms to alternate uses and offering doubles as singles.

* Leased Property - This is property leased and managed by the campuses Residence Life staff.

** Transition - Refers to students assigned to spaces not designed or planned as sleeping rooms to deal with over-crowding.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT:
FY20 Tuition and Fees Overview

CONTROLLING STATUTE, RULE, OR POLICY
None

BACKGROUND/DISCUSSION
The following information is presented to frame the context of the proposed tuition and fee increases that the Board will consider at this Board meeting.   It will be helpful to keep these items in mind as the cost structure for FY20 is developed while keeping the cost affordable.

Cost Drivers
There are funding issues that must be considered when determining the annual cost increase to students. For the FY20 academic year, the following issues needed to be considered:

- The Legislature adopted a 2.5% salary policy for all employees, including faculty, exempt, and CSA. It is important to note that the state provides actual cash for the general fund portion only. General funds represents forty-two percent (42%) of the total personal services budget and tuition and other funds is fifty-eight percent (58%). The federal and other funds are provided to the Regental system as authority. The actual cash for tuition, general activity fee, discipline fees, housing, food service, and all other fees must be raised internally to fund the salary package. The cost of funding the non-general and non-federal salary increase and benefits is estimated at $4.3M.
- For FY20, the cost to provide employer paid health insurance will increase $1,601, bringing the annual cost per benefit eligible employee to $10,071. The cost of funding the non-general and non-federal health care increase is estimated at $3.5M.
- The Consumer Price Index (CPI) rate as calculated by the Bureau of Finance and Management is 2.2% for the past fiscal year. The Board recognizes the importance of inflationary increases to maintain the purchasing power of the universities; however, to hold the cost increases to a minimum, an inflationary increase on operating expenses is not recommended.
- All six universities have contracted food service. The Board uses the Consumer Price Index for "Meals Away From Home" to reflect the market basket for food service costs. The CPI rate is 2.5% for the past fiscal year.

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INFORMATIONAL ITEM

- Housing rates need to be adjusted by 2.2% to cover the salary policy and health care increase for employees.
- Discipline fees, delivery fees, the general activity fee, and all other fees must be increased to fund the salary and benefit package.

Annual Cost

The following table compares the FY19 total cost (tuition, mandatory fees, housing and food service) of an undergraduate resident student attending school in his or her own state. The total cost data reflect the cost of an undergraduate resident student taking 30 hours, living in double resident hall room, and having a full meal plan.

FY19 Tuition Total Costs

State	Cost
MONTANA	$14,439
NORTH DAKOTA	$15,048
SOUTH DAKOTA	$16,251
WYOMING	$16,387
NEBRASKA	$16,918
IOWA	$18,521
MINNESOTA	$18,973
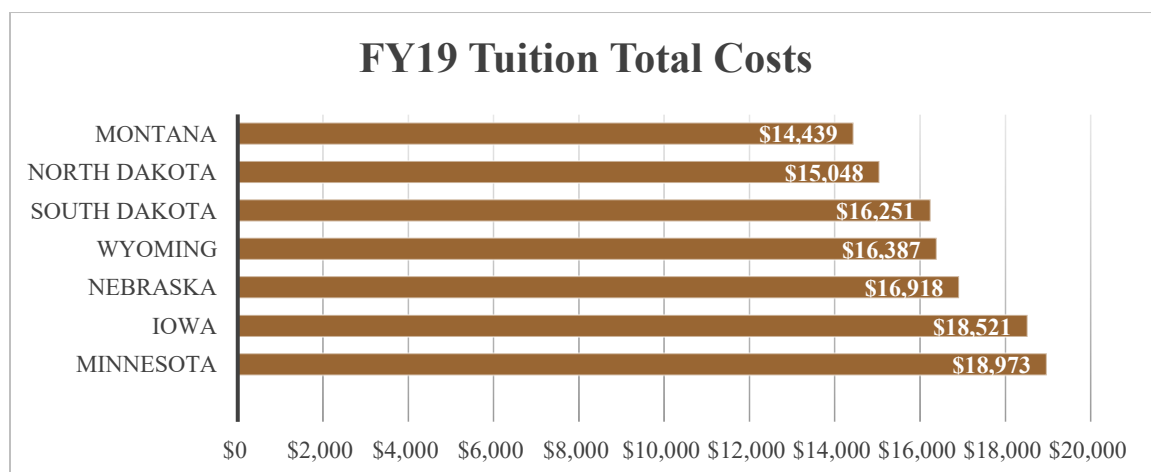
State and Student Funding

A major determinant of the need to increase tuition and fees is the level of state support. The greater the level of state support (taxpayer support), the greater the ability to provide the citizens of the state a lower cost public education. The table below compares the level of state funding provided per capita and per $1,000 of personal income for FY19.

Both of these measures show that four of the seven surrounding states support higher education better than South Dakota with state funded appropriations. South Dakota ranks in the middle for funding per $1,000 of personal income.

State Funding per Capita and Personal Income

	Appropriation	Per Capita	Rank	Per $1000 Personal Income	Rank
Iowa	$815,518,230	$258.39	6	$5.34	5
Minnesota	$1,630,558,000	$290.59	4	$5.18	6
Montana	$244,454,061	$230.12	7	$4.90	7
Nebraska	$7,625,330	$395.24	3	$7.64	3
North Dakota	$358,491,256	$471.65	2	$8.77	2
South Dakota	**$238,879,017**	**$270.77**	**5**	**$5.49**	**4**
Wyoming	$384,799,235	$666.05	1	$11.18	1

Note: Includes Postsecondary Vocational Education Funding
Personal Income from 2rd Quarter of 2018, Bureau of Economic Analysis, US Dept. of Commerce
Source: http://www.grapevine.ilstu.edu/tables/

Comparing the amount of state funds per student to the level of tuition also provides insight into tuition and fee rates.   The following data is taken from the *State Higher Education Finance* report produced by the State Higher Education Executive Officers Organization (SHEEO). Again, the data illustrate that the surrounding states support higher education at a much higher level than South Dakota. You will note almost an inverse relationship between appropriations per FTE and tuition revenues. The U.S. average state funding per FTE is $7,642.

FY17 Public Postsecondary Education
Educational Appropriations and Net Tuition Revenue per FTE

	Iowa	Minnesota	Montana	Nebraska	North Dakota	South Dakota	Wyoming
Total Funding per FTE	$18,950	$17,133	$15,281	$18,242	$16,872	$14,404	$26,837
Funding Per FTE - State	$7,835	$7,871	$6,543	$8,959	$9,235	$6,364	$21,649
Funding Per FTE - Tuition	$11,115	$9,262	$8,738	$9,283	$7,637	$8,040	$5,188
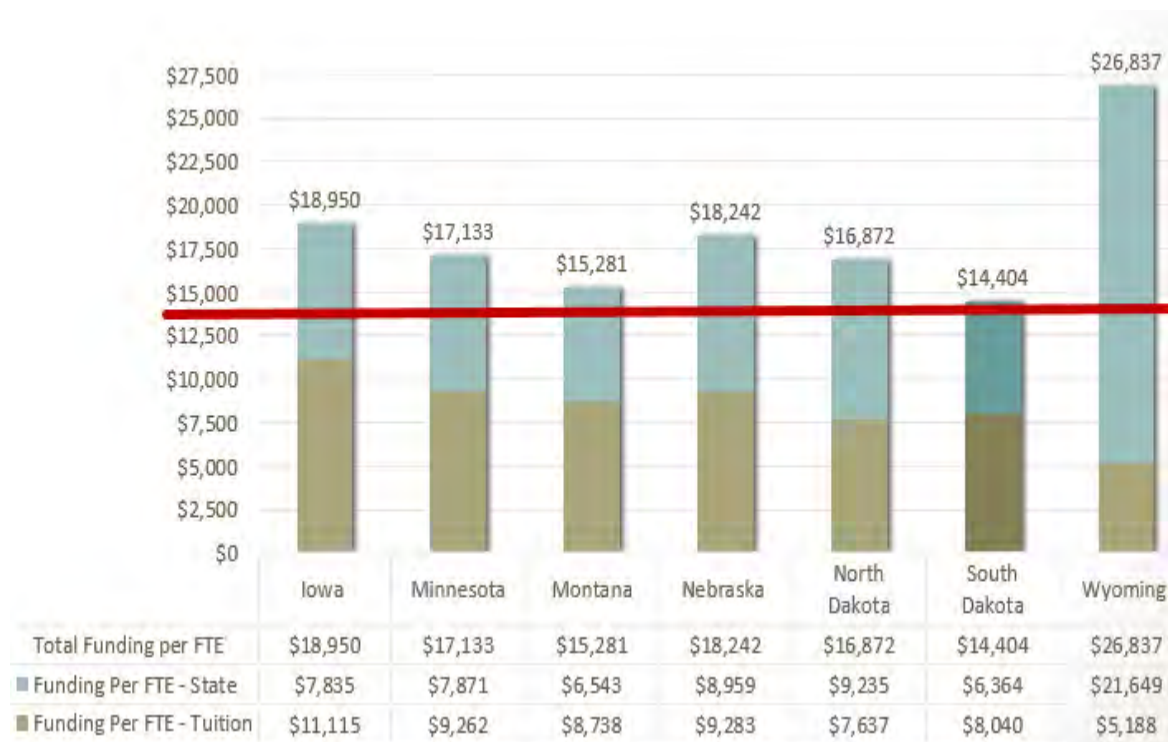
Source: IPEDS Data, 4 year, degree granting, Public Universities

Finally, an additional factor that must be considered is the level of state aid available to students. Minnesota far exceeds the other surrounding states while South Dakota lands near the bottom. The higher the aid dollars available, the more the student cost can be offset.

Regional Comparison of Total Grant and Aid Funding

	Need Based Grant Aid Awarded by State	Non Need-Based Grant Aid Awarded by State	Total Grant Aid Funding by State
Montana	$400,000	$929,000	$1,329,000
South Dakota	$225,000	$5,337,000	$5,562,000
Wyoming	$17,033,000	$0	$17,033,000
Nebraska	$17,837,000	$2,580,000	$20,417,000
North Dakota	$11,243,000	$9,331,000	$20,574,000
Iowa	$61,176,000	$5,216,000	$66,392,000
Colorado	$124,530,000	$5,788,000	$130,318,000
Minnesota	$194,577,000	$1,560,000	$196,137,000

Based on Total Enrollments Receiving Pell Awards
Source: 48th Annual Survey Report by NASSGAP

The Future is Here

College is an investment in the future. This investment not only provides an economic return, but also provides other benefits, including employment, better health and lifestyle choices, improved family life and enhanced performance of children in schools, civic involvement, and greater opportunities for the next generation. Some of these benefits are derived directly from the better opportunities from employment and earnings potential, but others are derived from learning to use critical thinking skills and making informed decisions throughout life.

The economic benefits of education are clear when earnings and unemployment rates are examined by level of educational attainment. The chart on the following page provides information from the U.S. Bureau of Labor Statistics.

Education Pays

Unemployment rate in 2018 (%)		Median Annual earnings in 2018 ($)
1.5%	Professional Degree	$97,968
1.6%	Doctoral Degree	$94,900
2.1%	Master's Degree	$74,568
2.2%	Bachelor's Degree	$62,296
2.8%	Associate's Degree	$44,824
3.7%	Some College, No Degree	$41,704
4.1%	High School Diploma	$37,960
5.6%	Less than a High School Diploma	$28,756
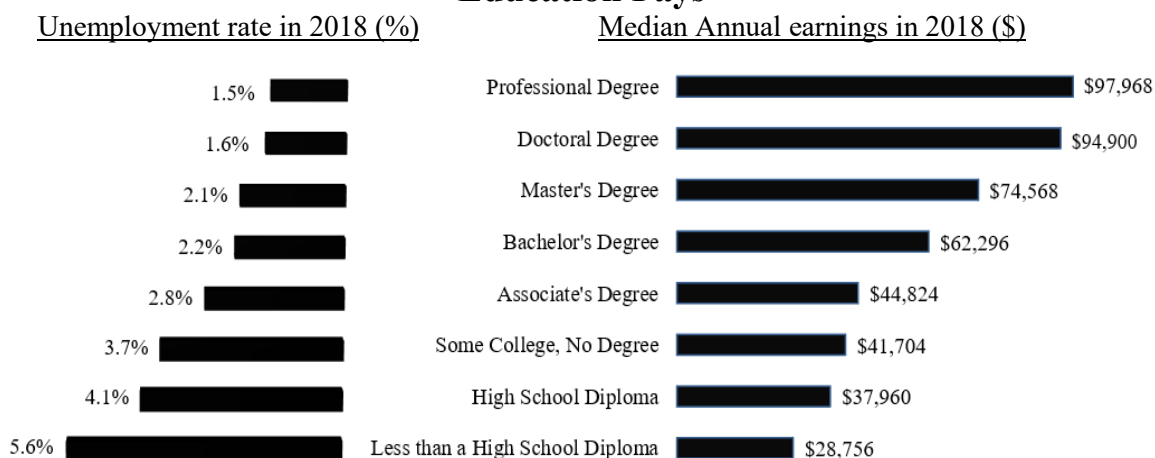
- The median is the middle value – half of the observations are above the median and half are below the median. Median annual earnings <u>increase</u> with each level of educational attainment:
    - High school graduate +$9,204
    - Associate degree +$6,864
    - Bachelor's degree +$17,472
    - Master's degree +$12,272
    - Doctoral degree +23,400

- The unemployment rate <u>decreases</u> with educational attainment:
    - High school graduate -1.5%
    - Associate degree -1.3%
    - Bachelor's degree -0.6%
    - Master's degree -0.1%

When considering a bachelor's degree compared to a high school diploma and adjusting for 2% annual inflation and a 29.9% benefit package, the value of a bachelor's degree outweighs that of a high school diploma by lifetime earnings of $1,648,127. Considering the investment for a degree of about $45,000 for tuition and fees, you will probably not find a better investment. The following table shows the value of a 4-year degree over a high school diploma.

Lifetime Earnings and Benefits

Bachelor's Degree $5,820,846

High School Graduate $4,172,720

$0 $1,000,000 $2,000,000 $3,000,000 $4,000,000 $5,000,000 $6,000,000
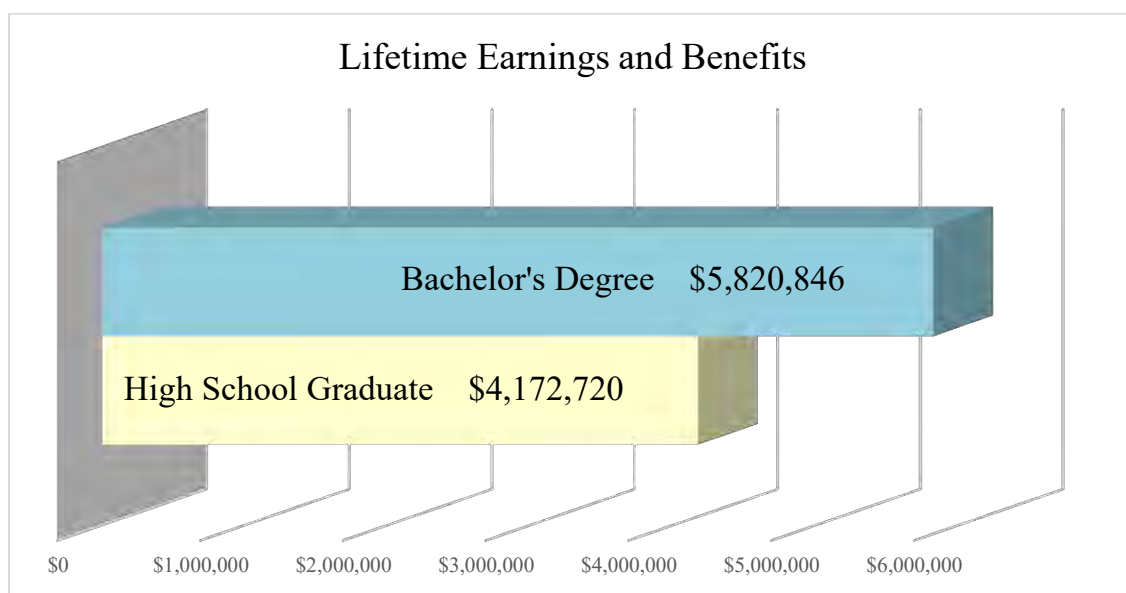
IMPACT AND RECOMMENDATIONS

This information is provided to give some background on the value of an education and how it is paid for in each state.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT:
   FY20 On-Campus Tuition and Mandatory Fees

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 13-53-6
   BOR Policy 5:5 Tuition and Fees: General Procedures
   BOR Policy 5:5:1 Tuition and Fees: On-Campus Tuition

BACKGROUND/DISCUSSION
   Mandatory tuition and fees include tuition, the general activity fee, and the laptop fee for
   DSU and SDSM&T. Discipline fees, housing and food service are not included in the
   calculation of the mandatory cost since they are not assessed to all students.

   The FY20 proposal for tuition and mandatory fees attempts to keep the cost to students as
   low as possible in consideration of student access, service to students, and delivering the
   highest quality education possible to our students.

   Cost Drivers
   The Legislature adopted a 2.5% salary policy for all employees, including faculty, exempt,
   and CSA. The employer paid health care benefit cost increases $1,601 for FY20. The
   annual premium rate will be $10,071 for each benefit eligible employee. It is important to
   note that the state only provides funding for the general fund portion of the salary package.
   The federal and other funds are provided to the Regental system as authority. Funding for
   the increases for the federal and other funds portion needs to be raised internally. The
   Bureau of Finance and Management calculated the annual Consumer Price Index (CPI) for
   the last fiscal year at 2.2%. To keep student costs down, this inflationary increase will not
   be applied to the operating expense base budgets for tuition and all the fees.

(Continued)
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DRAFT MOTION: 20190402_7-E:
   I move to approve the FY20 On-Campus Tuition and Mandatory Fees as presented in
   Attachment I; and to approve SDSU's request to extend the SDSU bond and utility fee
   transition to GAF for an additional year (to FY22).

On-Campus Tuition Rates
The six universities receive general fund appropriations that are used to support on-campus operations. All courses taught on campus are offered at the Board approved on-campus tuition rate except for remedial courses which are offered at the off-campus rate. The special or reduced on-campus tuition rates are tied to the undergraduate and graduate base rates. A complete listing of on-campus tuition rates with the proposed increases for FY20 can be found in Attachment I.

USD Law School Tuition
The University of South Dakota Law School utilizes a semester-based tuition rate and a semester-based discipline fee. This tuition and fee structure simplifies the tuition and fee rates and encourages students to take more than the 90 credit hours required for graduation, thereby making it possible for the Law School to offer a broader curriculum that is more attractive to prospective students.

In keeping with BOR policy, the Law School tuition and fee costs should be comparable to regional law schools with a mission to attract students who want to practice law in their own state. South Dakota's FY19 costs are 2.4% below the average of the regional law schools, excluding the University of Minnesota-Twin Cities in the mix. The recommended increase to the Law School cost is commensurate with the USD graduate increase at 3.3%.

University of Iowa	$27,344
Average	$16,426
University of South Dakota	**$16,038**
University of Nebraska--Lincoln	$15,446
University of Wyoming	$15,408
University of Montana	$12,852
University of North Dakota	$11,470

Sanford School of Medicine
Students attending the Sanford School of Medicine on the campus of the University of South Dakota pay the on-campus tuition rate set annually by the Board of Regents, plus the general activity fee for the first two years while in Vermillion.

The Board adopted the practice of comparing the Sanford School of Medicine, a community-based school, to other public community-based schools across the country for establishing annual cost. If the School of Medicine rates were below the community-based average, the tuition rate would increase by the amount below the average plus mandatory increases. If the Medical School were above the community-based average, it would increase by the graduate tuition rate increase.

The following table provides the comparable tuition and fee costs:

Michigan State University College of Medicine	$46,185
University of South Carolina School of Medicine	$43,428
Northeastern Ohio University College of Medicine and Pharmacy	$40,947
City University of New York	$40,712
Central Michigan University	$40,245
Washington State - E.S.Floyd College of Medicine	$38,293
Florida International University - Wertheim	$38,003
University of Hawaii - Burns School of Medicine	$37,444
Southern Illinois University School of Medicine	$36,166
Wright State-Boonshoft School of Medicine	$35,714
Eastern Virginia Medical School	$35,319
East Tennessee State University - Quillen	$34,371
University of South Dakota - Sanford School of Medicine	**$32,972**
University of North Dakota School of Medicine	$32,601
Average	*$32,599*
Florida Atlantic University-Schmidt College of Medicine	$31,750
University of Nevada School of Medicine - Reno	$30,334
University of Central Florida College of Medicine	$29,680
Florida State University College of Medicine	$26,310
Marshall University - Edwards School of Medicine	$23,094
University of Texas-Austin - Dell Medical School	$20,268
Texas Tech University School of Medicine-Foster	$18,838
Texas Tech University School of Medicine	$18,808
University of Texas Rio Grande Valley	$18,298

The FY19 annual tuition plus mandatory fees for the School of Medicine is above the community-based average. The increase equivalent to the graduate tuition increase for USD, which is 3.3%, will be applied to the School of Medicine annual tuition rate for FY20.

Minnesota Reciprocity Rates
Minnesota Reciprocity rates will not change until the fall 2019 semester when the FY20 rates will have been negotiated with the Minnesota Higher Education Service Office.

Mandatory Fees
Each student pays the campus' general activity fee (GAF) per credit hour, and students at DSU and SDSM&T pay the mandatory laptop fee each semester. These are the fees included when determining the average mandatory cost increase for students.

General Activity Fee (GAF)
The GAF supports student functions related to the co-curricular activities and operations of the student union buildings, including student organizations, cultural events,

homecoming, student government, student newspapers, athletics, intramural activities, fine arts, and debt on student unions, athletic facilities and wellness facilities as approved by the Board. In accordance with Board policy, committees composed of a majority of student representatives are to recommend changes in the GAF to the presidents.

Comparable GAF Rates

Some of the universities have financed debt related to food service operations by including a facility fee on food service rates. In order to make an apple-to-apple comparison on student support related to student services and student unions, the facility fee needs to be included in the calculation. In the chart below, the projected facility revenue for BHSU, SDSM&T, SDSU, and USD was divided by the number of projected credit hours for each institution. The quotient was then added to the FY20 proposed GAF so the numbers are comparable.

	Comparable GAF Rate Review			
	FY20 Proposed Rate	Additional Increase Requested	Facility Fee Converted to Per Cr Hr. Rate	Comparable FY20 Rate
BHSU	$37.70	$0.00	$6.60	$44.30
DSU	$40.05	$0.00		$40.05
NSU	$40.35	$0.00		$40.35
SDSM&T	$48.85	$0.00	$1.35	$50.20
SDSU	$44.55	$2.70	$3.30	$50.55
USD	$54.50	$0.00	$2.60	$57.10

SDSU GAF

At the March 2017 meeting, the Board supported SDSU's proposal to phase out the bond and utility component of their food service rates over a four-year period and implement a GAF component that will increase over the same time period. The purpose of the change is to distribute the bond and utility fee burden evenly over more students through the GAF. This is the fairest approach to students that have already paid the full bond and utility fee as sophomores and juniors.

	FY18	FY19	FY20	FY21	FY22
Bond and Utility Fee Rate	$143.30	$102.65	$94.14	$55.56	$0.00
GAF Rate	$1.95	$3.25	$3.69	$5.20	$6.55
GAF Bond & Utility Increase	$1.95	$1.30	$0.44	$1.51	$1.35

FY20 will be the third year of the revenue neutral plan. SDSU is requesting that the four-year conversion plan be extended to a five-year plan.

Beginning in May, 2018, Students' Association (SA) began the process of developing a new IMAGINE 2023: Strategic Plan for the General Activity Fee. They charged a steering committee to develop the GAF Strategic Plan for the next five years. (Five work groups were formed around key priorities identified by SA: athletic facilities and operations, transportation, student life, wellness services and student organizations.) In September

2018, the work groups began meeting to research priority areas, develop questions to include in a student survey, and analyze data to make a recommendation for GAF projects.

In October/November, a survey was administered to the general student population garnering more than 3,300 unique student responses. An environmental scan was also completed for peer institutions as well as SDBOR institutions. The work groups identified additional areas to research to gain the most comprehensive view of each project. As a result, the GAF Strategic Planning Steering Committee submitted a draft plan to SA for consideration. On January 28, 2019, SA adopted the FY20-23 GAF Strategic Plan with a vote of 24-4. Six primary areas were recommended for funding over the course of the plan: student organizations, Frost Arena renovation, wellness service enhancements, a transportation system, athletics operations, and a sustainability grant program.

Based on the strategic plan, SDSU is requesting an increase to the GAF for FY20 of $2.26 in conjunction with the FY20-FY23 GAF Strategic Plan. The $2.26 will support Student Organization programming ($0.25), wellness services enhancements ($0.76), athletic operations ($1.01), and transportation system start-up. ($0.24). The total GAF increase will be $3.50 including the $2.26 tied to the strategic plan, an additional $0.44 for year three of the bond and utility fee transition to GAF, and the increase of $0.80 to cover the salary package costs.

Computer Lease Fees
DSU launched its mobile computing initiative at the start of the FY05 fall semester. SDSM&T launched its mobile computing initiative starting with the freshmen class in FY07. The per-semester fee is used to cover the cost to lease laptop/tablet PC's for full-time, on-campus students and to support the operating costs of the program. The cost of the mobile computing programs at DSU and SDSM&T are part of the mandatory costs paid by students. The fee increase at DSU will be 1% and at SDSM&T will be 1.4%.

IMPACT AND RECOMMENDATIONS
The recommended FY20 tuition and mandatory fee increases provide the necessary funding for the 2.5% salary policy for all employees, including faculty, exempt, and CSA. The cost of funding the non-general and non-federal salary increase and benefits is estimated at $4.3M. The cost to provide employer paid health insurance will increase $1,601, bringing the annual cost per benefit eligible employee to $10,071. The funding for the non-general and non-federal health care increase is estimated at $3.5M.

To cover the salary policy, the health care increase, and SDSU's GAF increase, the weighted average cost increase is $300 or 3.4%. The impact to students within the system will range from $254 to $351 more per year.

Proposed FY20 Resident Undergraduate Mandatory Tuition and Fee Increase

	FY19 Cost	FY20 Cost	$ Increase	% Increase
Black Hills State University	$8,733.00	$9,009.00	$276.00	3.2%
Dakota State University	$9,276.00	$9,535.50	$259.50	2.8%
Northern State University	$8,497.50	$8,751.00	$253.50	3.0%
SD School of Mines &Technology	$9,778.50	$10,050.00	$271.50	2.8%
South Dakota State University	$8,763.00	$9,114.00	$351.00	4.0%
University of South Dakota	$9,060.00	$9,331.50	$271.50	3.0%
System Weighted Cost	$8,950.55	$9,250.82	$300.27	3.4%

ATTACHMENTS

Attachment I – Proposed FY20 On-Campus Tuition and Mandatory Fee Schedule

South Dakota Board of Regents
Proposed FY20 On-Campus Tuition and Mandatory Fees

	Current Rate	$ Increase	% Increase	FY20 Rate
Black Hills State University				
Undergraduate - Per Credit Hour				
Resident	$254.20	$8.40	3.3%	$262.60
State Employee, ROTC, Teacher Certification	$127.10	$4.20	3.3%	$131.30
Over Sixty-Five	$139.80	$4.60	3.3%	$144.40
Remedial [7]	$340.05	$11.20	3.3%	$351.25
Child of Alumni [3]	$254.20	$8.40	3.3%	$262.60
South Dakota Advantage [4]	$254.20	$8.40	3.3%	$262.60
Western Undergraduate Exchange [2]	$355.70	$11.75	3.3%	$367.45
Nonresident	$355.70	$11.75	3.3%	$367.45
Minnesota Reciprocity - SU2019 - BHSU	$275.85			$275.85
Graduate - Per Credit Hour				
Resident	$328.20	$10.85	3.3%	$339.05
State Employee, Teacher Certification	$164.10	$5.40	3.3%	$169.50
Graduate Assistant	$173.95	$5.75	3.3%	$179.70
Over Sixty-Five	$180.50	$5.95	3.3%	$186.45
Nonresident	$612.40	$20.20	3.3%	$632.60
Nonresident Graduate Assistant	$206.75	$6.80	3.3%	$213.55
Minnesota Reciprocity - SU2019 - BHSU	$474.50			$474.50
Western Regional Graduate Program [5]	$328.20	$10.85	3.3%	$339.05
Dakota State University, Northern State University				
Undergraduate - Per Credit Hour				
Resident	$243.30	$8.05	3.3%	$251.35
State Employee, ROTC, Teacher Certification	$121.65	$4.00	3.3%	$125.65
Over Sixty-Five	$133.85	$4.40	3.3%	$138.25
Remedial [7]	$340.05	$11.20	3.3%	$351.25
Child of Alumni [3]	$243.30	$8.05	3.3%	$251.35
South Dakota Advantage [4]	$243.30	$8.05	3.3%	$251.35
Western Undergraduate Exchange [2]	$342.40	$11.30	3.3%	$353.70
Nonresident	$342.40	$11.30	3.3%	$353.70
Minnesota Reciprocity - SU2019 - DSU	$246.85			$246.85
Minnesota Reciprocity - SU2019 - NSU	$272.80			$272.80
Graduate - Per Credit Hour				
Resident	$319.40	$10.55	3.3%	$329.95
State Employee, Teacher Certification	$159.70	$5.25	3.3%	$164.95
Graduate Assistant	$169.30	$5.60	3.3%	$174.90
Over Sixty-Five	$175.70	$5.80	3.3%	$181.50
Nonresident	$596.30	$19.70	3.3%	$616.00
Nonresident Graduate Assistant	$201.20	$6.65	3.3%	$207.85
Minnesota Reciprocity - SU2019 - DSU	$471.70			$471.70
Minnesota Reciprocity - SU2019 - NSU	$471.45			$471.45
Western Regional Graduate Program [5]	$319.40	$10.55	3.3%	$329.95

	Current Rate	$ Increase	% Increase	FY20 Rate
South Dakota School of Mines & Technology				
Undergraduate - Per Credit Hour				
Resident	$249.70	$8.25	3.3%	$257.95
State Employee, ROTC, Teacher Certification	$124.85	$4.15	3.3%	$129.00
Over Sixty-Five	$137.35	$4.55	3.3%	$141.90
Remedial [7]	$340.05	$11.20	3.3%	$351.25
Child of Alumni [3]	$249.70	$8.25	3.3%	$257.95
South Dakota Advantage [4]	$249.70	$8.25	3.3%	$257.95
Western Undergraduate Exchange [2]	$374.60	$12.35	3.3%	$386.95
Nonresident	$391.10	$12.90	3.3%	$404.00
Minnesota Reciprocity - SU2019 - SDSM&T	$249.70			$249.70
Graduate - Per Credit Hour				
Resident	$324.85	$10.70	3.3%	$335.55
State Employee, Teacher Certification	$162.45	$5.35	3.3%	$167.80
Graduate Assistant	$172.20	$5.70	3.3%	$177.90
Over Sixty-Five	$178.70	$5.90	3.3%	$184.60
Nonresident	$652.00	$21.50	3.3%	$673.50
Nonresident Graduate Assistant	$204.65	$6.75	3.3%	$211.40
Minnesota Reciprocity - SU2019 - SDSM&T	$462.95			$462.95
Western Regional Graduate Program [5]	$324.85	$10.70	3.3%	$335.55
South Dakota State University, University of South Dakota				
Undergraduate - Per Credit Hour				
Resident	$248.35	$8.20	3.3%	$256.55
State Employee, ROTC, Teacher Certification	$124.15	$4.10	3.3%	$128.25
Over Sixty-Five	$136.60	$4.50	3.3%	$141.10
Remedial [7]	$340.05	$11.20	3.3%	$351.25
Child of Alumni [3]	$248.35	$8.20	3.3%	$256.55
South Dakota Advantage [4]	$248.35	$8.20	3.3%	$256.55
Western Undergraduate Exchange [2]	$360.50	$11.90	3.3%	$372.40
Nonresident	$360.50	$11.90	3.3%	$372.40
Minnesota Reciprocity - SU2019 - SDSU	$269.00			$269.00
Minnesota Reciprocity - SU2019 - USD	$259.10			$259.10
Graduate - Per Credit Hour				
Resident	$326.05	$10.75	3.3%	$336.80
State Employee, Teacher Certification	$163.00	$5.40	3.3%	$168.40
Graduate Assistant - USD	$172.80	$5.70	3.3%	$178.50
Over Sixty-Five	$179.35	$5.90	3.3%	$185.25
Nonresident	$626.85	$20.70	3.3%	$647.55
Nonresident Graduate Assistant - USD	$205.40	$6.80	3.3%	$212.20
Minnesota Reciprocity - SU2019 - SDSU	$467.65			$467.65
Minnesota Reciprocity - SU2019 - USD	$457.75			$457.75
Western Regional Graduate Program [5]	$326.05	$10.75	3.3%	$336.80

South Dakota Board of Regents
Proposed FY20 On-Campus Tuition and Mandatory Fees

		Current Rate	$ Increase	% Increase	FY20 Rate
South Dakota State University, University of South Dakota					
Pharmacy & Allied Health Programs [6]					
Resident - Per Semester		$4,885.00	$161.00	3.3%	$5,046.00
Nonresident - Per Semester		$10,450.00	$345.00	3.3%	$10,795.00
Nonresident - Per Credit Hour		$851.20	$28.10	3.3%	$879.30
Minnesota Reciprocity - SU2019 - Semester		$7,594.00			$7,594.00
Minnesota Reciprocity - SU2019 - Credit Hour		$612.25			$612.25
Law School					
Resident - Semester		$5,624.00	$186.00	3.3%	$5,810.00
Graduate Assistant - Credit Hour		$198.70	$6.55	3.3%	$205.25
Nonresident - Per Semester		$14,988.00	$495.00	3.3%	$15,483.00
Nonresident w/ LSAT 155 or Higher - Per Semester		$5,624.00	$186.00	3.3%	$5,810.00
Nonresident Graduate Assistant		$236.25	$7.80	3.3%	$244.05
Minnesota Reciprocity - SU2019 - Semester		$9,634.25			$9,634.25
Minnesota Reciprocity - SU2019 - Credit Hour		$642.25			$642.25
Medical School					
Resident & INMED Program - Annual		$30,772.00	$1,015.00	3.3%	$31,787.00
Nonresident - Annual		$73,740.00	$2,433.00	3.3%	$76,173.00
Minnesota Reciprocity - Annual		$34,335.00			$34,335.00
FY20 Mandatory Fees [1]					
General Activity Fee - Credit Hour	BHSU	$36.90	$0.80	2.2%	$37.70
	DSU	$39.70	$0.35	0.9%	$40.05
	NSU	$39.95	$0.40	1.0%	$40.35
	SDSM&T	$48.45	$0.40	0.8%	$48.85
	SDSU	$43.75	$3.50	8.0%	$47.25
	USD	$53.65	$0.85	1.6%	$54.50
Computer Lease Fee - Semester	DSU	$393.00	$3.75	1.0%	$396.75
	SDSM&T	$417.00	$6.00	1.4%	$423.00

Notes: *All rates are effective at the end of the 2019 spring term.*

SD National Guard members may be eligible for a benefit of 50% of the in-state resident tuition after federal tuition benefits are applied, but the benefits in total may not exceed 100% of the tuition cost. The graduate benefit is limited to 32 credit hours.

(1)   *The mandatory fees are added to the on-campus tuition cost for a total cost per credit hour. Special discipline fees may also apply to certain courses and are in addition to on-campus tuition and mandatory fees.*

(2)   *States participating in the Western Undergraduate Exchange program: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming. The SDSM&T rate is available only to new freshman and first-time transfers starting the summer of 2016.*

(3)   *The BHSU rate is available only to new Wyoming freshmen and first-time transfers starting the summer of 2013.*

(4)   *The South Dakota Advantage Program, starting summer 2019, is for new freshmen and transfers from Colorado, Iowa, Montana, Nebraska, North Dakota and Wyoming.*

(5)   *The Western Regional Graduate Program (WRGP) allows master's, graduate certificate, and Ph.D. students who are residents of the WICHE member states to enroll in high-quality programs at 60 public institutions outside of their home state and pay resident tuition. For a list of South Dakota's programs offered through WRGP, please visit this site: https://www.wiche.edu/wrgp*

(6)   *Allied Health includes Nursing, Dental Hygiene, Occupational Therapy, Physician Assistant Studies, Physical Therapy, HSC Paramedic Specialization, and MS Human Biology*

(7)   *These rates are the total per credit hour cost. No additional fees will be assessed.*

Budget and Finance

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SUBJECT
 FY20 System, Discipline, Delivery, and Vehicle Registration Fees

CONTROLLING STATUTE, RULE, OR POLICY
 SDCL 13-53-6
 BOR Policy 5:5 Tuition and Fees: General Procedures
 BOR Policy 5:5:5 Tuition and Fees: Fees

BACKGROUND/DISCUSSION
 Outside of tuition and mandatory fees, students will be assessed specific fees for services and may pay additional fees for higher cost disciplines. The services could include processing applications, testing for credit, assessment fees, late fees, parking fees or similar services. Discipline fees are used to support high-cost disciplines in the areas of salaries and/or operating expenses.

 The Fees for Service are summarized below into the following categories: 1) System Fees, 2) Discipline Fees, 3) Delivery Fees, and 4) Vehicle Registration Fees. A justification is included for any new fee or fee being increased above inflation.

 System Fees
 Application Fee
 The universities retain the revenues from the application fee to support work in the admissions offices. The undergraduate application fee is $20.00 and the graduate application fee is $35.00. The rates are not increasing for FY20.

 Transcript Fee
 The universities retain the transcript fee revenue to support the work in providing transcripts. The transcript fee was restructured in FY16 when the system purchased software for processing electronic transcripts and created an e-Transcript Center. The current fee is $9.00 per transcript. No increase is being recommended.

(Continued)
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DRAFT MOTION: 20190402_7-F_REVISED:
 I move to approve the FY20 System, Discipline, Delivery, and Vehicle Registration Fees, as presented in in the Budget and Finance Committee proposal.

Challenge by Exam
The Challenge by Exam, formerly known as Exam for Credit, covers the costs of the College Level Examination Program (CLEP) exams. The cost is $90.75 per exam. No increase is requested.

International Student Fee
The international student fee was restructured starting in FY13 to a per semester fee with the fee being waived for the summer semester. The semester fee helps to offset the costs of any international student orientation programs, the on-going compliance support related to the Student and Exchange Visitor Information System (SEVIS), and the continuing compliance required of U.S. universities from the time an international student enrolls until the time he/she either graduates, finishes post-graduation training, or terminates his/her academic program and returns home. The fee currently is set at $100 per semester. No increase is being recommended.

Testing Fees
Testing costs are to be covered with tuition revenues unless the Board has approved a specific fee. Retest fees have been approved for the COMPASS and the Technology Literacy exams at $18.00 per exam. Students will individually register for and pay the PRAXIS Principles of Learning & Teaching or the PRAXIS II Content test fees directly to Education Testing Services. There is no increase to the exam fee for the COMPASS or the Technology Retest.

USD contracts with HESI to administer the nursing assessment test for the Associate of Science and Bachelor of Science nursing candidates. The testing costs of $185.50 are paid directly by the student. SDSU contracts with Assessments Technology Institute at a cost of $214.00 per student. Since these are electronic assessments, SDSU purchases the student codes insuring the students receive the correct assessment each time. The two institutions note no increase to their fees for FY20.

Discipline Fees
South Dakota has traditionally assessed program fees to support incremental costs of instructional equipment and other operating costs, including salary enhancement, for the benefit of students enrolled in higher cost disciplines. Courses assessing the discipline fees must be approved by the Board.

A 2.9% increase has been applied to the current rate to meet the salary policy increase and the $1,601 health care increase for each benefit eligible FTE. No operating expense inflationary increase has been applied to the current rates.

Following are a number of requests for an increase above the 2.9% or for a new fee. These increases are being recommended.

DSU – Biology/Chemistry/Physics
(Course prefixes: BIO, CHEM, PHYS)

FY19 Rate	Salary Policy/Health	Above Need for Salary Policy/Health	Proposed FY20 Rate	% Increase
$20.50	$0.60	$10.45	$31.55	53.9%

Projected Credit Hours or Student Base	2,060
Projected Revenue from Inflation	$1,236.00
Projected Revenue Above Inflation	$21,527.00
Total Projected Revenue for FY20	$64,993.00

DSU requests an increase to the discipline fee for biology, chemistry, and physics. The additional revenue would be used to maintain vital equipment, purchase needed lab supplies, enhance the safety and hygiene activities and in general the science programs at Dakota State University. DSU has a growing undergraduate research program with proven success. The areas have been very effective, producing back-to-back Goldwater Scholars over the past two years. To continue to provide these high-performing outcomes, improved equipment is required. Equipment, such as a gas chromatography-mass spectrometer, high performance liquid chromatography, a centrifuge, a conical microscope, and other equipment that adequately equips a university level science laboratory, while properly maintaining safety and hygiene are examples of what is needed. The experiential training of these students and the learning outcomes are crucial to the students' progress as critical learners as they join the job market.

DSU – Computer Science Discipline Fee
(Course prefixes: CSC, DAD, GAME, CIS, HIMS, INFA, INFS, and SCTC)
DSU requests a per credit hour increase for the Computer Science Discipline Fee from $57.15 to $70.20.

FY19 Rate	Salary Policy/Health	Above Need for Salary Policy/Health	Proposed FY20 Rate	% Increase
$57.15	$1.65	$11.40	$70.20	22.8%

Projected Credit Hours or Student Base	13,097
Projected Revenue from Inflation	$21,609.60
Projected Revenue Above Inflation	$149,305.80
Total Projected Revenue for FY20	$919,409.30

DSU is seeking an increase in the Computer Science discipline fee for three primary reasons:

1. DSU's Computer and Cyber Sciences and related programs are rated among the highest in the nation. This is largely due to the credibility of DSU faculty. The

2. Many of the operating costs to maintain this level of excellence continue to increase, e.g. server costs, software costs, and the ever-increasing cost of equipment and support infrastructure.
3. DSU continues to grow the value proposition of a DSU education: there is high lifetime value to a DSU degree and increased financial support will help continue to produce that intended outcome in students.

The fee increase will generate additional revenue to support the high cost program of computer science and related fields. The additional revenue will specifically go toward the cost of faculty and to the academic technology needed to support these programs.

NSU – Biology/Chemistry/Physics
(Course prefixes: BIO, CHEM, PHYS)

| | | Above Need for | | |
| | Salary | Salary | Proposed | |
FY19 Rate	Policy/Health	Policy/Health	FY20 Rate	% Increase
$20.50	$0.60	$10.45	$31.55	53.9%

Projected Credit Hours or Student Base	3,900
Projected Revenue from Inflation	$2,340.00
Projected Revenue Above Inflation	$40,755.00
Total Projected Revenue for FY20	$123,045.00

NSU requests an increase to the discipline fee for biology, chemistry, and physics. This fee revenue is vital to provide adequate support to science programs. Funds will be used to support:
1. Increased cost of lab supplies, travel costs, software maintenance, and equipment.
2. Salary compression among current faculty salaries (50% of faculty salaries are below 90% of the CUPA level for like positions.);
3. Competitive salaries to attract talented new faculty;
4. A modernized approach to physics instruction;
5. STEM Programming including more emphasis on summer programs;
6. Increased funds to expand opportunities for student workers in the greenhouses and with the campus wide recycling program; and
7. Opportunities for first-hand experience through fieldtrips and field experiences.

NSU – Computer Science Discipline Fee
(Course prefixes: CSC)
NSU requests a per credit hour increase Computer Science Discipline Fee from $46.10 to $56.60.

	Salary	Above Need for Salary	Proposed	
FY19 Rate	Policy/Health	Policy/Health	FY20 Rate	% Increase
$46.10	$1.35	$9.15	$56.60	22.8%

Projected Credit Hours or Student Base	135
Projected Revenue from Inflation	$181.00
Projected Revenue Above Inflation	$1,226.00
Total Projected Revenue for FY20	$7,631.00

NSU is requesting a $10.50 per credit hour increase to the Computer Science Discipline Fee for FY20. The additional funding will be used to support the increased costs of lab maintenance and upgrades.

SDSU – Chemistry Discipline Fee
(Course prefix: CHEM)

	Salary	Above Need for Salary	Proposed	
FY19 Rate	Policy/Health	Policy/Health	FY20 Rate	% Increase
$40.95	$1.20	$9.10	$51.25	25.2%

Projected Credit Hours or Student Base	14,482
Projected Revenue from Inflation	$17,378.70
Projected Revenue Above Inflation	$131,786.00
Total Projected Revenue for FY20	$742,202.70

SDSU requests an additional $9.10 along with salary policy and employee health care benefit increases. Fundamental understanding of chemistry is germane to nearly every discipline in the health care, science and engineering, agriculture and the environment, and related disciplines. As such, up to two years or more of chemistry coursework is required for several majors on-campus. With this background, it should be noted that around 3,000 students (non-majors) enroll in a CHEM service course annually and, since Fall 2010, the chemistry minor is the fifth most popular minor at SDSU (following health science, agricultural business, business, and Spanish).

Chemistry laboratory courses are generally taught by Graduate Teaching Assistants, typically students in their first two years in the Chemistry or Biochemistry graduate program. Instructional quality varies from GTA to GTA and is a source of student complaints regarding the chemistry program, followed by aging equipment. This request is to use increased discipline fees to improve instructional quality in the undergraduate chemistry program while simultaneously lifting the graduate program.

In the most recent Institutional Program Review (February 2018), the only major deficiency noted was support of graduate students. Stipends for graduate assistantship are low compared with national norms (the FY17 stipend was 85% of the Oklahoma survey

average for the previous three years), health insurance is not included, and support is guaranteed for only two years. As a consequence, the ability to attract quality domestic students has waned. The enrollment of international students in the graduate program has increased from about 35% in 2010 to 65% in 2018. This not only impacts the chemistry program, but also effects the ability of SDSU in fulfilling its mission to support South Dakota. Once a domestic student leaves the state, it is much more difficult to get them to return than if they hadn't left initially; meanwhile international students are less likely to stay in the state to begin with.

The requested discipline fee request would be used in the following manner:

1. Graduate assistantship stipends will be supplemented to bring SDSU nearer to the mean of the Oklahoma survey, with the intent of making the chemistry graduate program more attractive to domestic students in the absence of health insurance. The increased number of applicants will presumably result in an improved academic quality of the applicant pool. Again, these are the students that will become GTAs.

2. A focused recruiting effort aimed at regional institutions granting an M.S. in chemistry as their highest degree will be developed. These schools would include Creighton, Nebraska-Kearney, Northern Iowa, St. Cloud State, Mankato State, MN State-Moorhead, Winona State, Illinois State, Western Illinois, Grand Valley State, and Western Kentucky. These departments are somewhat similar in culture to the Department of Chemistry and Biochemistry and their graduates would be poised to successfully contribute immediately to the graduate and teaching programs.

3. The new graduate student orientation program will be enhanced. Due to previous budgetary pressures, our orientation program has been cut from six weeks to two. We intend to shift back to a six-week program with emphasis on GTA training through testing of academic preparation and training in teaching and communication strategies, laboratory safety, and related items.

4. Upon moving in to the Avera Health and Science Center in 2010, laboratory experiments for the service courses (CHEM 106, 108, 112, 114, 326, and 328) shifted to use of LabQuest interfaces to collect sensor data and facilitate data collection and analysis. This significantly modernized the laboratory experience to that analogous to an industrial setting. Contingencies to maintain and replace these electronic interfaces and the associated sensor devices was somewhat lacking. A portion of the increased discipline fee will be devoted to updating this platform on a recurring basis.

SDSU – Fine Arts Discipline Fee
(Course prefix: ART, ARTD, ARTE, ARTH, DANC, DSGN, GDES, MUAP, MUEN, MUS, THEA)

FY19 Rate	Salary Policy/Health	Above Need for Salary Policy/Health	Proposed FY20 Rate	% Increase
$20.60	$0.60	$5.00	$26.20	27.2%

Projected Credit Hours or Student Base	8,587
Projected Revenue from Inflation	$5,152.50
Projected Revenue Above Inflation	$42,935.00
Total Projected Revenue for FY20	$224,979.65

SDSU requests a $5.00 increase to the Fine Arts Discipline Fee above salary policy and employee health care benefit increases. The fee will be assessed to students enrolled in all SDSU main campus, state support courses with the ART, ARTD, ARTE, ARTH, DANC, DSGN, GDES, MUAP, MUEN, MUS and THEA prefixes. This request has been reviewed by the Fine Arts Discipline Council. The cost of a BFA in Graphic Design is the most impacted with this increase.

The primary purpose of this fee request is to provide funds for the purchase and maintenance of equipment necessary for the effective delivery of courses and programs. The additional revenue generated by the increase will help ensure that resources are available to meet the standards set forth by the National Association of Schools of Art and Design (NASAD), the National Association of Schools of Music (NASM), and the National Association of Schools of Theatre (NAST). Students will directly benefit from this fee because of the enhanced academic experience that the fee revenue will facilitate.

The School of Design will use discipline fee revenue to support its ongoing NASAD accreditation. Studio quality represents a pressing need for programs in the visual arts. Fee revenue will allow the School to purchase and repair studio technology, equipment, and furniture to stay abreast of accreditation standards. It will also support academic programming in film, animation, and graphic design. These are growing fields with accompanying technology needs that require frequent updating, such as Wacom screens, software, cameras, and lighting equipment.

The art history curriculum is in specific need of revision to better serve today's students. Needs include support for active and engaged learning opportunities such as visiting lecturers, touring museums, meeting visiting artists, and materials and supplies for in-class activities. Students will also benefit from access to current journal and media outlets, which require annual subscriptions. Application of the discipline fee to the ARTH prefix is essential to allow the School to address these issues.

SDSU's School of Performing Arts enjoys a strong reputation for quality programs and events. All programs in the School follow an established maintenance schedule that will be addressed through the proceeds from this fee. The opening of the expanded Performing Arts Center will increase the School's inventory and therefore its maintenance needs. The requested fee increase will allow the School to purchase and repair musical instruments, including pianos, for classrooms, studios, and practice rooms. It will facilitate the purchase of specialized music technology for classrooms and studios. It will also allow the School to fully leverage its newly-constructed scene shop and costume shop in support of its theatre program. Application of the fee to the DANC prefix will allow the School to maintain its new professional-grade dance studio.

This fee increase will provide a consistent stream of resources to maintain the School's inventory in a manner consistent with NASM standards and the program's mission. During its most recent accreditation visit by NASM, reviewers suggested that the administration seek ways to "provide more support" for the maintenance and replacement of existing equipment. The NASM Standards summary questioned whether budget allocations are sufficient for the maintenance and repair of equipment. It also raised doubts of whether "financial support is sufficient to ensure continued operation." The next NASM accreditation visit is scheduled for spring 2020. Furthermore, the School is seeking accreditation from NAST, with a site visit scheduled for fall 2019. Resolving support for maintenance and replacement of existing equipment is therefore a high priority for the School of Performing Arts and SDSU.

In addition to meeting equipment and technology needs, the requested fee increase will strengthen the Schools of Design and Performing Arts in other areas. Fee revenue will allow these units to fund lecturers, visiting artists, and exhibitions and performances that strengthen pathways to four-year graduation. It will support the development of digital and social media outlets to advance student retention. Finally, the fee will provide funding for faculty development through participation in discipline-specific conferences.

SDSU – Early Childhood Development NEW
(Course prefix: ECE)

FY19 Rate	Salary Policy/Health	Above Need for Salary Policy/Health	Proposed FY20 Rate	% Increase
			$15.00	

Projected Credit Hours or Student Base	3,583
Total Projected Revenue for FY20	$53,745.25
Projected Cost Increase Per Student per Credit Hour	$15.00

South Dakota State University requests a new Early Childhood Development Discipline Fee at the rate of $15.00 per credit hour.

To meet certification standards and to incorporate National Association for the Education of Young Children (NAEYC) Lab School accreditation requirements, students in early childhood education take 63 ECE credits. Multiplying 63 credits by $15.00 and dividing across eight semesters, the cost of the program increases by an average of $117 per semester. Program fees will be lower in the freshman and sophomore years, with more of an increase during the junior and senior years.

The Early Childhood Education (ECE) program at South Dakota State University is a lab-intensive program that currently operates without program or lab fees. The 28,442 square foot Fishback Center for Early Childhood Education is operated and maintained with no fees other than very modest charges to the parents/caregivers of the pre-school children who attend. These minimal charges cover costs associated with art activities and other consumable materials used by the preschool children.

Based on student credit hours generated in FY 2018 (3,583), a per credit fee of $15.00 would generate approximately $53,745 per year and would be used to offset costs associated with maintaining a large laboratory as well as curriculum and programming associated with a nationally accredited Early Childhood Education Lab School. The National Association of Education for Young Children (NAEYC) is an extremely rigorous accrediting body. Accreditation is achieved by less than 7% of early childhood education programs nationwide. Very precise child to educator ratios are mandated and maintained in our ECE Lab School and add to the expenses of the program. University students in the ECE program benefit from low faculty to student ratios as well, which is befitting this type of learning experience. In addition to accreditation of the actual Lab School, the early childhood education program and curriculum meets additional accreditation standards of the Council for Accreditation of Educational Preparation (CAEP).

Providing a safe, secure environment for the children, students, faculty, and staff in the ECE Center is of utmost concern. While basic security needs are met and maintained, our lab school is home to one of the most vulnerable populations on campus and as such, keeping current with updated safety measures is a key priority. This, too, is an added cost.

We provide a safe, high quality, rigorous laboratory setting that is a unique advantage to early childhood education students at SDSU. To maintain this laboratory and the unique curriculum experiences involving the education of young children, and to continue meeting accreditation standards for both the Lab School and the actual curricular program, a program fee is necessary to offset related costs and expenses.

The ECE program has field-based course requirements that place additional stress on the ECE program budget. These include:
- Required technology to record student teaching for the clinical mentoring model of supervision; iPads, cameras and software programs for reviewing run approximately $3000/year;
- Maintaining Fishback Early Childhood Education Center records for each child and compiling all necessary documentation for Lab School and program

accreditations run between $3000 - $5000/year in summer salary, depending on accreditation cycles and when self-study materials are due.
- Group supervision of student teachers is recommended by the NAEYC accrediting body and is directed by a clinical faculty mentor. Costs are approximately $3000/semester or $6000 per year.
- Reduced course sizes directly related to classrooms in the laboratory preschool (i.e. per accreditation standards, the maximum student enrollment is five students in the preschool student teaching courses). With only five classrooms there are times additional out of lab school placements are required at additional supervisory cost of $15,000/year.
- Due to the complexity of the ECE program, a professional advisor is assigned at 0.5 FTE to the program. This is at a cost of $22,754 in salary and benefits.
- To fully upgrade safety and security at the highest level would include one-time costs of $89,000 plus yearly upkeep. Anticipated yearly costs to continue upgrading security measures and to ensure maintenance of measures already in place is $12,000.
- Currently there is a staff person in place at the reception/front desk area at 50% time at a cost of $23,200 in salary and benefits. We would like to increase this to full-time coverage at an additional cost of $23,200.
- Laboratory Supplies:
  - Inquiry Based Methods Curriculum - $4,000/year
  - Assessment Instruments - $1,000/year
  - Printing Costs - $3,000
  - Library Software Support - $110/year
  - Electronic Portfolio Software Fee - $585/year
  - Copyright Clearance and Printing - $3,500/year

USD – Chemistry Discipline Fee
(Course prefix: CHEM)

FY19 Rate	Salary Policy/Health	Above Need for Salary Policy/Health	Proposed FY20 Rate	% Increase
$40.95	$1.20	$42.25	$84.40	106.1%

Projected Credit Hours or Student Base	5,073
Projected Revenue from Inflation	$6,088.05
Projected Revenue Above Inflation	$214,334.70
Total Projected Revenue for FY20	$428,160.75

USD requests to raise the Chemistry Discipline Fee rate to $84.40. To attract highly qualified chemistry faculty, who are both stellar researchers and excellent educators, the USD chemistry department must be staffed at levels similar to those at competitor institutions. When comparing similar PhD programs, it is apparent USD chemistry has too few laboratory staff to allow the department to grow, and the current staff is already high cost when compared to most STEM disciplines. To ensure that chemistry remains

competitive they will need a highly qualified nuclear magnetic resonance (NMR) technician to maintain operation and maintenance of the nuclear magnetic resonance and microscopy equipment. This will ensure the USD chemistry faculty will not only continue to attract external funding but will expand upon it. A technician will ensure the instruments are in better operating condition for use in teaching and research.

Chemistry graduate teaching assistantship stipends have not risen in the past twenty-five years. They are currently below the standard of living recognized by federal agencies. The assistantship packages at competing institutions are becoming more attractive and the current USD stipend level limits the ability to attract graduate students to MS and PhD programs. Graduate students are essential for a highly impactful department because they allow us to safely and effectively teach the large number of students in laboratory sections. They also are of vital help in the research laboratories where they collect and analyze data necessary for both peer-reviewed publications and for obtaining large external grants and contracts.

In addition to the need for additional, and properly paid personal, the chemistry department maintains $3 million of high-end instrumentation (e.g., the only single crystal x-ray diffractometer in the state, nuclear magnetic resonance instrument, mass spectrometer, scanning electron microscope, and transmission electron microscope), equipment which is used by all levels of students, and people throughout the state. This year we already expect $20K in service calls by manufacturers to repair some of our equipment. Additionally, increased STEM funds would also be used to help match NSF-MRI program funding (30% match requirement) for the acquisition of new equipment so that USD can remain at the cutting edge. Much of USD's instrumentation is reaching normal operating lifetimes and will need to be replaced in the coming years.

USD – Fine Arts Discipline Fee
(Course prefix: ART, ARTH, ARTE, ARTD, MUS, MUAP, MUEN, THEA)

FY19 Rate	Salary Policy/Health	Above Need for Salary Policy/Health	Proposed FY20 Rate	% Increase
$20.60	$0.60	$5.00	$26.20	27.2%

Projected Credit Hours or Student Base	10,370
Projected Revenue from Inflation	$6,222.50
Projected Revenue Above Inflation	$51,850.00
Total Projected Revenue for FY20	$271,694.50

USD requests a $5.00 increase to the Fine Arts Discipline Fee above salary policy and employee health care benefit increases. The fee will be assessed to students enrolled in all USD main campus, state support courses with the ART, ARTH, ARTE, ARTD, MUS, MUAP, MUEN, and THEA prefixes.

The primary purpose of this fee is to address equipment upgrade and replacement needs. All three department accreditation reports cite a need to make commitments for improvement in instructional equipment. Over a twenty-year period, the National Association of Schools of Theatre (NAST), the National Association of Schools of Art Design (NASAD), and the National Association of Schools of Music (NASM), the arts accrediting bodies, have listed specific items that need to be addressed such as ventilation equipment, need for all new pianos, need for new Apple computers every three years and updated software each year for graphic design, instrument repair funding, new instrument purchases, new laser cutters and 3-D printers, new theatre lighting equipment for student use, etc.

Additionally, classroom equipment such as computer hardware, software, peripherals and materials evolve relatively rapidly and are in more serious need of replacement and updating on a biannual or annual basis to increase student participation and foster support for the learning environment.

There is evidence that shows fine arts engagement has a significant effect on the academic and social success of college students. Upgraded equipment and technology allows students to think "outside the box" versus using outdated tools and instruments that can result in the loss of productivity.

At this time, the College of Fine Arts retention rate is 69.7%. This is a drop from several years ago when the College had a retention rate of around 87%. It is a challenge seeking to increase the retention rate without increased income to fund classroom and equipment upgrades, as well as purchasing new equipment to keep up with academic demands and industry standards. To recruit and retain the best and brightest students, each department must have equipment that is at least as good if not better than what students had in their high schools.

ARTH prefix should be included in the College of Fine Arts program fee to provide financial assistance for the art department to bring in guest art historians to lecture and to provide class travel to important museums within the region. Including ARTH in this fee request follows the College of Fine Arts mission that states we "prepare students for life-long engagement with local and global communities." Guest lectures are a major part of the USD art curriculum, and art history and art appreciation students would benefit greatly from exposure to professional guest art historians presenting their perspectives on historical art topics. At this time, students in the art history and art appreciation classes do not have opportunities to learn from guest art historians because there is not available funding. Vermillion is isolated from metropolitan areas so student access to art history presentations outside of class time occurs only when a student has an opportunity to attend a regional or national conference. Funds to bring in regional and national speakers in art appreciation and art history are important to students continuing to advance their learning about global perspectives in art. The additional dollars generated by including ARTH in this fee request will provide seed money to assist the department in bringing in guest art historians. Additionally, this fee could provide some support for class travel to visit museums in Des

Moines, Minneapolis, Kansas City, and Chicago.   The department seeks to provide these opportunities to enhance the learning experience for each student and educate them about being engaged in their own local community to develop educational experiences through artwork displays.

In educating USD art students in foundation classes, they seek to provide the technology tools for a modern art program. Without an increase to this fee, USD lacks the ability to meet this need. For example, the Department of Art graphic design program continues to expand but it is already putting extreme funding demands on the department and college budgets.   More students require additional and higher powered computers that run more advanced and costly software programs. High quality faculty members expect classroom equipment to be repaired or replaced so it can be used within the program and are relevant upon student graduation. Costs for upgraded software and costs for specialized printing in the visual arts witnesses an ever increasing price from vendors. Additionally, programs such as ceramics and sculpture are equipment heavy programs requiring safe equipment usage.

A professional theatre experience has become more and more a product of technology. Theatre production, as well as technical theatre education, demands a greater reliance on up-to-date technology. USD's current outdated lighting equipment in the two theatre performance studios compromises our production value and our ability to train students for meaningful careers in the industry. The Department of Theatre lost its previous tenure-track professor of lighting and sound design in part because he was recruited away from USD to teach at another university that has updated equipment. The theatre scene design area is in much need of upgraded electrical capabilities in the classroom as well as new hardware and software for this advanced program. The new equipment would bring USD up to industry standard. Furthermore, the growing musical theatre program needs quality pianos for their professional training and travel potential for young artists to prepare for the professional field.

The music technology lab combines piano keyboards and computers. To ensure an industry standard environment conducive to creativity and achievement, new technology equipment should be placed on a rotating replacement schedule. Music student feedback is very positive with the current discipline fee because students are seeing new instruments and technology being purchased for their immediate use in class. However, this need will continue to grow and expand given the quality of students recruited to the program.

These are only a few of the many examples that justify the need and student desire for a College of Fine Arts requested program fee increase. From a survey done several years ago of Fine Arts students with regards to the discipline fee, 96% were supportive of being assessed this fee.

<u>USD – Business Discipline Fee</u>
(Course prefix: ACCT, BADM, BLAW, DSCI, ECON, FIN, HRM, HSAD, ENTR, MGMT, MKTG)

FY19 Rate	Salary Policy/Health	Above Need for Salary Policy/Health	Proposed FY20 Rate	% Increase
$29.35	$0.85	$11.90	$42.10	43.4%

Projected Credit Hours or Student Base	15,302
Projected Revenue from Inflation	$13,006.70
Projected Revenue Above Inflation	$182,094.00
Total Projected Revenue for FY20	$644,214.70

USD requests an $11.90 increase in addition to the salary policy and employee health care benefit increases for the Business Discipline Fee charged on undergraduate courses.

The Beacom School of Business had a salary enhancement fee in 2007 at a rate of $4.70 per credit hour. In 2008, the special discipline fee was approved in addition to the salary enhancement, for a combined amount of $24.90 per credit hour to meet institutional needs at that time.   In the eleven years since, the fee has been subject to only inflation increases with no request by the Business School to increase the fee. The special discipline fee is currently at $29.35 per credit hour. The special discipline fee has been used for funding many activities in the Beacom School of Business relating to the maintenance of its Association of Advance Collegiate Schools of Business (AACSB) Accreditation, including (not a complete list): a) hiring new qualified faculty, b) improving salary competitiveness for current qualified faculty, and c) increasing faculty-student engagement though participation at regional and/or national competitions. Major benefits derived from the use of the special discipline fee include: meeting AACSB accreditation standards pertaining to faculty qualifications (Standards 15), increasing rankings and reputation of the Beacom School of Business, and achieving student success through 98% placement rate and other distinctions at regional/national competitions.

The Beacom School of Business is currently in the re-accreditation review process, with the visit by the Peer Review Team (PRT) scheduled in February 2019. To maintain its AACSB accreditation, the School has to demonstrate evidence of continuous improvement in its curriculum. In line with this expectation, the undergraduate core curriculum was reviewed by its faculty in the 2017-18 academic year, and based on the needs identified by the AACSB-mandated assessment process, the School adopted curriculum changes that involve adding two new core courses in the areas of Business Communications and Ethics, without increasing the total credits (120) required for graduation. To teach these two courses in its core curriculum to the undergraduate business major students (about 6 sections of 45 students/section per year per course), the school needs to hire two additional instructors, each at a salary of $80,000 plus benefits (approx. 20%).

Therefore, an additional funding of $196,000 is needed ongoing per year, starting FY20.

Delivery Fees
Universities may assess a program delivery fee to support the incremental costs of additional equipment, support staff, space or facilities, student services, business services or library and related services for all courses in a program offered in an off-campus location. For FY20, the delivery fees will receive a 2.9% increase to cover salary policy and the health care increase need. No inflation to the operating expense base has been included. No new fees or increasing beyond the 2.9% are requested.

SDSU/USD Nursing
SDSU and USD uniformly assess the student costs for the off-campus nursing programs. All off-campus and internet delivered nursing courses are charged on-campus tuition because of the state funding received for the two programs. The nursing delivery fee is also the same for both programs and will be $45.80 for FY20.

USD Masters of Social Work Delivery Fee
A delivery fee equivalent to the nursing delivery fee is assessed to deliver the Masters of Social Work program off campus. For FY20, the delivery fee rate is set at $45.80.

USD Allied Health and School of Medicine Delivery Fee
A delivery fee equivalent to the nursing delivery fee is assessed to deliver Allied Heath and School of Medicine programs off campus. The delivery fee will be $45.80 for FY20.

SDSU/USD Masters of Public Health
For FY20, the delivery fee for the Masters of Public Health will be $144.70.

SDSU Medical Laboratory Science Delivery Fee
The semester fee for delivery of the Medical Laboratory Science program off campus will be $1,109.30.

pMBA
USD delivers a hybrid professional MBA program offered face-to-face in Vermillion and in Sioux Falls with classes scheduled to meet the needs of working professionals. Students taking this hybrid program can take online, face-to-face, and hybrid classes. The delivery fee is assessed to those courses offered via distance and at the University Center. The pMBA delivery fee will be $384.15 for FY20.

Nonresident Online Computer Science, Cyber Operations & Network and Security Administration Delivery Fee
DSU delivers high quality online computing programs including Computer Science, Cyber Operations, and Network Security Administration. Students enrolled in these programs are degree seeking and able to complete the program 100% online. This delivery fee will be $109.60 for FY20. This fee will not be applied to active military to keep their per credit hour cost at $250.

Nonresident Online Masters in Engineering Delivery Fee
SDSM&T offers three specialized professional masters degrees – Mining Engineering and Management, Engineering Management, and Construction Management. While SDSM&T offers these programs in person on campus, the primary market is working professionals who are taking the programs by distance. This delivery fee will be $177.95 for FY20.

Vehicle Registration
Vehicle registration fees are assessed to all students and faculty that choose to park on the university properties. The fees are used to pay for acquiring, maintaining, and improving appropriate parking facilities and for associated administration costs.

The rates are being adjusted by 2.2% inflation and rounded to the nearest dollar. NSU is requesting a change to its fee structure.

NSU Parking Rates
Northern State University proposes to implement a change in the pricing structure for parking permits. Currently, all permits cost $73.00. The FY20 rate with inflation will become $75.00.

Pressure on the parking lots on the west side of campus has increased as a result of the new residence halls. In the proposed parking model, there will be a $75 permit and a $125 permit. Students who live in one of the residence halls on the west side of campus will have the first opportunity to purchase a permit that allows them to park in any lot on campus including the Steele Hall and Washington Street parking lots, lots closest to their residence halls. The cost of the permits will be $75. Unrestricted permits not sold to students in Steele Hall, Great Plains West, Wolves Memorial Suites or Briscoe Hall will be available to any other student, faculty or staff at a cost of $125. There will be a total of 550 unrestricted permits available. There are 440 beds in the residence halls on the west side of campus.

The other type of permit available will be a restricted permit that will allow the holder to park in any lot on campus except the Steele Hall and Washington Street parking lots. The cost of the restricted permit will be $75.

The purpose of this structure is to encourage people to take advantage of the other parking lots available on campus. Paying the higher price for a parking permit will be a choice that individuals make since there are ample parking spots available at the lower cost on the west side of campus. All students will still have the ability to purchase an annual parking permit for $75.

IMPACT AND RECOMMENDATIONS

The Legislature funded a 2.5% salary policy increase for state employees and a $1,601 per benefit eligible employee increase to the employer-paid health care benefit. System fees are not increasing. For discipline fees, a 2.9% increase has been applied to meet only the salary policy and health care benefit need. Discipline fees will not receive an inflationary increase on operating expenses. Delivery fees will also be increased to cover the salary policy and health benefit cost increase. Justification has been provided for those fees increasing above the 2.9% increase. Vehicle registration fees will increase 2.2% rounded to the nearest dollar for the maintenance and repair of the parking facilities and operation of the parking system.

ATTACHMENTS:

Attachment I – Proposed Fee Schedule for FY20
Handout A – Budget and Finance Committee Proposal

	Current Rate	$ Increase	% Increase	FY20 Rate
Black Hills State University				
Undergraduate - Per Credit Hour				
Resident	$254.20	$8.40	3.3%	$262.60
State Employee, ROTC, Teacher Certification	$127.10	$4.20	3.3%	$131.30
Over Sixty-Five	$139.80	$4.60	3.3%	$144.40
Remedial [7]	$340.05	$11.20	3.3%	$351.25
Child of Alumni [3]	$254.20	$8.40	3.3%	$262.60
South Dakota Advantage [4]	$254.20	$8.40	3.3%	$262.60
Western Undergraduate Exchange [2]	$355.70	$11.75	3.3%	$367.45
Nonresident	$355.70	$11.75	3.3%	$367.45
Minnesota Reciprocity - SU2019 - BHSU	$275.85			$275.85
Graduate - Per Credit Hour				
Resident	$328.20	$10.85	3.3%	$339.05
State Employee, Teacher Certification	$164.10	$5.40	3.3%	$169.50
Graduate Assistant	$173.95	$5.75	3.3%	$179.70
Over Sixty-Five	$180.50	$5.95	3.3%	$186.45
Nonresident	$612.40	$20.20	3.3%	$632.60
Nonresident Graduate Assistant	$206.75	$6.80	3.3%	$213.55
Minnesota Reciprocity - SU2019 - BHSU	$474.50			$474.50
Western Regional Graduate Program [5]	$328.20	$10.85	3.3%	$339.05
Dakota State University, Northern State University				
Undergraduate - Per Credit Hour				
Resident	$243.30	$8.05	3.3%	$251.35
State Employee, ROTC, Teacher Certification	$121.65	$4.00	3.3%	$125.65
Over Sixty-Five	$133.85	$4.40	3.3%	$138.25
Remedial [7]	$340.05	$11.20	3.3%	$351.25
Child of Alumni [3]	$243.30	$8.05	3.3%	$251.35
South Dakota Advantage [4]	$243.30	$8.05	3.3%	$251.35
Western Undergraduate Exchange [2]	$342.40	$11.30	3.3%	$353.70
Nonresident	$342.40	$11.30	3.3%	$353.70
Minnesota Reciprocity - SU2019 - DSU	$246.85			$246.85
Minnesota Reciprocity - SU2019 - NSU	$272.80			$272.80
Graduate - Per Credit Hour				
Resident	$319.40	$10.55	3.3%	$329.95
State Employee, Teacher Certification	$159.70	$5.25	3.3%	$164.95
Graduate Assistant	$169.30	$5.60	3.3%	$174.90
Over Sixty-Five	$175.70	$5.80	3.3%	$181.50
Nonresident	$596.30	$19.70	3.3%	$616.00
Nonresident Graduate Assistant	$201.20	$6.65	3.3%	$207.85
Minnesota Reciprocity - SU2019 - DSU	$471.70			$471.70
Minnesota Reciprocity - SU2019 - NSU	$471.45			$471.45
Western Regional Graduate Program [5]	$319.40	$10.55	3.3%	$329.95

	Current Rate	$ Increase	% Increase	FY20 Rate
South Dakota School of Mines & Technology				
Undergraduate - Per Credit Hour				
Resident	$249.70	$8.25	3.3%	$257.95
State Employee, ROTC, Teacher Certification	$124.85	$4.15	3.3%	$129.00
Over Sixty-Five	$137.35	$4.55	3.3%	$141.90
Remedial [7]	$340.05	$11.20	3.3%	$351.25
Child of Alumni [3]	$249.70	$8.25	3.3%	$257.95
South Dakota Advantage [4]	$249.70	$8.25	3.3%	$257.95
Western Undergraduate Exchange [2]	$374.60	$12.35	3.3%	$386.95
Nonresident	$391.10	$12.90	3.3%	$404.00
Minnesota Reciprocity - SU2019 - SDSM&T	$249.70			$249.70
Graduate - Per Credit Hour				
Resident	$324.85	$10.70	3.3%	$335.55
State Employee, Teacher Certification	$162.45	$5.35	3.3%	$167.80
Graduate Assistant	$172.20	$5.70	3.3%	$177.90
Over Sixty-Five	$178.70	$5.90	3.3%	$184.60
Nonresident	$652.00	$21.50	3.3%	$673.50
Nonresident Graduate Assistant	$204.65	$6.75	3.3%	$211.40
Minnesota Reciprocity - SU2019 - SDSM&T	$462.95			$462.95
Western Regional Graduate Program [5]	$324.85	$10.70	3.3%	$335.55
South Dakota State University, University of South Dakota				
Undergraduate - Per Credit Hour				
Resident	$248.35	$8.20	3.3%	$256.55
State Employee, ROTC, Teacher Certification	$124.15	$4.10	3.3%	$128.25
Over Sixty-Five	$136.60	$4.50	3.3%	$141.10
Remedial [7]	$340.05	$11.20	3.3%	$351.25
Child of Alumni [3]	$248.35	$8.20	3.3%	$256.55
South Dakota Advantage [4]	$248.35	$8.20	3.3%	$256.55
Western Undergraduate Exchange [2]	$360.50	$11.90	3.3%	$372.40
Nonresident	$360.50	$11.90	3.3%	$372.40
Minnesota Reciprocity - SU2019 - SDSU	$269.00			$269.00
Minnesota Reciprocity - SU2019 - USD	$259.10			$259.10
Graduate - Per Credit Hour				
Resident	$326.05	$10.75	3.3%	$336.80
State Employee, Teacher Certification	$163.00	$5.40	3.3%	$168.40
Graduate Assistant - USD	$172.80	$5.70	3.3%	$178.50
Over Sixty-Five	$179.35	$5.90	3.3%	$185.25
Nonresident	$626.85	$20.70	3.3%	$647.55
Nonresident Graduate Assistant - USD	$205.40	$6.80	3.3%	$212.20
Minnesota Reciprocity - SU2019 - SDSU	$467.65			$467.65
Minnesota Reciprocity - SU2019 - USD	$457.75			$457.75
Western Regional Graduate Program [5]	$326.05	$10.75	3.3%	$336.80

	Current Rate	$ Increase	% Increase	FY20 Rate
South Dakota State University, University of South Dakota				
Pharmacy & Allied Health Programs [6]				
Resident - Per Semester	$4,885.00	$161.00	3.3%	$5,046.00
Nonresident - Per Semester	$10,450.00	$345.00	3.3%	$10,795.00
Nonresident - Per Credit Hour	$851.20	$28.10	3.3%	$879.30
Minnesota Reciprocity - SU2019 - Semester	$7,594.00			$7,594.00
Minnesota Reciprocity - SU2019 - Credit Hour	$612.25			$612.25
Law School				
Resident - Semester	$5,624.00	$186.00	3.3%	$5,810.00
Graduate Assistant - Credit Hour	$198.70	$6.55	3.3%	$205.25
Nonresident - Per Semester	$14,988.00	$495.00	3.3%	$15,483.00
Nonresident w/ LSAT 155 or Higher - Per Semester	$5,624.00	$186.00	3.3%	$5,810.00
Nonresident Graduate Assistant	$236.25	$7.80	3.3%	$244.05
Minnesota Reciprocity - SU2019 - Semester	$9,634.25			$9,634.25
Minnesota Reciprocity - SU2019 - Credit Hour	$642.25			$642.25
Medical School				
Resident & INMED Program - Annual	$30,772.00	$1,015.00	3.3%	$31,787.00
Nonresident - Annual	$73,740.00	$2,433.00	3.3%	$76,173.00
Minnesota Reciprocity - Annual	$34,335.00			$34,335.00
FY20 Mandatory Fees [1]				
General Activity Fee - Credit Hour	BHSU	$36.90	$0.80	2.2%	$37.70
	DSU	$39.70	$0.35	0.9%	$40.05
	NSU	$39.95	$0.40	1.0%	$40.35
	SDSM&T	$48.45	$0.40	0.8%	$48.85
	SDSU	$43.75	$3.50	8.0%	$47.25
	USD	$53.65	$0.85	1.6%	$54.50
Computer Lease Fee - Semester	DSU	$393.00	$3.75	1.0%	$396.75
	SDSM&T	$417.00	$6.00	1.4%	$423.00

Notes: *All rates are effective at the end of the 2019 spring term.*

SD National Guard members may be eligible for a benefit of 50% of the in-state resident tuition after federal tuition benefits are applied, but the benefits in total may not exceed 100% of the tuition cost. The graduate benefit is limited to 32 credit hours.

(1)   *The mandatory fees are added to the on-campus tuition cost for a total cost per credit hour. Special discipline fees may also apply to certain courses and are in addition to on-campus tuition and mandatory fees.*

(2)   *States participating in the Western Undergraduate Exchange program: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming. The SDSM&T rate is available only to new freshman and first-time transfers starting the summer of 2016.*

(3)   *The BHSU rate is available only to new Wyoming freshmen and first-time transfers starting the summer of 2013.*

(4)   *The South Dakota Advantage Program, starting summer 2019, is for new freshmen and transfers from Colorado, Iowa, Montana, Nebraska, North Dakota and Wyoming.*

(5)   *The Western Regional Graduate Program (WRGP) allows master's, graduate certificate, and Ph.D. students who are residents of the WICHE member states to enroll in high-quality programs at 60 public institutions outside of their home state and pay resident tuition. For a list of South Dakota's programs offered through WRGP, please visit this site: https://www.wiche.edu/wrgp*

(6)   *Allied Health includes Nursing, Dental Hygiene, Occupational Therapy, Physician Assistant Studies, Physical Therapy, HSC Paramedic Specialization, and MS Human Biology*

(7)   *These rates are the total per credit hour cost. No additional fees will be assessed.*

South Dakota Board of Regents

Budget and Finance Committee Proposal for FY20 System, Discipline, Delivery and Vehicle Registration Fees

	FY19 Rate	$ Increase	% Increase	FY20 Rate
System Fees				
Application Fee - Undergraduate	$20.00	$0.00	0.0%	$20.00
Application Fee - Graduate	$35.00	$0.00	0.0%	$35.00
Transcript	$9.00	$0.00	0.0%	$9.00
Challenge by Exam - Course	$90.75	$0.00	0.0%	$90.75
International Student Fee - Fall & Spring	$100.00	$0.00	0.0%	$100.00
Testing Fees				
COMPASS, Technology Re-test	$18.00	$0.00	0.0%	$18.00
BSN Clinical Nursing Fee - Annual	$36.50	$0.00	0.0%	$36.50
SDSU Nursing Assessment - - Semester	$214.00	$0.00	0.0%	$214.00
USD Nursing Assessment (BSN)	$185.50	$0.00	0.0%	$185.50
Discipline Fees - Credit Hour *(Unless Stated Otherwise)*				
Black Hills State University				
BHSU has an all-inclusive tuition structure				
Dakota State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$20.50	$0.60	2.9%	$21.10
Chemistry	$20.50	$0.60	2.9%	$21.10
Physics	$20.50	$0.60	2.9%	$21.10
Computer Science	$57.15	$13.05	22.8%	$70.20
Mathematics/Statistics	$15.35	$0.45	2.9%	$15.80
Fine Arts	$15.35	$0.45	2.9%	$15.80
Business				
Undergraduate	$29.35	$0.85	2.9%	$30.20
Graduate	$52.70	$1.55	2.9%	$54.25
Respiratory Care	$51.25	$1.50	2.9%	$52.75
Northern State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$20.50	$0.60	2.9%	$21.10
Chemistry	$20.50	$0.60	2.9%	$21.10
Physics	$20.50	$0.60	2.9%	$21.10
Computer Science	$46.10	$1.35	2.9%	$47.45
Mathematics/Statistics	$15.35	$0.45	2.9%	$15.80
Counselor Education	$25.45	$0.75	2.9%	$26.20
Fine Arts	$15.35	$0.45	2.9%	$15.80
Business				
Undergraduate	$29.35	$0.85	2.9%	$30.20
Graduate	$52.70	$1.55	2.9%	$54.25
E-Learning	$20.50	$0.60	2.9%	$21.10
NSU Exchange Program Fee - Per Credit Hour	$113.00	$3.30	2.9%	$116.30

South Dakota Board of Regents

Budget and Finance Committee Proposal for FY20 System, Discipline, Delivery and Vehicle Registration Fees

	FY19 Rate	$ Increase	% Increase	FY20 Rate
Discipline Fees - Credit Hour *(Unless Stated Otherwise)* Continued				
South Dakota School of Mines & Technology				
Science/Technology/Engineering/Math				
Atmospheric & Environmental Science	$82.00	$2.40	2.9%	$84.40
Biology/Microbiology/Anatomy	$40.95	$1.20	2.9%	$42.15
Chemistry	$82.00	$2.40	2.9%	$84.40
Geology/Nanoscience/Paleontology	$82.00	$2.40	2.9%	$84.40
Physics	$82.00	$2.40	2.9%	$84.40
Other Sciences	$20.50	$0.60	2.9%	$21.10
Computer Science	$68.20	$2.00	2.9%	$70.20
Engineering	$82.00	$2.40	2.9%	$84.40
Mathematics/Statistics	$40.95	$1.20	2.9%	$42.15
Fine Arts	$15.35	$0.45	2.9%	$15.80
South Dakota State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$40.95	$1.20	2.9%	$42.15
Chemistry	$40.95	$10.30	25.2%	$51.25
Physics	$82.00	$2.40	2.9%	$84.40
Other Sciences	$20.50	$0.60	2.9%	$21.10
Computer Science	$68.20	$2.00	2.9%	$70.20
Engineering	$82.00	$2.40	2.9%	$84.40
Mathematics/Statistics	$40.95	$1.20	2.9%	$42.15
Allied Health				
Undergraduate	$100.10	$2.90	2.9%	$103.00
Graduate	$220.05	$6.40	2.9%	$226.45
Counselor HR Development	$25.45	$0.75	2.9%	$26.20
Health and Wellness	$20.60	$0.60	2.9%	$21.20
Fine Arts	$20.60	$5.60	27.2%	$26.20
Business				
Undergraduate	$29.35	$0.85	2.9%	$30.20
Graduate	$52.70	$1.55	2.9%	$54.25
Architecture	$451.85	$13.10	2.9%	$464.95
Animal Science	$62.45	$1.80	2.9%	$64.25
Aviation Education	$40.70	$1.20	2.9%	$41.90
Dairy Science/Food Science	$79.75	$2.30	2.9%	$82.05
Dietetics Internship - Per Semester	$4,611.70	$133.75	2.9%	$4,745.45
Early Childhood Education - NEW				$0.00
Medical Laboratory Science - Per Semester	$1,728.55	$50.15	2.9%	$1,778.70
Neonatal Care - Annual	$7,712.80	$223.35	2.9%	$7,936.15
Nutrition	$28.70	$0.85	3.0%	$29.55
Interior Design /Landscape Design	$28.70	$0.85	3.0%	$29.55
Pharmacy	$202.55	$5.85	2.9%	$208.40
Pharmacy - Semester	$3,420.90	$99.20	2.9%	$3,520.10
Range Science	$45.45	$1.30	2.9%	$46.75
Veterinary Science	$62.45	$1.80	2.9%	$64.25

South Dakota Board of Regents

Budget and Finance Committee Proposal for FY20 System, Discipline, Delivery and Vehicle Registration Fees

	FY19 Rate	$ Increase	% Increase	FY20 Rate
Discipline Fees - Credit Hour *(Unless Stated Otherwise)* Continued				
University of South Dakota				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$40.95	$1.20	2.9%	$42.15
Biochemistry/Biomedical Engineering/Physiology/Sustainability	$40.95	$1.20	2.9%	$42.15
Chemistry	$40.95	$10.30	25.2%	$51.25
Physics	$82.00	$2.40	2.9%	$84.40
Other Sciences	$20.50	$0.60	2.9%	$21.10
Computer Science	$68.20	$2.00	2.9%	$70.20
Mathematics/Statistics	$40.95	$1.20	2.9%	$42.15
Allied Health				
Undergraduate	$100.10	$2.90	2.9%	$103.00
Graduate	$100.10	$2.90	2.9%	$103.00
Counselor Education/ Counselor HR Development	$25.45	$0.75	2.9%	$26.20
Health and Wellness	$20.60	$0.60	2.9%	$21.20
Fine Arts	$20.60	$5.60	27.2%	$26.60
Business				
Undergraduate	$29.35	$0.85	2.9%	$30.20
Graduate	$52.70	$1.55	2.9%	$54.25
Medical Laboratory Science - Per Semester	$1,565.20	$45.40	2.9%	$1,610.60
Communication Disorders	$104.70	$3.05	2.9%	$107.75
Law - Per Semester	$1,590.00	$46.00	2.9%	$1,636.00
Delivery Fees				
South Dakota State University, University of South Dakota				
SDSU/USD Nursing - Credit Hour	$44.50	$1.30	2.9%	$45.80
USD Allied Health Off-Campus - Credit Hour	$44.50	$1.30	2.9%	$45.80
USD School of Medicine Off-Campus - Credit Hour	$44.50	$1.30	2.9%	$45.80
SDSU Medical Laboratory Science - Semester	$1,078.05	$31.25	2.9%	$1,109.30
USD Masters of Social Work - Credit Hour	$44.50	$1.30	2.9%	$45.80
SDSU/USD Masters of Public Health - Credit Hour	$140.60	$4.10	2.9%	$144.70
USD pMBA (Sioux Falls) - Credit Hour	$373.30	$10.85	2.9%	$384.15
Dakota State University				
Non-Resident Online Computer Science, Cyber Operations, & Network and Security Administration	$106.50	$3.10	2.9%	$109.60
South Dakota School of Mines & Technology				
Non-Resident Online Masters in Engineering	$172.95	$5.00	2.9%	$177.95
Professional Education Majors				
Black Hills State University, Dakota State University, Northern State University, South Dakota State University, University of South Dakota				
Soph/Junior Field Experience - Semester	$170.00	$5.00	2.9%	$175.00
Senior Field Experience - Semester	$340.00	$10.00	2.9%	$350.00
Master's Level Internship - One Time	$170.00	$5.00	2.9%	$175.00
University of South Dakota				
Specialist Level Intern - One Time	$345.00	$10.00	2.9%	$355.00
Doctoral Level Intern - One Time	$517.00	$15.00	2.9%	$532.00

South Dakota Board of Regents

Budget and Finance Committee Proposal for FY20 System, Discipline, Delivery and Vehicle Registration Fees

	FY19 Rate	$ Increase	% Increase	FY20 Rate
Vehicle Registration Fees				
Black Hills State University				
Automobile - Annual	$92.00	$3.00	3.3%	$95.00
Automobile - Annual - University Center	$33.00	$1.00	3.0%	$34.00
Motorcycle - Annual	$11.00	$1.00	9.1%	$12.00
Dakota State University				
Automobile - Annual	$72.00	$2.00	2.8%	$74.00
Northern State University				
Automobile - Annual - Restricted	$73.00	$2.00	2.7%	$75.00
Automobile - Annual - Unrestricted - Residents of Steele, Great Plains West, Wolves Memorial Suites, Briscoe				$75.00
Automobile - Annual - Unrestricted - Faculty, Staff, Commuters and Residents of McArthur-Welsh, Kramer, Great Plains East				$125.00
South Dakota School of Mines and Technology				
Automobile - Annual Primary Vehicle	$122.00	$3.00	2.5%	$125.00
Automobile - Annual Secondary Vehicle	$17.00	$1.00	5.9%	$18.00
Motorcycle - Annual Primary Vehicle	$37.00	$1.00	2.7%	$38.00
Motorcycle - Annual Secondary Vehicle	$17.00	$1.00	5.9%	$18.00
Commuter - Annual	$122.00	$3.00	2.5%	$125.00
Rocker & Place Lots - Annual	$178.00	$4.00	2.2%	$182.00
South Dakota State University				
Resident - Academic Year	$153.00	$4.00	2.6%	$157.00
Reserved - Academic Year	$285.00	$7.00	2.5%	$292.00
Commuter - Academic Year	$153.00	$4.00	2.6%	$157.00
Commuter - Summer	$34.00	$1.00	2.9%	$35.00
Economy Commuter - Academic Year	$69.00	$2.00	2.9%	$71.00
Motorcycle - Annual	$34.00	$1.00	2.9%	$35.00
Gated - Per Hour	$2.00	$0.00	0.0%	$2.00
Economy Commuter - Free Parking May 15-August 14				
University of South Dakota				
Automobile - Annual	$162.00	$4.00	2.5%	$166.00
Automobile - Annual - University Center	$32.00	$1.00	3.1%	$33.00
Motorcycle - Annual	$45.00	$1.00	2.2%	$46.00
Reserved - Annual	$273.00	$7.00	2.6%	$280.00
Remote - Annual	$77.00	$2.00	2.6%	$79.00

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT:
   FY20 Off-Campus Tuition Rates

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 13-53-6 Tuition Rates and Fees
   SDCL 13-51-1.2 Tuition Rates at Off-Campus Locations
   BOR Policy 5:5 Tuition and Fees: General Procedures
   BOR Policy 5:5:2 Off-Campus Tuition

BACKGROUND/DISCUSSION

Off-Campus Tuition

All courses delivered off campus, including those at the University Centers and electronically delivered courses, are offered at the Board approved off-campus tuition rates. Remedial courses, though offered on campus, are also charged the off-campus tuition rate. The off-campus tuition rate includes a HEFF component of 11.5%. All off-campus tuition rates are charged per credit hour. The increase per credit hour is commensurate with the on-campus tuition rate increase of 3.3%. A complete listing of off-campus tuition rates with the proposed increases for FY20 can be found in Attachment I.

Technical Institutes

The Board of Regents has established tuition rates for students that take general education courses at the technical institutes. The technical institute rates are set equal to the highest tuition and mandatory fee cost at our comprehensive universities.

Great Plains Interactive Distance Education Alliance (IDEA)

The Great Plains Interactive Distance Education Alliance (IDEA) is a consortium of eleven predominantly land grant institutions across the Great Plains. The mission of the alliance is to promote distance education master's degrees in the human sciences. The IDEA tuition rates are determined by the GPIDEA consortium to which SDSU belongs. There will be no rate increase for FY20.

(Continued)

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DRAFT MOTION: 20190402_7-G:
   I move to approve the FY20 Off-Campus Tuition Rates as presented in Attachment I.

Externally Supported Tuition

The externally supported tuition rate, as authorized by Board Policy 5:5.3 (1.E), Special Course Types, is currently set at $40.00 per credit hour. The Externally Supported Tuition Rate will remain at $40.00 for FY20 to compete with other non-regental providers.

Dual Credit Courses

The Governor's initiative to increase the number of qualified public high school students participating in dual credit courses offered in person or at the university centers and technical institutes continues to assist students with the cost of tuition while still attending high school. The FY20 Dual Credit Rate will remain at $145 per credit hour. The students will pay $48.33 per credit hour and the state will provide $96.67.

IMPACT AND RECOMMENDATIONS

The proposed rate increase for off-campus tuition is commensurate with the 3.3% increase for on-campus tuition. The increase covers salary policy and employee health care increase. Inflation on operating expenses was not applied.

ATTACHMENTS:

Attachment I – Proposed FY20 Off-Campus Tuition Rates

South Dakota Board of Regents
Proposed FY20 Off-Campus Tuition

		Current Rate	$ Increase	% Increase	FY20 Rate
Undergraduate		$340.05	$11.20	3.3%	$351.25
Undergraduate State Employee at Centers	BHSU	$212.90	$7.05	3.3%	$219.95
	DSU, NSU	$218.40	$7.20	3.3%	$225.60
	SDSM&T	$215.20	$7.05	3.3%	$222.25
	SDSU, USD	$215.90	$7.10	3.3%	$223.00
Undergraduate Teacher Certification at Centers & Internet	BHSU	$212.90	$7.05	3.3%	$219.95
	DSU, NSU	$218.40	$7.20	3.3%	$225.60
	SDSM&T	$215.20	$7.05	3.3%	$222.25
	SDSU, USD	$215.90	$7.10	3.3%	$223.00
UC-SF Associates Degree Program (Lower Division)		$275.40	$9.10	3.3%	$284.50
National Guard and Active Duty Military Personnel at Centers		$250.00	$0.00	0.0%	$250.00
Graduate		$450.90	$14.90	3.3%	$465.80
Graduate State Employee at Centers	BHSU	$286.80	$9.50	3.3%	$296.30
	DSU, NSU	$291.20	$9.65	3.3%	$300.85
	SDSM&T	$288.45	$9.55	3.3%	$298.00
	SDSU, USD	$287.90	$9.50	3.3%	$297.40
Graduate Teacher Certification at Centers & Internet	BHSU	$286.80	$9.50	3.3%	$296.30
	DSU, NSU	$291.20	$9.65	3.3%	$300.85
	SDSM&T	$288.45	$9.55	3.3%	$298.00
	SDSU, USD	$287.90	$9.50	3.3%	$297.40
Graduate Assistant at Centers & Internet	BHSU	$300.80	$5.65	1.9%	$306.45
	DSU, NSU	$300.80	$9.90	3.3%	$310.70
	SDSM&T	$300.80	$7.30	2.4%	$308.10
	SDSU, USD	$300.80	$6.70	2.2%	$307.50
Technical Institute - Resident Undergraduate		$283.00	$8.70	3.1%	$291.70
Technical Institute - Nonresident Undergraduate		$382.10	$11.30	3.0%	$393.40
Great Plains IDEA (Undergraduate)		$415.00	$0.00	0.0%	$415.00
Great Plains IDEA (Graduate)		$580.00	$0.00	0.0%	$580.00
Externally-Supported		$40.00	$0.00	0.0%	$40.00
Dual Credit Courses[1]		$145.00	$0.00	0.0%	$145.00

(1) *Offered to qualified public high school students participating in dual credit courses taken in person or at the University Centers. $96.67 of the rate is provided by the SD Department of Education and applied towards the student's account.*

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SUBJECT
   FY20 Housing and Food Service Rates

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 5:5:4 – Tuition and Fees: Fees

BACKGROUND / DISCUSSION
   Residence Hall Rates
   The residence hall rates are charged on a per semester basis to fund the ongoing operations of the residence halls as well as major repairs, renovations, and debt service. The proposed increase for FY20 is the Consumer Price Index (CPI) of 2.2% which will provide the necessary funds needed to cover inflation on the operating expenses, a salary policy of 2.5%, the health insurance increase of $1,601 per benefit eligible employee, and the inflation on maintenance and repair funding. Attachment I provides the recommended rates for FY20. New rates and increases above inflation are highlighted below.

   South Dakota School of Mines and Technology
   SDSM&T requests a 2.8% percent increase above inflation for the Rocker Square apartments. The additional amount above CPI would be around $80.00 per semester. As of July 2019, SDSM&T will be halfway through the ten-year lease with Technology Housing. At this five-year mark, a rent increase tied to the CPI increase over these past five years will go into effect. In order to make the payments to Technology Housing, a rate increase beyond the proposed 2.2% increase is needed. SDSM&T seeks a 5% increase to cover the estimated CPI increase of 7.5%. While the increase in lease costs was part of the original pro forma, and rental rates have been raised sufficiently to cover the planned increase, occupancy rates have been below projections so total revenues have fallen short three of the last four years.

Rocker Square Apartments

	FY19 Rate	Increase	% Increase	Proposed FY20 Rate
Rocker Square II Apartment Single - Semester	$2,884.90	$144.25	5.00%	$3,029.15
Rocker Square I Apartment - Semester	$2,991.50	$149.60	5.00%	$3,141.10

(Continued)

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DRAFT MOTION 20190402_7-H:
   I move approval of the FY20 Housing and Food Service Plan rates as presented in Attachments I & II.

South Dakota State University
SDSU is adding nine housing options for their students.

- The Garden Square Apartments: At the June 2017 Board meeting, the Board approved the acquisition of three properties from the SDSU Foundation and to add the Garden Square properties to the Revenue System. The property is ready to go online for the Fall 2019 term.

Garden Square 2 Bedroom - Monthly	$455.25
Garden Square 3 Bedroom – Monthly	$491.55

- The Thornbers Studios, the Sundal Studio and the Sundal Apartments are located in the Thornbers Addition near the SDSU campus (SDSU Property Purchase). The building was purchased from the SDSU Foundation in 2015 and brought into the Auxiliary System.

Thornbers Studios/Month - 1303 7th St. – Monthly	$350.00
Thornbers Studios/Month - 1311 7th St. - Monthly	$377.10
Thornbers Studios/Month - 710 13th Ave. - Monthly	$200.00
Sundal Studio - Monthly	$377.10
Sundal Apt - 1 Bedroom - Monthly	$444.90

- The Southeast Neighborhood Apartments: At the December 2017 Board meeting, the Board approved the facility program plan and the inclusion of the Southeast Neighborhood Apartments project in the Revenue System. The project will be open for the Fall 2019 term.

Southeast 1 bedroom - Monthly	$875.00
Southeast 2 bedroom - Monthly	$675.00
Southeast 3 bedroom - Monthly	$595.00
Southeast 4 bedroom - Monthly	$545.00
Southeast Town House - Monthly	$695.00

In the facility program plan, SDSU presented the proposed rental rate. The proposed rate for the Southeast quad (4-bedroom apartment) was $500. SDSU is requesting an increase to $545.   At the time the rental rate projection document was submitted, the precise unit mix and number of beds were not fully determined. Due to budget constraints the number of units was reduced and this factor coupled with inflationary pressures on project materials (e.g. especially steel) necessitated a modest increase in the proposed rental rates.

Food Service Plans

Food service rates are charged on a per semester basis to cover the costs of administering the food service plans on the university campus through contracted food service providers. There are numerous food service plans available to students.

In FY06, the Board approved the guidelines of applying the "Meals Away From Home" CPI, used by the food service industry, when determining the rate increase for food service plans. The 2.50% CPI has been applied to all meal plan rates.

Freshman students are required to carry specific plans at some of the schools. The institutions have identified the minimum level meal plan that all freshmen living on campus must purchase their first semester.

	FY19 Required Plans		FY20 Required Plans	
BHSU	Yellow Jacket	$1,724.15	Yellow Jacket	$1,767.30
DSU	Dakota 145	$1,574.65	Dakota 145	$1,614.00
NSU	Wolf 150	$1,877.35	Wolf Weekly	$1825.00
SDSM&T	Hardrocker 125	$1,719.05	Hardrocker 125	$1,762.00
SDSU	100 Block	$1,621.55	100 Block	$1,617.35
USD	Yote Pack 70	$1,829.75	Yote Pack 70	$1,875.50

Attachment II provides the recommended food service plan rates for FY20. New rates and increases above inflation are highlighted below.

Northern State University

NSU has revised the food service plans to give the students a couple of different price points. NSU had been concerned with the cost of the plans and worked with Aramark to provide new options that will meet the needs of the students.

	Number of Meals per Semester	Flex Dollars per Plan	Semester Cost
Wolf Pack 300	Unlimited	$300.00	$2,112.00
Wolf Pack 100	Unlimited	$100.00	$1,962.00
Wolf Weekly	10	$400.00	$1,825.00
Wolf Maroon	100	$50.00	$925.00
Wolf All Flex			$1,496.95
Commuter Gold			$407.05

The following FY19 food service plans and options will no longer be available to students.

Wolf Unlimited	Unlimited	$250.00	$2,161.75
Wolf 170	170	$400.00	$1,877.35
Wolf 115	115	$600.00	$1,590.40
Wolf 85	85	$720.00	$1,460.45
Commuter Maroon	35	$120.00	$397.10

SDSM&T

In order to keep costs for meal plans as affordable as possible, SDSM&T requests no increase in the Hardrocker Flex ($1,119.60) or the Rocker Square Flex ($528.15) rates for FY20. The two plans are 100% flex dollars and are only available for Rocker Square apartment residents.

SDSU GAF

At the March 2017 meeting, the Board supported SDSU's proposal to phase out the bond and utility component of their food service rates over a four-year period and implement a GAF component that will increase over the same time period. The purpose of the change is to distribute the bond and utility fee burden evenly over more students through the GAF. This is the fairest approach to students that have already paid the full bond and utility fee as sophomores and juniors.

	FY18	**FY19**	**FY20**	**FY21**	**FY22**
Bond and Utility Fee Rate	$143.30	$102.65	$94.15	$55.55	$0.00
GAF Rate	$1.95	$3.25	$3.70	$5.20	$6.55
GAF Bond & Utility Increase	$1.95	$1.30	$0.45	$1.50	$1.35

FY20 will be the third year of the revenue neutral plan. SDSU is requesting this year to extend the four-year conversion plan to a five-year plan.

IMPACT AND RECOMMENDATIONS

The proposed housing rates for FY20 allow the universities to address the inflationary increase on operating expenses as well on the 2% M&R requirement, and to fund the salary policy and employee health care increase.

The increase to meal plan rates will address contracted increases for food operations and any related institutional administrative costs.

When including the tuition and mandatory fee increases to cover salary policy and the health care increase, the total weighted average cost is $458 or 2.7%. The impact to students within the system will range from 230 to $490 more per year.

Proposed FY20 Resident Undergraduate Total Cost Increase

	FY19 Total Cost	FY20 Total Cost	$ Increase	% Increase
BHSU	$15,711.40	$16,151.30	$439.90	2.8%
DSU	$16,148.60	$16,568.80	$420.20	2.6%
NSU	$15,958.00	$16,188.40	$230.40	1.4%
SDSM&T	$16,948.60	$17,388.20	$439.60	2.6%
SDSU	$15,831.90	$16,322.20	$490.30	3.1%
USD	$16,907.00	$17,362.20	$455.20	2.7%
System Weighted Cost	$16,922.99	$17,381.17	$458.18	2.7%

ATTACHMENTS

Attachment I – FY20 Proposed Housing Rates
Attachment II – FY20 Proposed Food Service Rates

FY20 Proposed Housing Rates

	FY19 Rate	$ Incr	% Incr	FY20 Rate
BHSU				
Traditional Halls (Heidepreim, Thomas, Humbert, and Wenona Cook)				
Single Occupancy	$2,305.20	$50.70	2.20%	$2,355.90
Double Occupancy	$1,765.05	$38.80	2.20%	$1,803.85
Double Room - Single Occupancy	$2,580.45	$56.80	2.20%	$2,637.25
Yellow Jacket Apartments				
Apartment - Single Occupancy	$2,993.85	$65.90	2.20%	$3,059.75
Apartment - Double Occupancy	$2,286.10	$50.30	2.20%	$2,336.40
Apartment- Suite Double - Single Occupancy	$3,356.10	$73.80	2.20%	$3,429.90
Family 2BD/Month	$761.90	$16.80	2.21%	$778.70
Crow Peak				
Single Occupancy (Bordeaux Hall)	$3,571.40	$78.60	2.20%	$3,650.00
Double Occupancy (Bordeaux Hall)	$2,521.10	$55.50	2.20%	$2,576.60
Summer				
Summer Double Occupancy- Week	$114.25	$2.50	2.19%	$116.75
Summer Single Occupancy - Week	$170.65	$3.80	2.23%	$174.45
DSU				
Traditional Halls (Emry, Higbie, Richardson, Zimmerman, VanEps Apts., Girton House				
Single Occupancy	$2,331.00	$51.30	2.20%	$2,382.30
Double Occupancy	$1,861.65	$41.00	2.20%	$1,902.65
Triple Occupancy	$1,545.70	$34.00	2.20%	$1,579.70
University Apartments				
University Apartments Single Occupancy	$2,545.00	$56.00	2.20%	$2,601.00
University Apartments Double Occupancy	$2,252.35	$49.60	2.20%	$2,301.95
Summer				
Summer Double Occupancy- Week	$82.10	$1.80	2.19%	$83.90
Summer Single Occupancy - Week	$100.80	$2.20	2.18%	$103.00
Courtyard				
Courtyard Single Occupancy	$2,432.80	$53.50	2.20%	$2,486.30
Courtyard Double Occupancy	$1,963.45	$43.20	2.20%	$2,006.65
Courtyard Single Suite Occupancy	$2,468.70	$54.30	2.20%	$2,523.00
Courtyard Double Suite Occupancy	$2,188.70	$48.20	2.20%	$2,236.90

FY20 Proposed Housing Rates

	FY19 Rate	$ Incr	% Incr	FY20 Rate
NSU				
Traditional Halls (Briscoe and McArthur-Welsh Halls)				
Single Occupancy	$2,356.95	$51.90	2.20%	$2,408.85
Double Occupancy	$1,852.90	$40.80	2.20%	$1,893.70
Suites				
Wolves Memorial 2 Person Suite	$3,003.10	$65.10	2.17%	$3,068.20
Wolves Memorial 4 Person Suite	$2,901.30	$63.40	2.19%	$2,964.70
Wolves Memorial 4 Person Semi-Suite	$2,595.90	$57.15	2.20%	$2,653.05
Great Plains East - Double Occupancy	$2,300.00	$50.60	2.20%	$2,350.60
Great Plains East - Single Occupancy	$2,800.00	$61.20	2.19%	$2,861.20
Great Plains West - 4 Bedroom Suite (1 occupant per bedroom)	$2,950.00	$65.30	2.21%	$3,015.30
Great Plains West - 4 Person Suite (2 occupants per bedroom)	$2,800.00	$61.20	2.19%	$2,861.20
Great Plains West - 2 Person Semi-Suite (1 occupant per bedroom)	$2,900.00	$63.55	2.19%	$2,963.55
Great Plains West - 4 Person Semi-Suite (2 occupants per bedroom)	$2,575.00	$56.20	2.18%	$2,631.20
Kramer Hall and Steele Hall - Single Occupancy	$3,100.00	$68.25	2.20%	$3,168.25
Kramer Hall and Steele Hall - Double Occupancy	$2,489.65	$55.30	2.22%	$2,544.95
Kramer Hall and Steele Hall - Semi Suite - Double Occpancy	$2,370.70	$52.35	2.21%	$2,423.05
Summer				
Summer Double Occupancy- Week	$105.20	$2.30	2.19%	$107.50
Summer Single Occupancy - Week	$117.25	$2.60	2.22%	$119.85
Summer Double Occupancy - Suite - Week	$141.40	$3.10	2.19%	$144.50
Summer Single Occupancy - Suite - Week	$160.90	$3.50	2.18%	$164.40
SDSM&T				
Traditional Halls (Peterson, Palmerton, Connolly)				
Single Occupancy	$2,229.40	$49.00	2.20%	$2,278.40
Double Occupancy	$1,866.00	$41.10	2.20%	$1,907.10
Triple Occupancy	$1,866.00	$41.10	2.20%	$1,907.10
Quad Occupancy	$2,086.90	$45.90	2.20%	$2,132.80
Deluxe/Study Quad Occupancy	$2,239.60	$49.30	2.20%	$2,288.90
Connolly Upperclassmen & Graduate - Single Occupancy	$2,482.95	$54.60	2.20%	$2,537.55
Placer Hall Single Occupancy	$2,767.00	$60.90	2.20%	$2,827.90
Placer Hall Double Occupancy	$2,408.30	$53.00	2.20%	$2,461.30
Rocker Square Apartments				
Rocker Square II Apartment Single - Semester	$2,884.90	$144.25	5.00%	$3,029.15
Rocker Square I Apartment - Semester	$2,991.50	$149.60	5.00%	$3,141.10
Summer				
Rocker Apartment - Single Occupancy				$190.00

FY20 Proposed Housing Rates

	FY19 Rate	$ Incr	% Incr	FY20 Rate
SDSU				
Traditional Halls				
Single - Occupancy (Hansen, Waneta)	$2,502.55	$92.60	3.70%	$2,595.15
Single - Occupancy (Brown)	$2,878.00	$106.50	3.70%	$2,984.50
Single - Occupancy (Binnewies, Pierson, Young)	$2,556.55	$94.60	3.70%	$2,651.15
Single - Occupancy (Mathews)	$2,733.45	$101.10	3.70%	$2,834.55
Single - Occupancy (Caldwell, Jackrabbit Village [Spencer, Thorne, Ab	$3,377.70	$125.00	3.70%	$3,502.70
Single - Occupancy (Jackrabbit Grove [Ben Reifel, Hyde, Honors, Schu	$3,345.95	$123.80	3.70%	$3,469.75
Designed Single - Occupancy (Jackrabbit Village)	$2,909.00	$107.60	3.70%	$3,016.60
Double Occupancy (Hansen, Waneta)	$1,739.70	$64.40	3.70%	$1,804.10
Double Occupancy (Brown)	$2,287.80	$84.60	3.70%	$2,372.40
Double Occupancy (Binnewies, Pierson, Young)	$1,915.85	$70.90	3.70%	$1,986.75
Double Occupancy (Mathews)	$2,048.50	$75.80	3.70%	$2,124.30
Double Occupancy (Caldwell, Jackrabbit Village [Spencer, Thorne, Abl	$2,702.30	$100.00	3.70%	$2,802.30
Double Occupancy (Jackrabbit Grove [Ben Reifel, Hyde, Honors, Schu	$2,832.50	$104.80	3.70%	$2,937.30
University Apartments				
Meadows North & Meadows South	$2,702.30	$100.00	3.70%	$2,802.30
Skylight/Huggins 2&3Bedrooms/Month	$428.70	$15.90	3.71%	$444.60
Garden Square 2 Bedroom/Month - New				$455.25
Garden Square 3 Bedroom/Month - New				$491.55
Southeast 1 Bedroom/Month - New				$875.00
Southeast 2 Bedroom/Month - New				$675.00
Southeast 3 Bedroom/Month - New				$595.00
Southeast 4 Bedroom/Month - New				$545.00
Southeast Town House/Month				$695.00
Thornbers Studios/Month - 1303 7th St. - New				$350.00
Thornbers Studios/Month - 1311 7th St. - New				$377.10
Thornbers Studios/Month - 710 13th Ave. - New				$200.00
Sundal Studio/Month - New				$377.10
Sundal 1 Bedroom/Month - New				$444.90
Summer				
Summer Double Occupancy- Week	$71.80	$2.70	3.76%	$74.50
Summer Single Occupancy - Week	$96.25	$3.60	3.74%	$99.85
Summer Apartment - Week	$142.55	$5.30	3.72%	$147.85
USD				
Traditional Halls				
Single Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,549.15	$56.10	2.20%	$2,605.25
Double Occupancy (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,093.75	$46.10	2.20%	$2,139.85
Triple Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$1,796.35	$39.50	2.20%	$1,835.85
Double Room - (Brookman)	$1,989.00	$43.80	2.20%	$2,032.80
Double Room - Single Occupancy (Brookman)	$2,585.80	$56.90	2.20%	$2,642.70
Double Room - Single Occupancy (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,722.05	$59.90	2.20%	$2,781.95
Triple Room - Double Occupancy (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,335.25	$51.40	2.20%	$2,386.65

FY20 Proposed Housing Rates

	FY19 Rate	$ Incr	% Incr	FY20 Rate
USD Continued				
University Apartments				
McFadden Apartment 2 Bedroom	$3,739.25	$82.30	2.20%	$3,821.55
McFadden Apartment 4 Bedroom	$3,097.05	$68.10	2.20%	$3,165.15
Coyote Village Apartmennt 2 Bedroom	$3,879.55	$85.40	2.20%	$3,964.95
Coyote Village Apartment 4 Bedroom	$3,213.25	$70.70	2.20%	$3,283.95
Suites				
Single Suite 2 Bedroom - (Coyote Village Super Suite)	$3,643.55	$80.20	2.20%	$3,723.75
Single Suite 4 Bedroom (Coyote Village Super Suite)	$3,036.55	$66.80	2.20%	$3,103.35
Summer				
Summer Double Occupancy- Week	$110.15	$2.40	2.18%	$112.55
Summer Single Occupancy - Week	$133.85	$2.90	2.17%	$136.75
Summer - Single (Norton, Burgess, Brookman, Beede, Mickelson, Richardson, Olson)	$1,285.25	$28.30	2.20%	$1,313.55
Summer - Coyote Village Super Suite 2 Bedroom	$728.75	$16.00	2.20%	$744.75
Summer - Coyote Village Super Suite 4 Bedroom	$607.30	$13.40	2.21%	$620.70
Summer - Coyote Village Apartment 2 Bedroom	$776.00	$17.10	2.20%	$793.10
Summer - Coyote Village Apartment 4 Bedroom	$642.65	$14.10	2.19%	$656.75

FY20 Proposed Food Service Rates

	FY19 Rate	FY19 Facility Fee	FY19 Total	$ Increase	% Increase	FY20 Plan Rate
BHSU						
Yellow Jacket	$1,505.10	$219.05	$1,724.15	$43.15	2.50%	$1,767.30
Swarm 180	$1,709.25	$219.05	$1,928.30	$48.25	2.50%	$1,976.55
Suite Deal	$819.55	$113.05	$932.60	$23.35	2.50%	$955.95
20 Block	$177.90	$0.00	$177.90	$4.45	2.50%	$182.35
40 Block	$310.85	$0.00	$310.85	$7.75	2.49%	$318.60
DSU						
Big Blue	$1,935.00	$0.00	$1,935.00	$48.40	2.50%	$1,983.40
Trojan Basic	$1,366.35	$0.00	$1,366.35	$34.15	2.50%	$1,400.50
Dakota 225	$1,851.30	$0.00	$1,851.30	$46.30	2.50%	$1,897.60
Dakota 145	$1,574.65	$0.00	$1,574.65	$39.35	2.50%	$1,614.00
Trojan Upper Class	$1,002.80	$0.00	$1,002.80	$25.05	2.50%	$1,027.85
Little Blue - Apartment	$360.00	$0.00	$360.00	$9.00	2.50%	$369.00
NSU						
Wolf Pack 300 - NEW				$0.00		$2,112.00
Wolf Pack 100 - NEW				$0.00		$1,962.00
Wolf Weekly - NEW				$0.00		$1,825.00
Wolf Maroon - NEW				$0.00		$925.00
Wolf All Flex	$1,460.45	$0.00	$1,460.45	$36.50	2.50%	$1,496.95
Commuter Gold	$397.10	$0.00	$397.10	$9.95	2.51%	$407.05
SDSM&T						
Gold Rush	$1,889.65	$52.35	$1,942.00	$48.55	2.50%	$1,990.55
Hardrocker 160	$1,672.70	$46.35	$1,719.05	$42.95	2.50%	$1,762.00
Hardrocker 125	$1,672.70	$46.35	$1,719.05	$42.95	2.50%	$1,762.00
Hardrocker 75	$965.95	$26.80	$992.75	$24.80	2.50%	$1,017.55
Hardrocker Flex	$1,087.95	$31.65	$1,119.60	$0.00	0.00%	$1,119.60
Rocker Square Flex	$512.75	$15.40	$528.15	$0.00	0.00%	$528.15
50/50	$445.30	$12.35	$457.65	$11.45	2.50%	$469.10
25/25	$228.40	$6.35	$234.75	$5.85	2.49%	$240.60
SDSU						
Premier	$1,942.70	$105.60	$2,048.30	$37.05	1.81%	$2,085.35
100 Block	$1,515.95	$105.60	$1,621.55	$26.45	1.63%	$1,648.00
50 Block	$1,515.95	$105.60	$1,621.55	$26.45	1.63%	$1,648.00
Silver Flex	$1,515.95	$105.60	$1,621.55	$26.45	1.63%	$1,648.00
Bronze Flex	$1,303.55	$105.60	$1,409.15	$21.15	1.50%	$1,430.30
West Flex	$758.05	$105.60	$863.65	$7.50	0.87%	$871.15
Summer Flex	$376.20	$24.75	$400.95	$0.00	0.00%	$400.95
USD						
Yote Pack 55	$1,525.45	$96.40	$1,621.85	$40.55	2.50%	$1,662.40
Yote Pack 70	$1,733.35	$96.40	$1,829.75	$45.75	2.50%	$1,875.50
Yote Pack 120	$1,649.40	$96.40	$1,745.80	$43.65	2.50%	$1,789.45
Coyote 10	$1,525.40	$96.40	$1,621.80	$40.55	2.50%	$1,662.35
Coyote 17	$1,917.95	$96.40	$2,014.35	$50.35	2.50%	$2,064.70
Paw Pleaser (Flex A)	$1,525.50	$96.40	$1,621.90	$40.55	2.50%	$1,662.45
Paw Pride (Flex B)	$844.45	$53.30	$897.75	$22.45	2.50%	$920.20
Paw Print (Flex C)	$421.55	$26.95	$448.50	$11.20	2.50%	$459.70

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT:
> **FY20 Special Schools Nonresident Tuition**

CONTROLLING STATUTE, RULE, OR POLICY
> SDCL 13-53-6
> BOR Policy 5:5 Tuition and Fees: General Procedures

BACKGROUND/DISCUSSION
> Nonresident Tuition
> The South Dakota School for the Blind and Visually Impaired (SDSB&VI) annually reviews its instructional and residential costs to determine an appropriate tuition rate for nonresident students who may attend the school. SDSBVI currently has two students attending the school from Minnesota. Because no additional staffing is required to provide instruction for the two nonresident children currently enrolled at the school, the rates represent about 65% of the instructional cost that include superintendent, principal, staffing, and resource costs. The residential costs are based on annual food service and residential costs for each resident student.   The burden is on the local school district to pay for both the tuition and residence costs.   The two students are from the same school district.
>
> The current tuition rate at SDSB&VI is $36,433 for instructional costs and $14,726 for residential care. An inflationary increase is applied to cover salary policy, CPI on operating expenses and the increase in health benefit cost per benefit eligible employee.
>
> The Bureau of Finance and Management calculated the annual Consumer Price Index (CPI) for the last fiscal year at 2.2%.

IMPACT AND RECOMMENDATIONS
> Staff recommend that the inflationary increase be applied to the FY19 rates to set the FY20 rates.

(Continued)

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DRAFT MOTION 20190402_7-I:
> I move to approve the FY20 nonresident instructional tuition rate to be $37,235 and the residence cost to be set at $15,050 for the School for the Blind and Visually Impaired.

Special Schools Tuition and Residential Rates

	FY19 Rate	$ Increase	% Increase	Proposed FY20 Rate
Instructional	$36,433	$802	2.2%	$37,235
Residence	$14,726	$324	2.2%	$15,050
Total	$51,159	$1,126		$52,285

ATTACHMENTS
None

AGENDA ITEM: 7 – J
DATE: April 02-04, 2019

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SUBJECT:
FY20 Graduate Assistant Stipends

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 13-53-6
BOR Policy 5:5 Tuition and Fees: General Procedures
BOR Policy 5:22 Graduate Assistants and Fellows

BACKGROUND/DISCUSSION
Graduate Assistant Stipends
The Board annually establishes a minimum stipend to be paid to graduate assistants. Graduate assistants are expected to work a full semester to receive the full semester compensation. Graduate assistants are expected to work the full four-week summer session to receive the full four-week session compensation. The minimum compensation may be prorated accordingly if the graduate student does not work the full semester or four-week session.

SDSU currently waives tuition for their graduate assistants and fellows as compensation for their work. Therefore, the salary minimum does not apply to SDSU.

IMPACT AND RECOMMENDATIONS
The Board has traditionally increased the minimum amount of the graduate assistant stipends by the rate of increase in resident graduate tuition. The increase is rounded to the nearest dollar.

Black Hills State University, Dakota State University, Northern State University				
Graduate Assistant Stipends	FY19 Rate	$ Increase	% Increase	FY20 Rate
Per Semester	$3,758	$124	3.30%	$3,882
Per 4-Week Session	$939	$31	3.30%	$970

(Continued)
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DRAFT MOTION 20190402_7-J:
I move approval of the BHSU, DSU, and NSU FY20 minimum graduate assistant stipends in the amount of $3,882 per semester and $970 per four-week session; SDSM&T FY20 minimum graduate assistant stipends in the amount of $4,036 per semester and $1,008 per four-week session; and USD FY20 minimum graduate assistant stipends in the amount of $4,027 per semester and $1,006 per four-week session.

South Dakota School of Mines & Technology

Graduate Assistant Stipends	FY19 Rate	$ Increase	% Increase	FY20 Rate
Per Semester	$3,907	$129	3.30%	$4,036
Per 4 Week Session	$976	$32	3.30%	$1,008

University of South Dakota

Graduate Assistant Stipends	FY19 Rate	$ Increase	% Increase	FY20 Rate
Per Semester	$3,898	$129	3.30%	$4,027
Per 4 Week Session	$974	$32	3.30%	$1,006

ATTACHMENTS
None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
FY18 CAFR Review

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 4-11-2 – Annual Audit of State Accounts

BACKGROUND/DISCUSSION
The FY18 Statewide Comprehensive Annual Financial Report (CAFR) was released in December. The Board of Regents (BOR) is considered a component unit of the state of South Dakota in the CAFR. The Department of Legislative Audit (DLA) is charged with providing an audit opinion on the CAFR and performs an audit of the BOR financial statements to help arrive at this opinion.

DLA does not issue an audit opinion specifically for BOR. The lack of an audit opinion does not change the fact that our financials are looked at extensively. DLA sends auditors to both SDSU and USD. They spend time with the campuses looking at both items specific to those two campuses as well as looking at system procedures and controls. They also use Banner to pull documents and review transactions remotely for the four small campuses and review them for accuracy and appropriateness. Phone interviews are also conducted with the controllers at these campuses. Because of the size of our financial numbers DLA does spend a significant amount of time make sure that our statements are free of material misstatements. For FY18 there were no audit findings or mandatory auditor adjustments for the BOR system.

IMPACT AND RECOMMENDATIONS
The accounting staff at each campus is to be congratulated for the continued commitment to excellence. Listed below are the controllers and board office staff who had a major hand in completing this year's financial statements.

Brandon Bentley – BHSU	Justin Noehrens - USD
Amy Dockendorf – DSU	Claudean Hluchy – Special Schools
Kay Fredrick – NSU	Michelle Elkin – RIS
Heather Forney – SDSMT	Dennis Konkler – RIS
Deb Rowse – SDSMT	Mary Ellen Garrett – BOR
Karen Jastram - SDSU	Nancy Barnes – BOR
Jim Rogness – SDSU	Justin Nagel – BOR
Sara Mooney – SDSU	Sherri Stahl – BOR
Shelley Brunick – USD	Scott Van Den Hemel – BOR

(Continued)

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INFORMATIONAL ITEM

With every audit there are always areas that are identified as places for improvement. The board office will visit with DLA and the controllers and continue to look for ways to improve our internal controls and other processes. We will also review any findings DLA identified that did not meet material reporting thresholds. These smaller findings can be very helpful in identifying procedures and controls that need to be adjusted before they become bigger problems down the line.

The number of mandatory audit adjustments for the last five years, the dollar value associated with those adjustments and their impact on BOR's net position are listed below.

Fiscal Year	# of Audit Adjustments	Dollar Value of Adjustments	Impact on Net Position
2014	11	$188,588,386.54	0.00%
2015	0	$0.00	0.00%
2016	0	$0.00	0.00%
2017	0	$0.00	0.00%
2018	0	$0.00	0.00%

ATTACHMENTS
None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
　　**South Dakota School for the Deaf (SDSD) Berry Wright Facility Renovation –
　　Preliminary Facility Statement and Facility Program Plan**

CONTROLLING STATUTE, RULE, OR POLICY
　　SDCL 5-14-1 Classification of Capital Improvements
　　SDCL 5-14-2 Supervision by Bureau of Administration of Capital Improvement Projects
　　– Payment of Appropriated Funds
　　SDCL 5-14-3 Preparation of Plans and Specifications for Capital Improvements – State
　　Building Committees – Approval by Board or Commission in Charge of Institution
　　BOR Policy 6:4 Capital Improvements
　　BOR Policy 6:6 Maintenance and Repair

BACKGROUND / DISCUSSION
　　SDSD is submitting its Preliminary Facility Statement and its Facility Program Plan for the
　　renovation and remodeling of the Berry Wright classroom and administration building.
　　Currently the SDSD campus is home to the School for the Deaf administration and outreach
　　offices, auditory testing center, SDSU Extension, and USD Archives.

　　After an extensive search for suitable properties for the SDSD, which included two failed
　　attempts at selling the existing SDSD property and acquiring an alternate property, the
　　Board approved a plan on February 15, 2019 to remain in the current facility and remodel
　　to accommodate additional lessors. At this time the tenant that is being accommodated is
　　the Department of Health, which will occupy about 23,000 square feet of space. USD
　　Archives will vacate the building in the future as they made alternative plans given the
　　uncertainty of whether they would be accommodated in the final plan.

(Continued)
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DRAFT MOTION 20190402_7-L:
　　I move to approve SDSD's Preliminary Facility Statement and Facility Program Plan for
　　the renovation of the South Dakota School for the Deaf Berry Wright facility with a cost
　　not to exceed $1.7M. The $1.7M cost will be initially paid out of the Board's reserve fund
　　which will be repaid by the sale of the extraneous SDSD land. The full cost of the
　　renovation project is to be recouped through a repayment agreement with the Department
　　of Health. A building committee representative should be appointed to oversee this project.

The Berry Wright facility will have to undergo significant remodeling and renovation to accommodate the needs of the Department of Health, while continuing to provide the current and future services of the School for the Deaf and the SDSU Extension offices.

The plan is to move forward as soon as possible with the remodel plans and related construction. The project cost exceeds the $1.5M threshold requiring a building committee. Because much of this will happen before the new law that will go into effect July 1, 2019 changing the level from $1.5M to $5.0M, the Board president will need to appoint a building committee member.

Additional details of the Preliminary Facility Statement and Facility Program Plan can be reviewed in Attachments I & II.

IMPACT AND RECOMMENDATIONS

The Department of Health will be occupying 7,231 square feet on the main level of the Barry Wright Building, where the School for the Deaf currently has summer school classrooms, an audiology tech office and the facility Manager's office. The School for the Deaf will be consolidating those activities into other spaces they currently occupy.

The Department of Health will occupy 15,321 square feet on the lower level of the Barry Wright Building. Currently almost 5,300 square feet of this is being occupied by the University of South Dakota archives. They will be moving their operations to the University of South Dakota in Vermillion in 2019.

The Department of Health will also have the ability to utilize shared space within the facility which includes over 6,000 square feet of conference, DDN, and training spaces. They would also have the ability to utilize the gym for bigger events if it is available.

The estimated cost of the remodel is $2.87M. The available funding is the $1.7M that will be available from the excess SDSD land sale. The initial remodel costs will be covered by the tuition reserve fund and repaid with the land sale proceeds. The $1.7M is to be recouped as part of a lease and repayment agreement with the Department of Health. Ongoing meetings with the health department are being used to prioritize the needs and bring the project in-line with the available dollars.

South Dakota School for the Deaf requests the approval of the attached Preliminary Facility Statement and Facility Program Plan for the renovation of the Berry Wright facility. Board staff recommend approval.

ATTACHMENTS

Attachment I – SDSD Facility Renovation PFS
Attachment II – SDSD Facility Renovation FPP

**PRELIMINARY FACILITY STATEMENT
FOR
RENOVATION OF THE SCHOOL FOR THE DEAF
March 2019**

South Dakota School for the Deaf (SDSD) requests approval of this Preliminary Facility Statement to renovate the current building.

1. **GENERAL PROGRAMMATIC NEED TO BE ADDRESSED**
   The current School for the Deaf campus is located on approximately 14.35 acres and includes two separate buildings. The Berry Wright Building including the dormitory wing consisting of 72,433 square feet and the Gym/Physical Plant/Pool building that accounts for 14,996 square feet. There are detached garages that house state vehicles and maintenance equipment that total an additional 4,296 square feet.

   The School for the Deaf moved completely to an outreach consultation model in 2009. Due to the restructuring, there was a need to lease out unutilized and underutilized space. Leases were signed with USD remote archives and SDSU Extension for portions of the Berry Wright Building. In 2017, the legislature passed a bill authorizing the sale of the SDSD property. Due to an unsuccessful sale, the decision was made to secure additional tenants.

   In the fall of 2018, the Department of Health agreed to lease space from the School for the Deaf either at our current facility or at an alternative location. The Department of Health was in the process of consolidating their functions into one location. To be able to accommodate the unique needs of the Department of Health, the School for the Deaf will have to undergo considerable renovation.

2. **ANALYSIS OF CONSTITUENTS TO BE SERVED**
   This project will serve the current and future services of the School for the Deaf. It will also house additional regental institutions and state agencies to utilize all spaces in the most efficient way possible.

3. **ADDITIONAL SERVICES OFFERED**
   Not applicable.

4. **COMPLIANCE WITH THE STRATEGIC PLAN**
   Not applicable.

5. **ANALYSIS OF NEEDS ASSESSMENT BASED ON FACILITY UTILIZATION**
   After 10 years of being completely outreach based and leasing portions of the current facility, additional renovations need to be completed to accommodate additional tenants in the current facility to make sure the building is utilized to its fullest potential.

6. LOCATION
The facility will remain on its current site.

7. REALLOCATION OF OLD SPACE, IF ANY
The Department of Health will be occupying 7,231 square feet on the main level of the Barry Wright Building where the School for the Deaf currently has summer school classrooms, an Audiology Tech office and the Facility Manager's office. The School for the Deaf will be consolidating those rooms into spaces they currently occupy.

The Department of Health will occupy 15,321 square feet on the lower level of the Barry Wright Building. Currently almost 5,300 square feet of this is being occupied by the University of South Dakota archives. They will be moving their operations to the University of South Dakota in Vermillion.

The Department of Health will also have the ability to utilize shared space within the facility which includes over 6,000 square feet of conference, DDN, and training spaces. They would also have the ability to utilize the gym for bigger events if it is available.

8. **PROPOSED FUNDING SOURCE**
   The estimated cost of this project is $2.87M. The current funding of this project is up to $1.7M. Therefore, the scope of this project will need to be scaled back to be feasible. The funding of this project will be through tuition reserve funds.

9. **BUDGET FOR DEVELOPMENT OF A FACILITY PROGRAM PLAN**
   The cost of developing the facility program plan will be paid from tuition reserve funds.

South Dakota School for Deaf
Facility Program Plan

South Dakota School for the Deaf requests the approval of this Facility Program Plan for the renovation of the Berry Wright facility. The need for the remodel project is to accommodate other lessors. The School for the Deaf will continue to operate out of the facility as will SDSU Extension. The Department of Health will house 78 FTE and the site will serve as a clinic site accommodating an estimated 80 clients per day. The Department of Health will occupy and lease approximately 23,000 GSF of the building.   The Preliminary Facility Plan is also being approved at the April 2019 meeting.

A. Programmatic justification for discrete spaces

The School for the Deaf was founded in 1880 when the area was still part of the Dakota Territory. The campus has been through many changes in almost 140 years. Over that time, the majority of the campus has been sold. The current campus sits on 14.35 acres and consists of two buildings and a garage unit totaling 91,725 square feet.

The School for the Deaf moved completely to an outreach consultation model in 2009. Due to the restructuring, there was a need to lease out unutilized and underutilized space. Leases were signed with USD remote archives and SDSU Extension for portions of the Berry Wright Building.   Currently the campus houses 17.5 SDSD employees, 1 USD employee and 17.9 SDSU employees.

During his 2016 budget speech, Governor Daugaard expressed interest in selling the School for the Deaf property to downsize the State's footprint. In 2017, the legislature passed a bill authorizing the sale of the SDSD property. Due to two unsuccessful sales, the decision was made to secure additional tenants. In the fall of 2018, the Department of Health agreed to lease space from the School for the Deaf either at our current facility or at an alternative location. The Department of Health was in the process of consolidating their operations into one location. To be able to accommodate the unique needs of the Department of Health, the School for the Deaf will have to undergo extensive renovations.

The first phase of renovations will include the removal of three walls that currently separate existing classrooms on the main level to make room for the installation of 34 new work cubicles. There will be HVAC modifications and ADA restroom construction. Simultaneous with this phase, all other doors and frames will be labeled or relabeled and all floor stops removed.

The second phase includes a complete demolition of the walls, floors and lay-in ceilings in the lower level. This area will house the client reception area, 4 client intake stations, 2 private consultation rooms, a grocery storage room, supply room, examination areas, and lab-work portions of the Department of Health. The waiting area will accommodate 36 clients along with a play area. Due to the lack of required exits, an additional exit door will need to be added to the east side of the building.

Existing restrooms will serve the lower level. However to meet International Existing Building Code (IEBC) we will need to add one "family restroom" and changing tables to the existing restrooms. A building-wide lactation room will also be created next to the family restroom.

The exam rooms will include 19 larger child/family rooms with cabinets, countertops and hand wash sinks, 12 smaller disease exam rooms and two lab rooms with a common toilet room.

Currently this project is estimated at $2,973,483 to complete all phases for the Department of Health. At this time, there is only funding of up to $1.7M available. This funding was approved by the Board of Regents using the tuition reserve fund. The fund will be reimbursed once the excess land at the School for the Deaf is sold. The Department of Health is expected to repay the renovation costs to the School for the Deaf for the $1.7M plus interest over 10 years. This payment will be kept separate from their regular negotiated lease payment.

B. Gross Square Footage

The current renovation plan will not add any additional square footage to the current building which is 72,433 square feet. The remodel as currently planned will encompass approximately 23,000 GSF of the facility.

C. Site Analysis

The current site accommodates 36.4 employees. The parking facility can accommodate 150 vehicles. In addition to a remodel of the facility, there is likely going to be a need for additional parking. The facility will have substantially more traffic with the addition of 80 employees from the Department of Health and client traffic at the facility.

D. Illustrative Floor Plans

See Attachment

E. Initial Cost Estimates and Funding Sources

The estimated project cost is $2,873,483 which includes:

Construction Costs	$ 1,961,011
Professional Services	$ 280,926
Office of the State Engineer	$ 41,250
Asbestos Abatement	$ 1,173
Advertising	$ 500
Furniture, Fixtures & Equipment	$ 264,000
Contingency	$ 324,623
Estimated Total Project Cost	**$ 2,873,483**

F. Identification of Fund Sources

Funding will be provided through up to $1,700,000 in board reserve funds. Currently the proposal is not within budget. Therefore, for this renovation project to be feasible it will need to be scaled back.

Fund Sources

Tuition Reserve Funds $1,700,000

G. Operating Expenses and Impact to Campus Maintenance and Repair

Operating costs for the renovated facility will be funded through our current general and other fund operating budget.

Maintenance and repair costs for the facility will be funded through lease payments.

Building

Floor Layouts

UPPER LEVEL FLOOR PLAN

Floor Layouts

LOWER LEVEL FLOOR PLAN
1/8" = 1'-0"
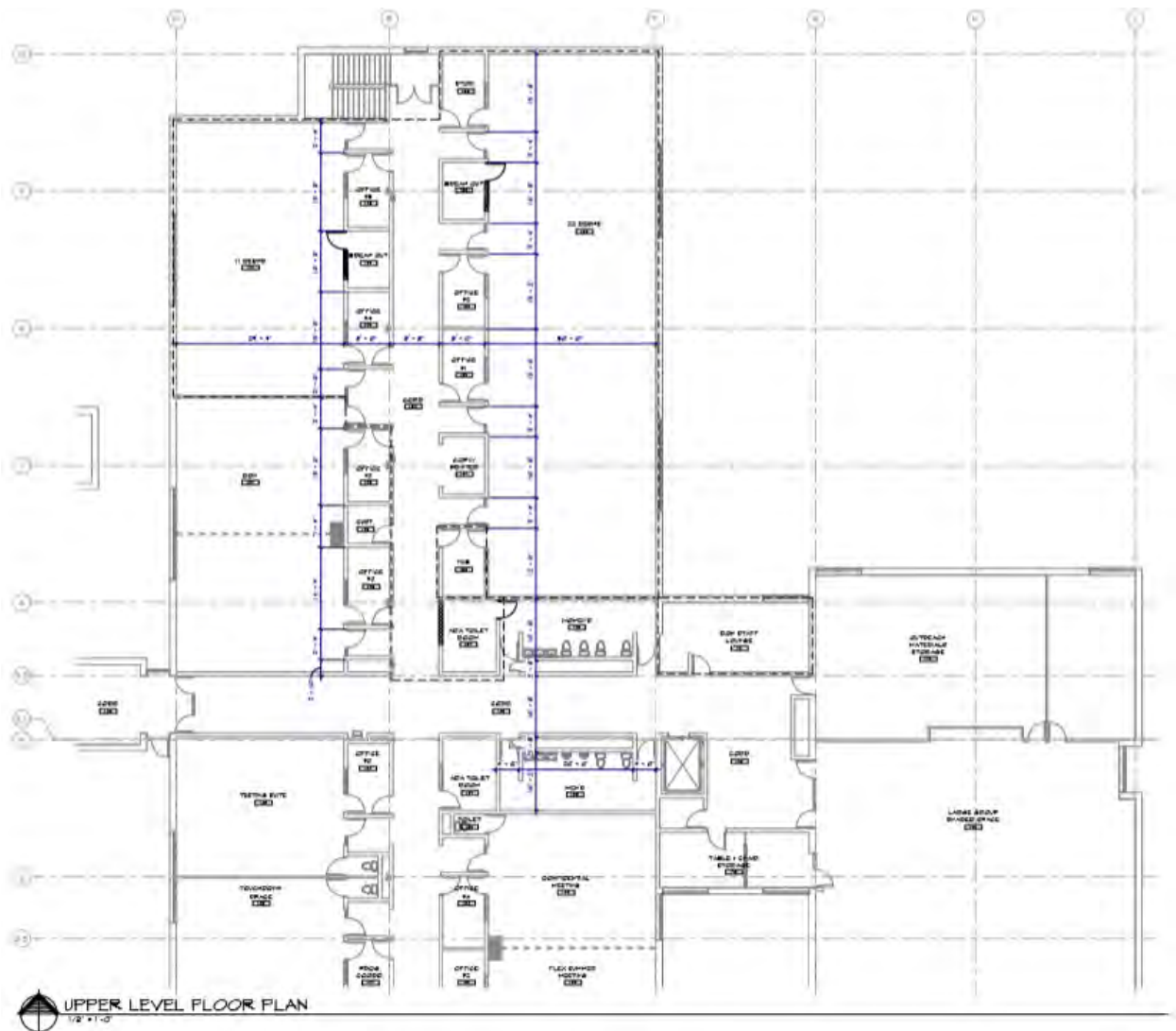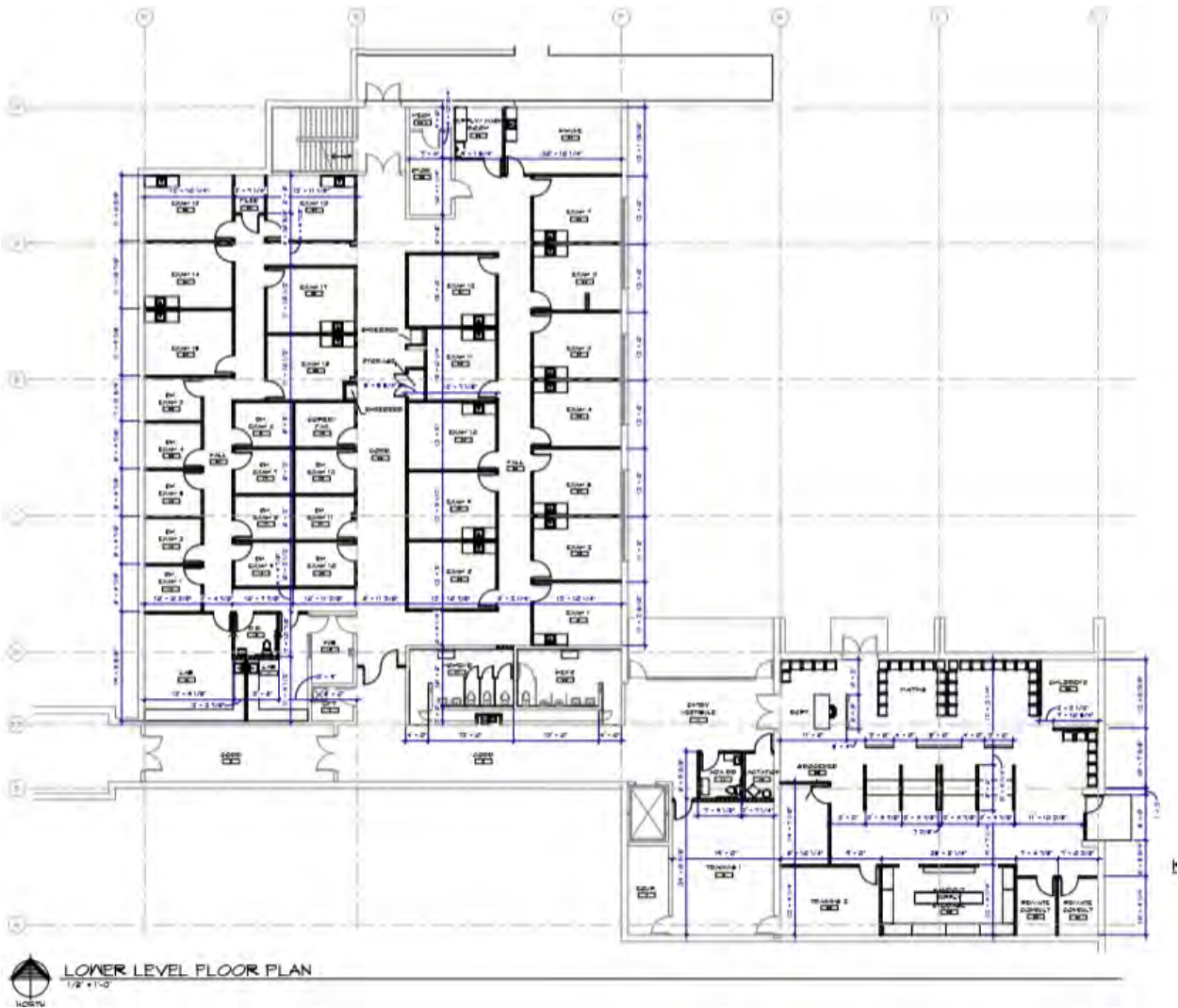
Budget and Finance

AGENDA ITEM: 7 – M
DATE: April 2-4, 2019

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SUBJECT
   SDSU Campanile Avenue Utility Upgrades Facility Program Plan

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 5-14-1 Classification of Capital Improvements
   SDCL 5-14-2 Supervision by Bureau of Administration of Capital Improvement Projects
   – Payment of Appropriated Funds
   SDCL 5-14-3 Preparation of Plans and Specifications for Capital Improvements – State
   Building Committees – Approval by Board or Commission in Charge of Institution
   BOR Policy 6:4 Capital Improvements
   BOR Policy 6:6 Maintenance and Repair

BACKGROUND / DISCUSSION
   SDSU is submitting its Facility Program Plan for the construction and replacement of utility
   infrastructure, parking, and site improvements within and parallel to the right-of-way of
   Campanile Avenue. The Preliminary Facility Statement was approved in August of 2018.

   This project combines a group of infrastructure maintenance and repair projects that have
   overlapping project boundaries. These projects include:
   • Water main replacement in Campanile Avenue from Harding Hall to Sexauer Field;
   • Sanitary sewer main replacement from the Communications Building to Yeager Hall;
   • Storm sewer upgrades near the Central Heating Plant;
   • Parking lot reconfiguration east and southeast of Morrill Hall;
   • Landscaping, pedestrian and site improvements between Morrill Hall and Wagner Hall;
   • Realignment, maintenance, and repair of Campanile Avenue; and
   • Parking and pedestrian improvements north of Wagner Hall.

   The utility upgrades will be coordinated with a separate project to install an additional
   chiller and cooling tower in the central chiller plant, and to provide chilled water supply
   and return piping to Wagner Hall and 'the Barn'.

(Continued)
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DRAFT MOTION 20190402_7-M:
   I move to approve SDSU's Facility Program Plan for the Campanile Avenue Utility
   Upgrades at a cost not to exceed $5,433,000 using HEFF M&R, General Fund M&R, and
   parking revenues.

The project estimates currently put the project over $5.0M making it a capital improvement project requiring it to go through the building committee process.

Utilities	$ 1,402,000
Road Alignment	$ 958,000
Parking Lots/Paving/Sidewalks	$ 978,000
Landscaping	$ 484,000
Design and Construction Contingency	$ 436,000
Design/Survey/Testing	$ 456,000
OSE/SDSU Facilities Management	$ 293,000
Project Contingency	$ 426,000
Estimated Total Project Costs	**$ 5,433,000**

Funding for the utility, road, parking and landscape upgrades will come from HEFF M&R, General Fund M&R, and parking revenues over the next couple of years. The following are the available and intended sources of funding for this project.

FY19 General Funds – Planning Funds for FY20 Projects	$ 200,373
FY19 HEFF – Campus Utility – Water & Sewer Upgrades	$ 345,000
FY20 HEFF – Campus Utility – Water & Sewer Upgrades	$ 1,730,211
FY19 – SDSU Parking & Traffic Revenues	$ 500,000
FY20 – SDSU Parking & Traffic Revenues	$ 500,000
FY19 HEFF – Campanile Ave Landscaping & Paving Imp.	$ 450,000
FY18 HEFF – Landscaping & Hardscaping Improvements	$ 530,000
Currently Allocated Funding	**$ 4,255,584**
FY21 General Funds	$ 1,177,416
Total Funding for Project	**$ 5,433,000**

There is presently a $1.2M discrepancy between the estimated project cost and the available funding. As the design progresses, SDSU will work with the consultants to identify scope modifications that will reduce the cost of the project and/or identify additional funding that may be applied to the project. Regardless, additional funds are likely to be necessary. FY21 General Funds is shown as the funding source for additional funds that may be required.

Additional details of the Facility Program Plan can be reviewed in Attachments I & II.

IMPACT AND RECOMMENDATIONS

The project estimates currently put the project over $5.0M making it a capital improvement project requiring it to go through the building committee process. Once the design and bid process has begun, SDSU is requested to evaluate the proportionate share and use of parking fees for the project and present it to the building committee.

Staff recommend approval of the Facility Program Plan so SDSU may begin the various projects related to the Campanile Avenue Utility Infrastructure project.

The President of the Board needs to appoint a building committee representative to this project.

ATTACHMENTS

Attachment I – SDSU Campanile Ave Facility Program Plan
Attachment II – SDSU Campanile Ave Site Map

FACILITY PROGRAM PLAN

CAMPANILE AVENUE UTILITY UPGRADES, PARKING MODIFICATIONS, AND SITE IMPROVEMENTS
SOUTH DAKOTA STATE UNIVERSITY
MARCH 13, 2019

South Dakota State University (SDSU) requests approval of this Facility Program Plan for design and construction of utility, parking, and site improvements within and parallel to the right-of-way of Campanile Avenue.

    a.   Programmatic justification for discrete spaces

This project combines a group of infrastructure maintenance and repair projects that have overlapping project boundaries. The project will be completed in phases. The phases will be coordinated with a separate project to install an additional chiller and cooling tower in the central chiller plant, and to provide chilled water supply and return piping to Wagner Hall and 'the Barn'.

One component of the project is to replace the water main in Campanile Avenue from Harding Hall to Sexauer Field. This water main is the primary water service to all buildings in the center of the campus. It supplies domestic water for restrooms and general use, specialized use for generating steam at the central heating plant, and make-up water for the cooling towers in the central chiller plant. This cast iron water main is at least 60 years old. Each time construction has occurred in the vicinity of this line (e.g. construction of the Architecture, Mathematics, and Engineering Building, construction of the chilled water infrastructure that serves Jackrabbit Green & Jackrabbit Village, construction of Harding Hall, and construction near DePuy Military Hall) a section of the main has ruptured and resulted in emergency repairs. In all instances, the broken piping was highly corroded and in fragile condition.

This water main would be replaced with an eight-inch diameter main from Harding Hall to the Central Heating Plant and a ten-inch diameter main from the Central Heating Plant to Sexauer Field. These sizes are required to provide proper domestic and fire service to the buildings in the center of campus, and also to provide water for current and future building sprinkler systems. The two, four-inch domestic water services to the Central Heating Plant would be replaced as they are of the same age and material as the water mains. The project would provide a second service line to the Central Chiller Plant. Redundant service lines are needed for the Central Heating Plant and Central Chiller Plant as water service to these facilities is critical to providing steam for heating buildings and water throughout campus and providing chilled water for air conditioning systems. Additional factors affecting construction of the main include maintaining service to the Central Heating Plant and Central Chiller Plant throughout construction. Temporary service to the University Student Union, Avera Hall, Wagner Hall, Morrill Hall, and the South Dakota Art Museum may be required during construction.

The sanitary sewer main from the Central Heating Plant to the University Student Union would be replaced and rerouted. Sanitary sewer building service lines for Morrill Hall, the Communications Center, Central Heating Plant, Yeager Hall, and Depuy Military Hall would be replaced. The Sanitary Sewer Study has identified all underground sanitary sewer piping in the vicinity of Campanile Avenue as candidate for replacement or repair. The sewer mains have been inspected with cameras. The line from the Central Heating Plant to the University Student Union is cracked and a section has broken out allowing the

surrounding soil to fall into the piping and obstruct sewage flow. This section also is pooling sewage and does not positively drain. A number of the sections show cracking and evidence of leaks and infiltration. This piping is within the vicinity of parking lot changes, water main replacement, or storm sewer improvements. The sewer lines would be replaced as part of the overall scope of the project.

Another component of the project includes modification of parking lots that are accessed from Campanile Avenue. A campus planning goal is to improve the campus for pedestrians and transition to a walking campus. Another goal is to improve the landscaped appearance of the central campus.

Many of the utilities that would be replaced lie directly under, are parallel to, or cross Campanile Avenue. The Avenue would be either replaced or be trenched for utility replacement. The existing street has been overlaid twice and curbs are eroded or uneven. SDSU has chosen to modify the street and surrounding parking lots to accomplish campus master planning goals. The street will be narrowed to a minimum width to slow traffic.   Small parking lots will be eliminated at the north end of Campanile Avenue. The parking lot east of Morrill Hall will be eliminated. The northern third of Campanile Avenue itself will be eliminated. The terminal point of the avenue will be the Central Heating Plant. Parking lots west of Wagner Hall and south of Morrill Hall will be modified to increase available parking spaces that will partially offset parking spaces lost from parking lots that are eliminated.

Storm water management will be improved with the project. The piping and storm inlets will be extended to the south to intercept storm drainage sooner and reduce overland flow of storm water. Bioswales will be inserted into parking lots and in boulevards to manage storm water flows.

Throughout the length of Campanile Avenue, sidewalks and landscaping will be modified. On the northern third of the project area, where Campanile Avenue will be eliminated landscaped areas will be increased significantly, especially around Yeager Hall. The primary north-south sidewalk will be designed to accept emergency vehicle traffic. Landscaping will replace the small parking lots east of Morrill Hall. The pedestrian plaza between Morrill Hall and Avera Hall will be extended to the east to intercept pedestrian traffic from Wagner Hall and the University Student Union.

The design of the street and parking lots adjacent to the street will better organize the locations where sidewalks intersect the avenue, improving safety for pedestrians. Campanile Avenue will be reduced in width to favor pedestrian traffic over vehicular traffic in the center of campus. Some sidewalks and parking lots have slopes near 5%, which is the building code maximum for ease of use by disabled persons. Sidewalk slopes will be adjusted to be as shallow as possible by this project to improve pedestrian access.

Plantings will be provided in the boulevards adjacent to Campanile Avenue to improve the appearance of the avenue and provide a treed canopy over the avenue. Sidewalks will be modified to provide occasional service vehicle access to Yeager Hall and Morrill Hall. Pedestrian and vehicular pathways in the vicinity of Avera Hall, the Central Heating Plant, the Barn, and Yeager Hall will be modified to reduce conflicts between pedestrians and vehicles.

    b. Gross Square Footage
Not applicable

    c. Site Analysis
The location of this project is adjacent to or within the right of way of Campanile Avenue. The site area is indicated on the attached site plan.   This project area overlaps the Chilled Water Infrastructure

improvements planned between the Central Heating Plant and Wagner Hall. Work timing and scope will be coordinated between these projects.

    d. Description of key building features
Reference the programmatic justification and the attached site plan for key features of the project.

    e. Illustrative floor plans
A site plan showing the proposed utility, avenue, paving, and landscaping improvements is attached to this report.

    f. Initial cost estimates and funding sources
A summary of the schematic cost estimate is shown below.

Construction Costs

Utilities	$1,402,000
Road Alignment	$ 958,000
Parking Lots/Paving/Sidewalks	$ 978,000
Landscaping	$ 484,000
Design and Construction Contingency	$ 436,000
Subtotal	$4,258,000
Design/Survey/Testing	$ 456,000
OSE/SDSU Facilities Management	$ 293,000
Project Contingency	$ 426,000
Subtotal	$1,175,000
Estimated Total Project Costs	$5,433,000

The following are available or intended sources of funding for this project. All sources are applicable to the scope identified.

FY19 HEFF General Funds – Planning Funds for FY20 Projects (3G1901)	$ 200,373
FY19 HEFF – Campus Utility – Water & Sewer Upgrades (3H1908)	$ 345,000
FY20 HEFF – Campus Utility – Water & Sewer Upgrades	$1,730,211
FY19 – SDSU Parking & Traffic Revenues	$ 500,000
FY20 – SDSU Parking & Traffic Revenues	$ 500,000
FY19 HEFF – Campanile Ave Landscaping & Paving Imp. (3G1905)	$ 450,000
FY18 HEFF – Landscaping & Hardscaping Improvements between AD, AV, RO, and WG (3G1805)	$ 530,000
Currently allocated funding -	$4,255,584
FY21 HEFF General Funds	$1,177,416
Total Funding for project	$5,433,000

The FY19 and FY20 HEFF – Campus Utility – Water and Sewer Upgrades funding identified above will complete the SDSU campus matching funds identified as part of the 2012 BOR SDSU Campus Utility Water and Sewer Upgrades capital improvement project. The funding identified in FY21 exceeds the match to be provided by SDSU. $5,000,000 in matching bonded HEFF is scheduled to become available in 2026. This funding and associated additional utility improvements will be one of the last projects of the BOR 2012 Capital Improvement Plan.

    g.   Identification of funding sources and impact to campus maintenance and repair

The project will be divided into two phases. This will allow SDSU to keep Campanile Avenue in service through at least half of each calendar year and minimize the inconvenience of central campus access and utility interruptions that would otherwise last a year and a half. It will ensure adequate funding is available when needed to the project.

The estimated cost of the first phase of work is $2,880,000. FY18 and FY19 funds total $2,680,373. FY20 funding will become available midway through construction. This, combined with SDSU's strategy to reduce the discrepancy between the current schematic estimate and the budgeted funds should ensure adequate funding is available each fiscal year, and for both phases of the project.

There is presently a $1.1M discrepancy between the estimated project cost and the available funding. As the design progresses, SDSU will work with the consultants to identify scope modifications that will reduce the cost of the project and/or identify additional funding that may be applied to the project. Regardless, additional funds are likely to be necessary. FY21 HEFF is shown as the funding source for additional funds that may be required.

These utility, street, parking lot, and campus improvements are basic maintenance and repairs to these systems. These improvements will position the campus to flexibly develop the core of campus, install fire sprinkler systems in existing buildings that do not have fire service, reduce ground water infiltration to the sanitary sewer system, and further master planning goals of creating a pedestrian centered walking campus. There is little or no impact to the future campus maintenance and repair.

End of Report

APPROXIMATE PROJECT LIMITS

MEDAL OF HONOR PARK

APPROXIMATE PROJECT LIMITS

THE BARN

DEPUY MILITARY HALL

YEAGER HALL

UNIVERSITY STUDENT UNION

AVERA HEALTH & SCIENCE CENTER

CENTRAL HEATING PLANT

WAGNER HALL

MORRILL HALL

DONER AUDITORIUM

COMMUNICATIONS CENTER

BAILEY ROTUNDA

SPENCER HALL

OLD HORTICULTURE BUILDING

THORNE HALL

APPROXIMATE PROJECT LIMITS

AMERICAN INDIAN STUDENT CENTER

ABBOTT HALL

BROWN HALL

SOLBERG HALL

ARCHITECTURE, MATHEMATICS AND ENGINEERING BUILDING

CAMPANILE AVENUE

APPROXIMATE PROJECT LIMITS

BEN REIFEL HALL

CAMPANILE AVENUE

CROTHER'S ENGINEERING HALL

HARDING HALL

Existing Site
South Dakota State University - Campanile Avenue
Brookings, SD

0 25 50   100

CONFLUENCE

HRGreen

February 21, 2019

LEGEND

— WATER MAIN
— SANITARY SEWER
— STORM DRAINAGE
⊗ MANHOLE
✚ FIRE HYDRANT
● WATER VALVE

THE BARN

MEDAL OF HONOR PARK

UTILITY SCREENING
EXPANDED TREE EDGE
PERENNIAL / SHRUB MASS
EXPANDED PLAZA
EXISTING MEDAL OF HONOR PARK FLAGPOLES

DEPUY MILITARY HALL

SHRUB MASS
LANDSCAPE BUFFER
42" ORNAMENTAL METAL FENCE WITH CONCRETE MOW EDGE
NEW GATED PARKING ENTRANCE

YEAGER HALL

PARKING: ±10

UNION PARKING LOT RENOVATION

UNIVERSITY STUDENT UNION

NEW PARKING ACCESS DRIVE
EXPANDED PARKING
RELOCATED SCOOTER PARKING

CENTRAL HEATING PLANT

2019 Limits - from this point north.

will include water line to this valve set.

EXPANDED BIKE PARKING
RELOCATED / NEW PARKING LOT LIGHTING
MODIFIED PARKING LOT WITH EXISTING ISLAND REMOVED
NEW TREE ISLANDS (1,000 CU FT SOIL MASS - MINIMUM)
NEW EXPANDED WIDTH SIDEWALK

ORNAMENTAL TREE MASSING
ACCESS DRIVE TO EXISTING OVERHEAD DOOR
NEW SIDEWALKS (PARKING REMOVED)
SCULPTURE PLACEHOLDER
BIKE PARKING
PATIO SEATING

AVERA HEALTH & SCIENCE CENTER

WAGNER HALL

LANDSCAPE BUFFER
SHORT NATIVE GRASS PLANTING (VERIFY)
AVERA PLAZA EXPANSION AND SEATWALL
RAISED CROSSWALK - TYP
CAMPUS MONUMENT / WAYFINDING

AVERA PLAZA EXPANSION

BIOSWALE OVERFLOW INLET
STREETSIDE BIOSWALE; VEGETATION TYPE TBD
NEW DECIDUOUS CANOPY TREES
LANDSCAPE BUFFER

CAMPANILE AVENUE RECONSTRUCTION

BAILEY ROTUNDA

MA

MORRILL HALL

DONER AUDITORIUM

COMMUNICATIONS CENTER

SPENCER HALL

NEW LANDSCAPE MEDIAN
PARKING LOT EXPANSION WITH DROP-OFF / SERVICE PARKING

OLD HORTICULTURE BUILDING

BIOSWALE OVERFLOW INLET
STREETSIDE BIOSWALE; VEGETATION TYPE TBD
LANDSCAPE BUFFER (POSSIBLE DETENTION)
RAISED CROSSWALK - TYP
EAST EDGE OF WALK TO MATCH EXISTING AT HISTORICAL SHRUB PLANTINGS

THORNE HALL

PARKING: ±109

AME PARKING LOT EXPANSION

AMERICAN INDIAN STUDENT CENTER

ABBOTT HALL

BROWN HALL

SOLBERG HALL

ARCHITECTURE, MATHEMATICS AND ENGINEERING BUILDING

CAMPANILE AVENUE

BEN REIFEL HALL

CAMPANILE AVENUE

CROTHER'S ENGINEERING HALL

HARDING HALL

APPROXIMATE PROJECT LIMITS

Site Concept Plan
South Dakota State University - Campanile Avenue
Brookings, SD

CONFLUENCE

HRGreen

February 21, 2019

LEGEND

——	WATER MAIN
——	SANITARY SEWER
——	STORM DRAINAGE
⊙	MANHOLE
✚	FIRE HYDRANT
●	WATER VALVE

APPROXIMATE PROJECT LIMITS

THE BARN

YEAGER HALL

MEDAL OF HONOR PARK

DEPUY MILITARY HALL

PARKING: ±19

APPROXIMATE PROJECT LIMITS

UNION PARKING LOT RENOVATION

UNIVERSITY STUDENT UNION

AVERA HEALTH & SCIENCE CENTER

CENTRAL HEATING PLANT

AVERA PLAZA EXPANSION

WAGNER HALL

CAMPANILE AVENUE RECONSTRUCTION

BAILEY ROTUNDA

MORRILL HALL

DONER AUDITORIUM

COMMUNICATIONS CENTER

OLD HORTICULTURE BUILDING

SPENCER HALL

APPROXIMATE PROJECT LIMITS

PARKING: ±109

AME PARKING LOT EXPANSION

THORNE HALL

AMERICAN INDIAN STUDENT CENTER

ABBOTT HALL

BROWN HALL

SOLBERG HALL

ARCHITECTURE, MATHEMATICS AND ENGINEERING BUILDING

CAMPANILE AVENUE

APPROXIMATE PROJECT LIMITS

BEN REIFEL HALL

CAMPANILE AVENUE

CROTHER'S ENGINEERING HALL

HARDING HALL

Site Concept Plan
South Dakota State University - Campanile Avenue

Brookings, SD

CONFLUENCE

HRGreen

February 21, 2019

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
FY2018 BHSU NCAA Agreed-Upon Procedures Report

CONTROLLING STATUTE, RULE, OR POLICY
NCAA Division II Bylaw 6.2.3.

BACKGROUND/DISCUSSION
The NCAA Division II Bylaw 6.2.3. states; "At least once every three years, all expenses and revenues for or on behalf of a Division II member institution's intercollegiate athletics programs, including those by any affiliated or outside organization, agency or group of individuals (two or more), shall be subject to agreed-on procedures approved by the Division II membership… conducted for the institution by a qualified independent accountant who is not a staff member of the institution and who is selected either by the institution's president or chancellor or by an institutional administrator from outside the athletics department designated by the president or chancellor."

IMPACT AND RECOMMENDATIONS
This report fulfills the FY18 reporting requirement for BHSU, a Division II university. The Independent Accountants' Report on the Application of Agreed-Upon Procedures is attached along with the Statement of Revenues and Expenses and the Notes to the Financial Statements. The NCAA issued *Minimum Agreed upon Procedures Guidance* was used by the auditor to perform the review.   Four exceptions were identified and noted in the attached Independent Accountants' Report under item numbers 10, 13, 15 and 16. The report has been provided to the BHSU President.

ATTACHMENTS
Attachment I – Independent Accountants' Report on the Application of Agreed-Upon Procedures
Attachment II – Statement of Revenues and Expenses
Attachment III – Notes to the Financial Statements

****
INFORMATIONAL ITEM

**INDEChunkPENDENT ACCOUNTANTS' REPORT ON THE APPLICATION
OF AGREED-UPON PROCEDURES**

Dr. Tom Jackson, Jr., President,
President of Black Hills State University

And

Management of the Athletics Department
Black Hills State University

We have performed the procedures enumerated below, which were agreed to by the President of Black Hills State University (BHSU), solely to assist you in evaluating whether the accompanying statement of revenues and expenses of BHSU is in compliance with the National Collegiate Athletic Association (NCAA) Bylaw 6.2.3.1 for the year ended June 30, 2018. BHSU's management is responsible for the statement of revenues and expenses ("statement") and the statement's compliance with those requirements. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Agreed-Upon Procedures Related to the Statement of Revenue and Expenses

The procedures that we performed and our findings are as follows:

1. We gained an understanding of the aspects of BHSU's general internal control and organizational structure as well as the internal control procedures unique to the intercollegiate athletic department to determine the processing system used to record revenues for completeness and expenditures for proper authorization.

   We found no exceptions as a result of this procedure.

2. We reviewed BHSU's procedures for gathering information on the nature and extent of booster group activity for or in behalf of the institution's intercollegiate athletics program.

   We found no exceptions as a result of this procedure.

3. Tests of the statement of revenues and expenses included verifying agreement between the amounts reported on this statement to the institution's and the related entities general ledger.

   We found no exceptions as a result of this procedure.

4. We traced a sample of game day ticket sale documentation to BHSU's general ledger to verify proper reconciliations were performed of tickets sold to revenue received and verified it was timely and accurately deposited.

   We found no exceptions as a result of this procedure.

5. Interviews were performed documenting the methodology of allocating student fees and institutional support.

   We found no exceptions as a result of this procedure.

6. Interviews were performed documenting the methodology of allocating direct institutional support.

   We found no exceptions as a result of this procedure.

7. We obtained documentation support indirect cost rates and recalculated indirect institutional support.

   We found no exceptions as a result of this procedure.

8. A listing of contributions was obtained from the BHSU's Foundation and the Yellow Jacket Foundation. We reviewed those contributions that exceeded 10% of all contributions.

   We found one donor that provided more than 10% of all contributions. No exceptions as a result of this procedure.

9. We traced a sample of In-kind donations to the agreements.

   We found no exceptions as a result of this procedure.

10. While performing other audit procedures, we found one third party that provided compensation and benefits that were not reported on the statement of revenues and expenses.

   An adjustment of $254,721 was made to the statement for both receipts and expenses.

11. We traced a sample of NCAA revenue to their receipt.

   We found no exceptions as a result of this procedure.

12. We traced a sample of NCAA conference distributions to their receipt.

   We found no exceptions as a result of this procedure.

13. We were unable to test revenue for program sales, concessions and 50/50 drawings.

   Internal controls & supporting documentation were inadequate to trace revenues. No point of sale machines are used or inventory reconciliations were performed for concessions. Additionally, no reconciliations were performed on 50/50 drawings.

14. We selected a sample of sponsorship revenues and traced to their agreement.

   We found no exceptions as a result of this procedure.

15. We traced a sample of sponsorships reported to their agreements.

   One sponsorship did not have a written agreement.

16. Sport camp revenues were traced from the participant list to deposit with no exceptions. No coach contracts for sport camps are available.

   Internal controls were inadequate over receipting sport camp revenues. A lack of segregation of duties existed over the receipting process.

17. We obtained and reviewed endowment agreements to gain an understanding of relevant terms and conditions.

   We found no exceptions as a result of this procedure.

18. We selected a sample of students receiving athletic student aid and compared total aid to the student's account and traced the student and their aid to the NCAA Membership Financial Reporting System.

We found no exceptions as a result of this procedure.

19. We compared and agreed the sports sponsored reported in the NCAA Membership Financial Reporting System to the squad lists of the institution.

    We found no exceptions as a result of this procedure.

20. We selected a sample of coaches and traced to their contracts and payroll records for agreement.

    We found no exceptions as a result of this procedure.

21. We selected a sample of support staff/administrative personnel and traced to their contracts and payroll records for agreement.

    We found no exceptions as a result of this procedure.

22. A sample of expenses related to recruiting, team travel, equipment, uniforms and supplies, game expenses, fund raising, marketing and promotion, sports camps, medical expenses and medical insurance, membership & dues, student-athlete meals, and other operating expenses were reviewed and traced to the general ledger.

    We found no exceptions as a result of this procedure.

23. We confirmed the revenues and expenses of the BHSU Athletic Department's outside organizations, the BHSU Foundation and the Yellow Jacket Foundation to agree amounts with the BHSU Athletic Department's accounting records.

    We found no exceptions as a result of this procedure.

24. We obtained and reviewed the audited financial statements of outside organizations audited independently of the institutional audit and any reports to management regarding matters related to the internal control structure required by National Collegiate Athletic Association regulations.

    We found no exceptions as a result of this procedure.

We were not engaged to, and did not conduct an examination, the objective of which would be the expression of an opinion on the compliance accompanying statement of revenue and expenses of BHSU. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than those specified parties.

Michele Anderson, CPA, CIA
Director of Internal Audit

January 18, 2019

Black Hills State University
Athletic Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2018

	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL
RECEIPTS:						
Operating Receipts:						
Ticket Sales	$ 25,477.03	$ 17,853.17	$ 17,853.08	$ 14,036.50	$ -	$ 75,219.78
Direct State or Other Governmental Support	-	-	-	-	-	-
Student Fees	7,042.35	-	108,064.05	228,903.74	13,704.78	357,714.92
Direct Institutional Support	487,670.30	210,494.37	107,175.89	555,203.41	542,284.01	1,902,827.98
Less - Transfers to Institution	-	-	-	-	-	-
Indirect Institutional Support (Facilities and Administrative Support)	-	-	-	-	733,870.72	733,870.72
Guarantees	-	6,000.00	3,500.00	3,180.00	-	12,680.00
Contributions	182,925.71	124,876.76	97,394.19	384,303.49	7,921.32	797,421.47
In-Kind	27,035.04	3,841.60	4,226.33	63,947.50	31.08	99,081.55
Compensation and Benefits Provided by a Third-Party	-	-	-	-	254,720.84	254,720.84
Media Rights (Broadcast, Televison, Radio and Internet Rights)	-	-	-	-	-	-
NCAA (Including All Tournament Revenues)	-	-	8,705.00	23,583.82	10,428.50	42,717.32
NCAA/Conference Distributions Including All Tournament Revenues	-	-	-	55,465.45	-	55,465.45
Program Sales, Concessions, Novelty Sales and Parking	2,655.36	780.87	1,139.78	3,094.95	97,945.00	105,615.96
Royalties, Licensing, Advertisements and Sponsorships	52,165.11	6,821.59	8,426.67	123,189.93	-	190,603.30
Sports Camp Revenues	169,473.59	82,355.85	73,476.49	84,672.55	-	409,978.48
Endowment and Investment Income	66,666.55	12,029.68	23,355.97	163,052.16	-	265,104.36
Other Operating Revenue	216.59	28.32	34.99	13,575.74	21,250.00	35,105.64
Operating Receipts	1,021,327.63	465,082.21	453,352.44	1,716,209.24	1,682,156.25	5,338,127.77
DISBURSEMENTS:						
Operating Disbursements:						
Athletics Student Aid	$ 372,750.00	$ 187,495.00	$ 172,500.00	$ 313,773.00	$ 1,879.80	$ 1,048,397.80
Guarantees	-	4,500.00	4,500.00	-	-	9,000.00
Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities	325,343.37	150,560.85	135,494.17	469,607.85	-	1,081,006.24
Coaching Other Compensation and Benefits Paid by a Third-Party	-	-	-	-	-	-

	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL
Support Staff/Administrative Salaries, Benefits and Bonuses Paid by the University and Related Entities	37,644.80	18,802.05	22,674.47	12,739.91	531,896.45	623,757.68
Support Staff/Administrative Other Compensation and Benefits Paid by a Third-Party	-	-	-	-	254,720.84	254,720.84
Severance Payments	-	-	-	-	-	-
Recruiting	18,611.03	9,341.14	3,165.44	7,568.73	-	38,686.34
Team Travel	70,109.67	46,290.54	55,986.78	303,945.95	-	476,332.94
Equipment, Uniforms and Supplies	85,994.77	25,145.02	48,330.18	63,616.34	1,165.97	224,252.28
Game Expenses	14,658.16	20,371.21	21,441.20	26,900.65	22,370.66	105,741.88
Fund Raising, Marketing and Promotions	82,418.34	40,226.68	36,801.04	143,696.08	91,249.67	394,391.81
Sports Camp Expenses	64,133.04	22,486.14	20,739.30	26,528.70	-	133,887.18
Spirit Groups	-	-	-	-	-	-
Athletic Facilities Debt Service, Leases and Rental Fees	-	-	-	-	3,933.36	3,933.36
Direct Overhead and Administrative Expenses	1,608.01	2,029.31	1,106.28	5,314.30	20,342.25	30,400.15
Indirect Institutional Support (Facilities and Administrative Support)	-	-	-	-	733,870.72	733,870.72
Medical Expenses and Medical Insurance	-	219.89	-	-	14,046.12	14,266.01
Memberships and Dues	-	99.00	-	1,880.00	20,795.00	22,774.00
Student-Athlete Meals (non-travel)	17,142.90	3,830.02	448.28	7,794.27	-	29,215.47
Other Operating Disbursements	9,175.67	5,103.19	7,197.93	19,735.38	41,964.39	83,176.56
Subtotal Operating Disbursements	1,099,589.76	536,500.04	530,385.07	1,403,101.16	1,738,235.23	5,307,811.26
Excess (Deficiency) of Receipts over (under) Disbursements	$ (78,262.13)	$ (71,417.83)	$ (77,032.63)	$ 313,108.08	$ (56,078.98)	$ 30,316.51

The accompanying notes are an integral part of this statement.

**BLACK HILLS STATE UNIVERSITY ATHLETIC DEPARTMENT
NOTES TO THE FINANCIAL STATEMENTS**

1. The Statement of Receipts and Disbursements has been prepared on the cash basis of accounting.

2. Capital Assets

Capital assets include land, buildings, machinery and equipment, and all other tangible or intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period. *Infrastructure* assets are long-lived capital assets that normally are stationary in nature and normally can be preserved for significantly greater number of years than capital assets.

All capital assets are valued at historical cost or estimated historical cost if actual historical cost is not available. Donated capital assets are valued at their estimated fair value on the date donated. Reported cost values include ancillary charges necessary to place the asset into its intended location and condition for use. Subsequent to initial capitalization, improvements or betterments that are significant and which extend the useful life of a capital asset are also capitalized.

Capitalization thresholds (the dollar values above which asset acquisitions are added to the capital asset accounts), depreciation methods, and estimated useful lives of capital assets reported in the statements are as follows:

	Capitalization Threshold	Depreciation Method	Estimated Useful Life
Land and Land Rights	$0.00	N/A	N/A
Land Improvements	$50,000.00	Straight-line	20 years
Buildings	$100,000.00	Straight-line	50 years
Building Improvements	$100,000.00	Straight-line	20 years
Machinery and Equipment	$5,000.00	Straight-line	7-22 years
Infrastructure	$50,000.00	Straight-line	20-50 years

Land is an inexhaustible capital asset and is not depreciated.

3. Long-Term Debt

At June 30, 2018, Black Hills State University and its affiliated organizations had $97,734 in athletically-related outstanding debt.

Period	Beginning Balance	Scheduled Payment
FY19	$97,734	$72,734
FY20	$25,000	$25,000
FY21	$0.00	$0.00

4. Contributions
The Black Hills State University athletic department received contributions in FY2018 in the amount of

$24,806 from the Black Hills State University Foundation and $1,017,597.46 from the Yellow Jacket Foundation, both affiliated organizations.

Two contributors to the Yellow Jacket Foundation exceeded 10% of aggregate contributions made to the athletics department. The majority of these contributions funded athletic scholarships and compensation and benefits provided by a third-party.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
  SDSU Lease Purchase Agreement for Pennington County Property

CONTROLLING STATUTE, RULE, OR POLICY
  SDCL 13-49-15 Purchasing and Contracting For Institutions
  SDCL 13-49-16 Contracts Let in Accordance with Public Agency Procurement Law
  BOR Policy 5:3 Agreements and Contracts
  Chapter 122 of the 2018 Session Laws Sell Existing Property in Pennington County and Acquire Real Property in Pennington County (SB53)
  SB44 (2019) Sell Existing Property and Appropriate Funds for Acquisition of Real Property in accordance with SB53

BACKGROUND / DISCUSSION
  South Dakota State University requests the Board of Regents' authorization to enter into a revised Lease-Purchase Agreement with the SDSU Foundation, Inc. for improved property in Pennington County for the use and benefit of the SDSU West River Agriculture Center. At the June 26-28, 2018 meeting of the Board, the university previously requested approval of a Lease-Purchase Agreement for this real property with item 9-G. The Board approved, however, that Lease-Purchase Agreement was not executed due to changes in financing terms.

  The interest rate reflected in the original agenda item was 4.75% for the duration of the Lease-Purchase Agreement. The commercial financing obtained by the SDSU Foundation, Inc. for their underlying purchase of the real property has the following terms: 4.75% for the first 5 years, and refinancing of the remaining principal with designation of a new interest rate every 5 years thereafter.

  The purchase of this real property was authorized by the South Dakota Legislature with Chapter 122 of the 2018 Session Laws. 2019 SB 44, which has an emergency clause, was signed by the South Dakota Governor and authorized the sale of properties that will buy

(Continued)

****

DRAFT MOTION 20190402_7-O:
  I move to grant the Executive Director the authority to finalize and execute the Lease Purchase Agreement between the South Dakota Board of Regents and South Dakota State University Foundation in substantially similar form to that set forth in Attachment I.

out this Lease-Purchase Agreement. The university anticipates this will occur prior to the first 5-year refinancing period.

There is no penalty for early repayment of the purchase price.

IMPACT AND RECOMMENDATIONS

The Board of Regents on behalf of South Dakota State University will enter into a Lease-Purchase Agreement with the SDSU Foundation for lease of the property from September 7, 2018 through September 7, 2038. Total principal payments under the Lease-Purchase Agreement will be $3,337,500. Upon satisfaction of all lease-purchase payments, the Board of Regents automatically exercises an option to purchase the property for the aggregate lease payments previously made and other good and valuable consideration. The Board of Regents may purchase the property at any time prior to the end of the Lease-Purchase Agreement upon payment of remaining principal and accrued interest. A revised draft of the Lease-Purchase Agreement between the Board of Regents and SDSU Foundation is attached. The lease interest rate is 4.75% for the first 5 years, with the interest rate repricing every 5 years.

Staff recommends approval.

ATTACHMENTS

Attachment I – Lease Purchase Agreement for Property in Pennington County (Updated)

LEASE-PURCHASE AGREEMENT

THIS LEASE-PURCHASE AGREEMENT made this _____ day of _____ 2019, by and between the SOUTH DAKOTA STATE UNIVERSITY FOUNDATION, INC., of Brookings, South Dakota ("Lessor") and SOUTH DAKOTA BOARD OF REGENTS on behalf of South Dakota State University for its EXTENSION division (collectively "Lessee").

NOW, THEREFORE, in consideration of the mutual benefits to be enjoyed by the parties hereto, the Lessee and the Lessor hereby agree as follows:

That the Lessor, for and in consideration of the Lease-Purchase payments agreed to be paid by Lessee as hereinafter specified and the covenants herein contained, leases to the Lessee, the real Property herein described, being situated in Pennington County, South Dakota, to-wit:

Lot A of the Menard Subdivision, located in Section 32, Township 2 North, Range 8 East of the Black Hills Meridian, Rapid City, Pennington County South Dakota.

Together with all improvements located thereon ("Appendix A") and all rights, privileges and appurtenances to the same as hereinafter provided and subject only to those conditions hereinafter set forth.

1. <u>Term</u>. Lessee shall have and hold the above-described premises from September 7, 2018 and continue through September 7, 2038, subject to the conditions hereinafter set forth.

2. <u>Lease-Purchase</u>.

   a. <u>Total Purchase Price - Principle of $3,337,500</u>: Lessee agrees to pay Lessor, and Lessor agrees to sell the above described real property to Lessee, a total purchase price of $3,337,500 principal with accrued interest as set forth herein in Sections 2.c, 2.d, and 2.e.

   b. Lessor and Lessee hereby agree that the Office Space Lease originally executed by and between Lessee and its representatives and First Interstate Bank on October 1, 2015, which transferred to Landlord by purchase of the Building on September 7, 2018, and all terms and conditions contained therein are hereby terminated by the Parties to this Lease Purchase Agreement as of the Effective Date of this Agreement.

      i. The Lessor and Lessee expressly agree that Lessor has an Office Space Lease with Tenant, First Interstate Bank, for specified portions of the real property until January 30, 2019, subject to First Interstate Bank's option to extend the Lease for two (2) separate, one (1) month extensions. Sixty (60) days prior notice to Lessor to exercise extension option is required. Terms of Office Space Lease are set forth in the Lease between Lessor and First Interstate Bank set forth in "Appendix C" and incorporated herein by this reference. The Lessor and Lessee may agree to another writing in extension for First Interstate Bank.

      ii. First Interstate Bank's rent during the term of their lease is all costs of gas, water, electricity, landscape maintenance, and snow removal. These costs shall

not be the responsibility of Lessee during the term of First Interstate Bank's occupancy and lease. Regardless of any obligation set forth herein, Lessee shall not be responsible for any costs, terms, or responsibilities of First Interstate Bank as set forth in Appendix C. Any mutually agreed lease extension to First Interstate Bank will be subject to rental terms agreed in writing by the Lessee and Lessor to this Agreement.

   c. <u>Short Term - $667,500 Principal</u>: Lessee agrees to pay Lessor as monthly installments the sum of $31,706 per year, with each monthly installment being paid in the amount of $2,642 monthly. The first installment is due on or before October 7, 2018. Lessee may pay the remaining principal of the $667,500 and the accrued interest to date at any time without penalty.

   d. <u>Long Term $2,670,000 Principal</u>: Lessee agrees to pay Lessor in monthly installments the sum of $208,255.08 per year, with each monthly installment being paid in the amount of $17,354.59 monthly. The first installment is due on or before October 7, 2018. Lessee may pay the remaining principal of the $2,670,000 and the accrued interest to date at any time without penalty.

   e. <u>Interest Rate</u>: APR of 4.75% will be applied during the first five (5) years of this Agreement which is from October 7, 2018 through September 7, 2023. Thereafter, the rate shall reflect the actual APR of the Lessor's refinancing of the remaining principal balance every five (5) years. Lessor shall provide Lessee written prior notice of refinancing and interest rate changes. Lessor shall not extend the duration of its underlying commercial financing without the express written agreement of the Lessee.

   f. Upon Satisfaction of all Lease-Purchase payments set forth above, the Lessee automatically exercises an option to purchase the hereinbefore described real property for the aggregate lease payments previously made and other good and valuable consideration. Lessee may purchase the above described real property prior to September 7, 2038 if the Lessee can pay sufficient funds to Lessor the above amounts in full with accrued interest only to date of principal payoff.

3. <u>Alterations and Trade Fixtures</u>. During the term of this lease, Lessee may make improvements without obtaining prior consent of Lessor. Any improvements shall become a part of the real estate itself and Lessee shall not be entitled to reimbursement from Lessor for said improvements. This shall include any improvements made by Lessee prior to the date of this agreement.

4. <u>Taxes, Special Assessments, and Insurance</u>. Lessee shall pay all real property taxes, if any, and assessments. Lessee shall provide property and liability insurance in an amount equal to the replacement value attributable to the premises described above.

5. <u>Utilities, Debris Removal, Etc</u>. Lessee shall pay all utilities, including water, gas, electric, propane and telephone. Lessee shall be responsible for all operating costs, including, but not limited to, garbage and debris removal, weed control, fencing and snow removal.

6. <u>Repairs and Modifications</u>. Lessee shall keep the property including all components and systems comprising its infrastructure, buildings, structures and grounds, in good repair and in clean, sanitary and safe condition, ordinary wear and tear excepted, and if necessary, or if required by proper governmental authority, shall make modifications or replacements thereof, and Lessee shall repair, modify, replace or renovate such improvements to restore or to maintain their good condition except as otherwise the responsibility of Tenant in accordance with Appendix C.

   a. A component equal to one percent (1%) of the Fair Market Value of the Facility, which sum Lessee agrees to fund and maintain, and Lessor agrees to hold, as a capital expenditure sinking fund ("Sinking Fund"). For purpose of this agreement, "Fair Market Value" shall mean the original purchase price of the Facility as adjusted for inflation under the Building Cost Index reported by the Engineering News Record. The following guidelines shall apply to the Sinking Fund:

      i. The roof, walls, electrical, plumbing, heating, air conditioning and the structural portion of the Facility shall be maintained in a good state of repair by the Lessee.

      ii. If it becomes necessary to undertake capital repairs, replacement or improvements of the Facility, Lessee will contract for such work to be paid from the Sinking Fund, or, with consent of the Lessor, to be paid for through a temporary adjustment to the lease payment, sufficient to cover the actual costs to finance and to construct such repairs, replacements or improvements.

      iii. Upon termination of this agreement, Lessor shall disburse or transfer any unused portion of the Sinking Fund as directed by the Lessee.

7. <u>Inspection</u>. Lessee agrees to permit Lessor or Lessor's agents to inspect or examine the leased premises at any reasonable time and to permit Lessor to make such repairs to the leased building which Lessor may deem desirable or necessary for its safety or preservation and which Lessee has not covenanted herein to do or has failed so to do.

8. <u>Lessee's Liability</u>. Lessee agrees to be responsible for and to relieve Lessor from all liability by reason of any damage or injury to any person or property which may arise from or be due to the use of misuse of any part of the rented premises or failure to properly maintain the same.

9. <u>Lessee's Liability Insurance</u>. Lessee, at its expense, shall provide and keep in force for the benefit of Lessor, to the extent allowed by South Dakota law comprehensive general liability coverage, insuring the interest of Lessor and Lessee with minimum limits of liability in respect of bodily injury or death of $1,000,000.00 for each person and $1,000,000.00 for each occurrence, and respect of property damage of $500,000.00 for each occurrence. Lessor shall be included as a named insured on said insurance policy.

10. <u>Assignment</u>. Neither this lease nor leased premises may be sublet or assigned by Lessee without the written consent of Lessor, which consent shall not be unreasonably withheld.

11. <u>Default</u>. If said rent or any of the covenants and agreements herein contained on the part of Lessee shall at any time be in arrears, unpaid or unfulfilled and shall remain in such status sixty (60) days after the giving of notice in writing thereof by Lessor to Lessee, Lessee may exercise Option to purchase set forth in Section 16 herein. Failure to exercise said option will result in termination of this Agreement. Upon termination, Lessor may enter in and upon said premises and again have, possess and enjoy the same, subject to Lessee's right to remove property.

12. <u>Quiet Environment</u>. Lessor agrees that upon compliance with the terms and conditions of this lease Lessee shall and may peacefully and quietly have, hold, and enjoy the leased premises for the term of this lease and any renewal of said term.

13. <u>Waiver of Subrogation</u>. Lessor and Lessee hereby agree that neither shall be liable to the other for loss arising out of damage to or destruction of the demised premises or the contents thereof when such loss is caused by any of the perils included within the standard form of fire and extended coverage insurance. This agreement shall be binding whether or not such damage or destruction shall be caused by the negligence of either Lessor or Lessee or their agents, servants, or employees, and further, any and all right of subrogation by any insurance carrier is hereby waived. The parties hereto will sign any and all documents necessary to implement his provision.

14. <u>Lessor's Interest Not Subject to Mechanic's Liens</u>. Lessee agrees not to permit any mechanic's liens to be legally placed of record against said real estate or any buildings or structures located thereon; and if any such liens shall be filed, Lessee agrees to have them removed. No person who furnishes work, labor, services or materials at the request or order of Lessee shall have a lien on said real estate or any buildings or structures located thereon which is paramount to the rights of Lessor under this lease so long as this lease is in existence. Lessee shall have no authority to create or permit to be created any lien for labor or material which shall have the effect of placing a cloud on the title of Lessor in and to said real estate and any buildings or structures located thereon. All such material men and laborers and mechanics shall have the right to demand payment for their materials or labor from Lessee only. The filing of a mechanic's lien shall not, of itself, constitute a default by Lessee, provided that Lessee shall within ninety (90) days after notice of the filing of such lien, extinguish, cancel or release such lien or post bond with Lessor to guarantee her against loss by reason thereof, and provided Lessee shall have the right to dispute the amount of validity of such lien by diligently taking proper legal steps to remove said lien.

If any mechanic's lien shall be placed on record by reason of any order or contract of Lessor, then the provisions of this lease applicable to the duties of Lessee with respect to mechanic's liens shall be incumbent upon Lessor to perform. At Lessor's sole discretion, Lessee may procure a mechanic's lien waiver satisfactory to Lessor pertaining to any improvements.

15. <u>Zoning and Ordinances and Covenants</u>. Lessee agrees to comply with all zoning requirements, restrictive covenants and conditions, and city, county and state laws, statutes and ordinances.

16. <u>Option to Purchase</u>. Upon payment of all monies set forth in Section 2 of this Agreement, the Lessee automatically exercises an option to purchase the hereinbefore described property for $1.00. If the Lessee intends to exercise Option to Purchase, prior to September 7, 2038, Lessee will give sixty (60) days' notice in writing to the Lessor, which notice may be given to the

President & CEO of the South Dakota State University Foundation, or his Successor. Lessor shall convey the demised premises by Warranty Deed, free and clear of all liens and encumbrances, except those that Lessee may have created or suffered, and excepting any taxes, assessments, rates, duties, imposts, or charges that may have become a lien against the premises since the date of this Lease Agreement.

Upon exercise of the Option, the Lessor agrees to furnish at the expense of Lessee a policy of title insurance issued by a title insurance company authorized to do business in the State of South Dakota containing only the printed exceptions usually and customarily found in such policies.

17. The Lessor agrees that the continued rental of the hereinbefore described property for the terms hereinbefore specified is dependent upon receipt of both funds and expenditure authority from the Legislature. In the event that the Legislature does not provide said funds or expenditure authority for any fiscal year, then and in such event, this Agreement is null and void and said Agreement shall expire at the end of the fiscal year in which the last funding or expenditure authority shall be made available for the Lessee. The Lessor agrees that a termination because of lack of funds or expenditure authority will not result in a claim against the University, the South Dakota Board of Regents, the State of South Dakota, or any officer or employee of the State.

18. This Agreement contains the entire agreement between the parties, and is subject to and will be construed under the laws of the State of South Dakota, and may be amended only in writing signed by both parties. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

19. The parties will comply with all federal, state, and local laws, regulations, ordinances, guidelines, permits, and requirements applicable to providing services pursuant to the Agreement and will be solely responsible for obtaining current information on such requirements.

20. The Lessor agrees to hold harmless and indemnify the State of South Dakota, the South Dakota Board of Regents, South Dakota State University, their officers, agents or employees, from and against any and all actions, suits, damages, liability or other proceedings that may arise as a result of its performance of this contract. Nothing herein requires the Lessor to be responsible for any action, suit, damage, liability or other proceeding that may arise as a result of the negligence, misconduct, error or omission of the State of South Dakota, the South Dakota Board of Regents, South Dakota State University, their officers, agents or employees.

IN WITNESS WHEREOF, the duly authorized representatives of the parties hereto have hereunto set their hands and official seals the day and year first above written.

LESSEE: LESSOR:
SOUTH DAKOTA BOARD OF REGENTS: SOUTH DAKOTA STATE UNIVERSITY FOUNDATION, INC.:

_____   _____
By: Date   By: Steve Erpenbach
Its: Executive Director   Its: President & CEO

SOUTH DAKOTA STATE UNIVERSITY:

_____

By: Dr. Barry Dunn   Date
Its: President

_____

By: Robert Kohrman   Date
Its: Vice President Finance & Business
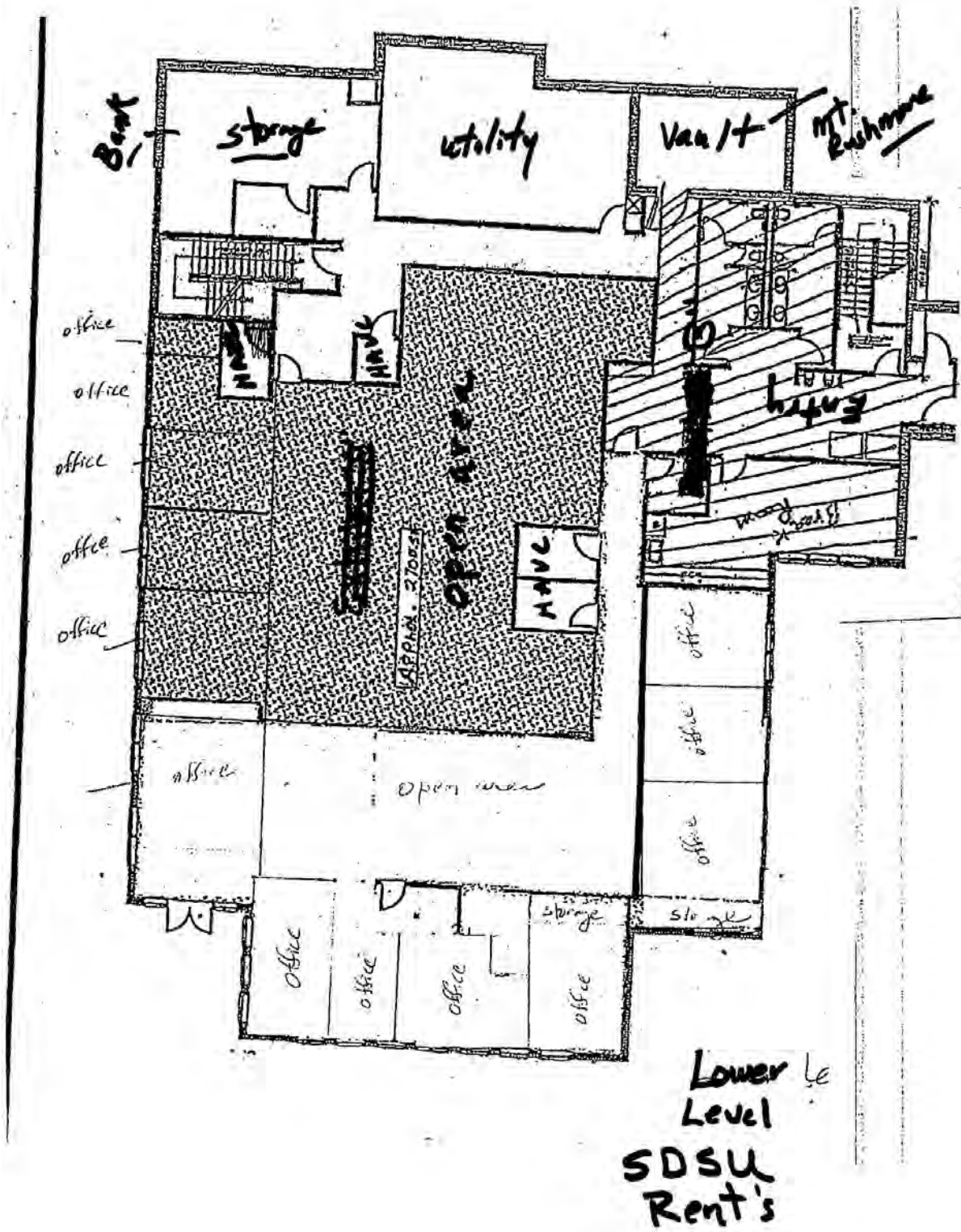

_____

By: Dr. John Kilkefer   Date
Its: Dean of the College of Agriculture Food and Environmental Sciences

_____

By: Karla Trautmann   Date
Its: Director of Extension

Appendix A

Lower Level
SDSU Rent's

middle Floor

Vault + safe deposit boxes

open area

Exit

open area

open area

office

office

office

Mt. Rushmore Rents

Conference Room

✓ = Back area
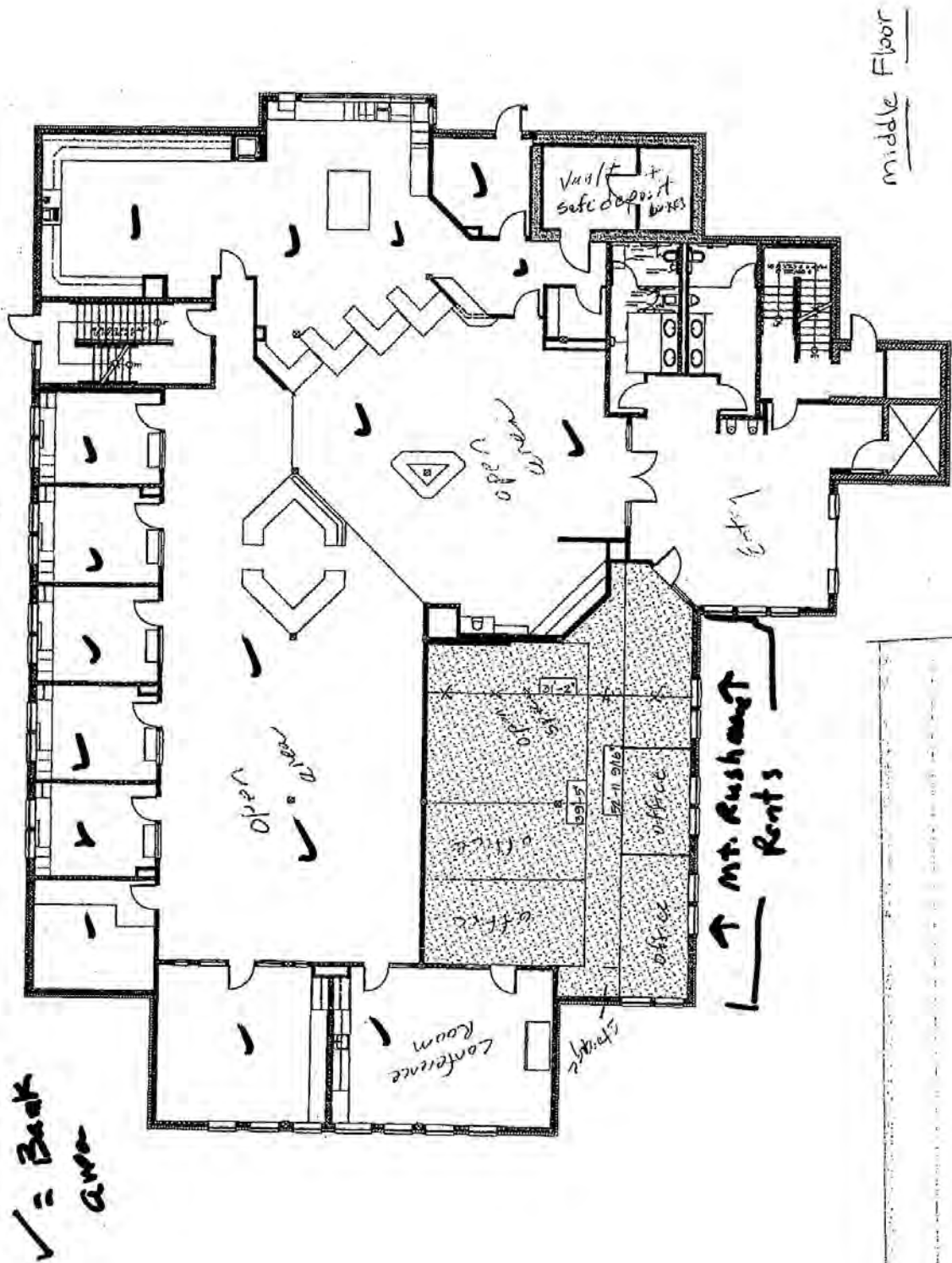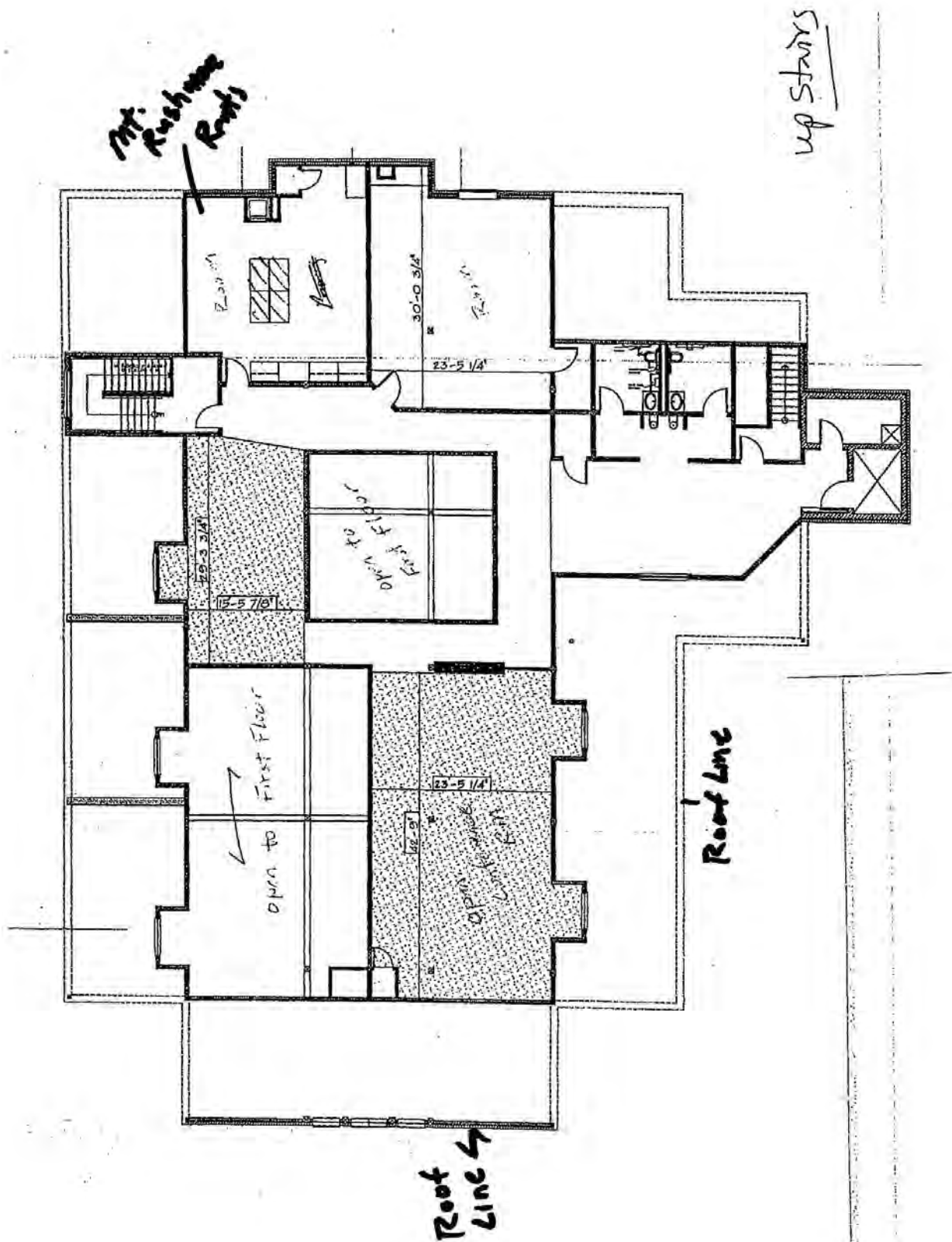
Budget and Finance

AGENDA ITEM: 7 – P
DATE: April 2-4, 2019

****

SUBJECT
   SDSU Plat Resolution

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL §5-1-7 and SDCL Chs. 11-3 and 43-21.

BACKGROUND/DISCUSSION
   The property subject to the requested plat was first platted by SDSU in 1973 as University First Addition to the City of Brookings. At that time, Block 1 of University First Addition comprised two lots contiguous to a dedicated street. The dedicated street, eighty feet in width, lies to the east of the two lots. That street was never opened, and it has since been vacated. Alpha Gamma Rho ("AGR") fraternity occupies original Lot 2 pursuant to authority provided in SDCL §13-58-25, which lies south of the original Lot 1. Original Lot 2 fronts Eighth Street, which lies south of the lot.

   On July 24, 2012, Block 1 of University First Addition was re-platted. The re-plat for Block 1 of University First Addition Plat currently on file is not accurate as to the legal boundaries; therefore, a re-plat is necessary to correct the inaccuracy.

IMPACT AND RECOMMENDATION
   SDSU requests the Board of Regents adopt the Resolution set forth in Attachment I requesting the plat to vacate Lots 1A, 2A, and 3A, Block 1, University First Addition and re-plat as Lots 1B and 2B, University First Addition.

   Staff recommends approval.

ATTACHMENTS
   Attachment I – Resolution Requesting Execution and Filing of the Plat
   Attachment I, Exhibit I – Draft Plat

****

DRAFT MOTION 2019-0402_7-P:
   I move to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the plat as stated therein.

RESOLUTION

Resolution requesting the execution and filing of the Plat of Lots 1B and 2B, Block 1, University First Addition to the City of Brookings, Brookings County, South Dakota.

The South Dakota Board of Regents (hereinafter referred to as "BOR"), on behalf of South Dakota State University, pursuant to the authority vested in BOR under SDCL § 5-2-11, hereby requests the Commissioner of School and Public Lands to draw up all necessary documents and to forward them to the Governor to request their execution in order to execute and file the attached plat pertaining to the property currently described as:

Lots 1A, 2A, 3A, Block 1, University First Addition to the City of Brookings, Brookings County, South Dakota; and which is to be re-platted as Lots 1B and 2B, Block 1, University First Addition to the City of Brookings, Brookings County, South Dakota.

BOR requests that the final plat be consistent with the draft plat attached hereto as Exhibit I, without restricting the ability of the parties to further revise the plat before executing and filing the same. This resolution shall also serve to ratify, request and/or approve any and all documents, transactions and/or actions necessary to effectuate the execution and filing of the plat contemplated herein.

Dated this _____ day of April, 2019

SOUTH DAKOTA BOARD OF REGENTS

By _____

Kevin V. Schieffer

President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at its meeting conducted on the _____ day of April, 2019, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.

Dated this _____ day of April, 2019

SOUTH DAKOTA BOARD OF REGENTS

By_____

James Morgan

Secretary

EXHIBIT I   3

PLAT OF

LOTS 1B AND 2B, BLOCK 1, UNIVERSITY FIRST ADDITION TO THE CITY OF BROOKINGS, BROOKINGS COUNTY, SOUTH DAKOTA.

THIS PLAT TO VACATE AND REPLAT LOTS 1A, 2A, AND 3A OF "PLAT OF LOTS 1A, 2A, 3A, BLOCK 1, UNIVERSITY FIRST ADDITION TO THE CITY OF BROOKINGS, BROOKINGS COUNTY, SOUTH DAKOTA", FILED FOR RECORD ON JULY 24TH, 2012 AT 8:00 A.M. IN PLAT BOOK 30, PAGE 34.

363.56' N88°53'05"E

323.56'

40.00'

10.0' Utility & Drainage Easement

LOT 1B

Containing 61,262 ± SQ FT

123.80'

21.00'
S1°55'02"E

181.41' N88°04'58"E

102.20' N88°04'58"E

311.35' N1°35'35"W

306.59' S1°39'15"E

LOT 1A

LOT 3A

LOT 2A

BLOCK

LOT 2B

Containing 51,115 ± SQ FT

187.55'

166.80' S1°38'52"E

283.89'

40.00'

40.00'

363.88' S88°08'03"W

8TH STREET

70'

70'

20TH AVE

80'

February, 2019
Scale: 1" = 60'
○ Monument Recovered
● Monument Set
(⅝" x 18" Capped Rebar RLS 10400)
Bearings are Based on Assumed Datum

NORTH

UTILITY & DRAINAGE EASEMENT

Property Line

Easement Line

10'
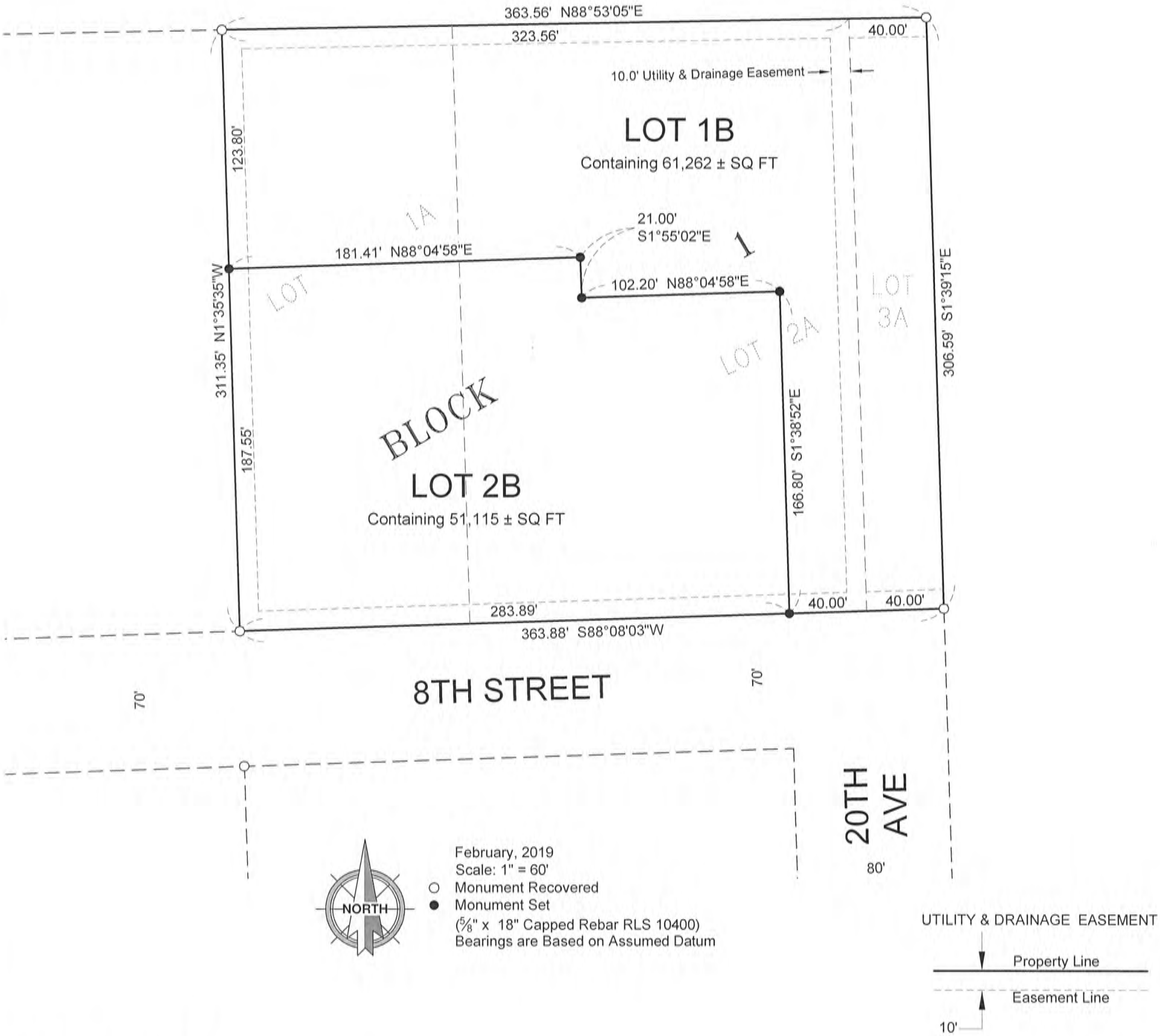
SURVEYOR'S CERTIFICATE

I, Andrew E. Kangas, a Registered Land Surveyor of the State of South Dakota, do hereby certify that on or before the 22nd day of February, 2019 and at the request of the owner of the real property hereinafter described, surveyed and replatted a portion of "Plat of Lots 1A, 2A, 3A, Block 1, University First Addition to the City of Brookings, Brookings County, South Dakota, as shown on the plat, and marked upon the ground boundaries thereof in the manner shown on the plat, and that the attached plat is a true and correct representation of said survey and that the parcel of land so platted contains: "PLAT OF LOTS 1B AND 2B, BLOCK 1, UNIVERSITY FIRST ADDITION TO THE CITY OF BROOKINGS, BROOKINGS COUNTY, SOUTH DAKOTA".

IN WITNESS WHEREOF, I have executed this Surveyor's Certificate this 22nd day of February, 2019.

REG. NO. 10400
ANDREW E. KANGAS
2-22-2019
REGISTERED PROFESSIONAL ENGINEER
SOUTH DAKOTA
LAND SURVEYOR

Prepared By:

CDI CIVIL DESIGN INC

Civil Engineers & Land Surveyors
Brookings, South Dakota
Ph. 605-696-3200

EXHIBIT I   4

OWNER'S CERTIFICATE

We, The South Dakota Board Of Regents, owners of the tracts of land shown in the foregoing plat, hereby certify that we did authorize and do join in, and approve the above survey and plat, and that the development of this land shall conform to all existing applicable zoning, subdivision and erosion and sediment control regulations. There is hereby granted to the City of Brookings or the holder of any utility franchise, an easement at locations shown in the above plat for the purpose of installing and maintaining any utility line. Any land shown in the above plat and designated as a street, road, alley, park or public ground is hereby dedicated to public use as such forever, but such dedication shall not be construed to be a donation of the fee of such land.

THIS PLAT TO VACATE AND REPLAT LOTS 1A, 2A, AND 3A OF "PLAT OF LOTS 1A, 2A, 3A, BLOCK 1, UNIVERSITY FIRST ADDITION TO THE CITY OF BROOKINGS, BROOKINGS COUNTY, SOUTH DAKOTA", FILED FOR RECORD ON JULY 24TH, 2012 AT 8:00 A.M. IN PLAT BOOK 30, PAGE 34.

The portion so platted shall hereafter be designated as, **"PLAT OF LOTS 1B AND 2B, BLOCK 1, UNIVERSITY FIRST ADDITION TO THE CITY OF BROOKINGS, BROOKINGS COUNTY, SOUTH DAKOTA".**

IN WITNESS WHEREOF, We have executed this Owner's Certificate this _____ day of _____, 2019.

_____
Authorized Representative
South Dakota Board of Regents

STATE OF _____)
) SS
COUNTY OF _____)

On this _____ day of _____, 2019 before me the undersigned Notary Public within and for the State and County aforesaid, personally appeared _____, known to be the person described in the foregoing instrument, as such being authorized so to do, executed the foregoing instrument for the purposes therein contained, by signing the name of The South Dakota Board of Regents as an Authorized Representative.

_____
NOTARY PUBLIC
My commission expires: _____

CITY MANAGER'S CERTIFICATE

WHEREAS, The South Dakota Board of Regents, owners of the hereinafter real property has submitted a proposed plat **"PLAT OF LOTS 1B AND 2B, BLOCK 1, UNIVERSITY FIRST ADDITION TO THE CITY OF BROOKINGS, BROOKINGS COUNTY, SOUTH DAKOTA".** and the Brookings City Manager, being the duly authorized administrative official authorized to approve plats, having examined the proposed plat and it appears that all municipal taxes and special assessments if any upon said plat and survey, have been executed according to law. Access to the public streets, subject to all applicable municipal ordinances, is hereby granted except as may be designated "no access" on the attached plat.

Dated this _____ day of _____, 2019.

_____
CITY MANAGER
CITY OF BROOKINGS, SOUTH DAKOTA
ATTEST:

CITY CLERK'S CERTIFICATE

I, _____, being the duly appointed, qualified and acting City Clerk of the City of Brookings, do hereby that _____, City Manager of the City of Brookings, did personally appear and acknowledged to me that he executed the foregoing City Manager's Certificate for the purposes stated within.

_____
CITY CLERK
CITY OF BROOKINGS, SOUTH DAKOTA

COUNTY FINANCE CERTIFICATE

I, Finance Officer of Brookings County, South Dakota, do hereby certify that all taxes which are liens upon any land included in the above (and the foregoing) plats, as shown by the records of my office, have been fully paid.

Dated this _____ day of _____, 2019.

_____
COUNTY FINANCE OFFICER
BROOKINGS COUNTY, SOUTH DAKOTA

DIRECTOR OF EQUALIZATION

I, Director of Equalization of Brookings County, South Dakota, do hereby certify that a copy of the above plat has been filed at my office.

Dated this _____ day of _____, 2019.

_____
DIRECTOR OF EQUALIZATION
BROOKINGS COUNTY, SOUTH DAKOTA

REGISTER OF DEEDS

STATE OF SOUTH DAKOTA)
) SS
COUNTY OF BROOKINGS)

Filed for record this _____ day of _____, 2019, at _____ o'clock _____ M., and recorded in Book _____, of Plats on page _____.

_____
REGISTER OF DEEDS
BROOKINGS COUNTY, SOUTH DAKOTA

Prepared By:

CDI CIVIL DESIGN INC
Civil Engineers & Land Surveyors
Brookings, South Dakota
Ph. 605-696-3200

REGISTERED PROFESSIONAL ENGINEER LAND SURVEYOR
REG. NO.
10400
ANDREW E. KANGAS
2-22-2019
SOUTH DAKOTA

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – Q
DATE: April 2-4, 2019

****

SUBJECT
SDSU Transfer of Facilities Resolution

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 7-27-1 & 7-27-6

BACKGROUND/DISCUSSION
South Dakota State University and its Cooperative Extension Service received, via federal surplus, title to three wooden structures and two steel Quonsets ("Buildings") located in Tyndall, SD from the U.S. Department of Agriculture's Federal Extension Service ("USDA") in 1966. When the Buildings were transferred they were to be used for extension educational use (i.e., 4-H youth work), which was carried out by way of a long-term lease to Bon Homme County ("County"). The Buildings are affixed to land owned by the County, and the County has been responsible for the maintenance, use control, repair and liabilities associated with the Buildings since entering into the long-term lease in 1966.

The County has recently expressed interest in retaining full ownership of the Buildings for the purpose of being able to better use the Buildings and the land upon which they are affixed. The USDA has signed off on the Buildings' ownership being transferred to the County and the Commissioner of School and Public has disclaimed any interest in the Buildings. The Buildings are leased to the County for reasons enumerated in SDCL 7-27-1, are owned by a separate public corporation (i.e., BOR), and are therefore authorized to be transferred to the County pursuant to SDCL 7-27-6.

IMPACT AND RECOMMENDATION
SDSU requests the Board of Regents adopt the Resolution set forth in Attachment I authorizing the transfer of the Buildings to the County. Staff recommends approval.

ATTACHMENTS
Attachment I – Resolution transferring certain buildings used as 4-H facilities to Bon Homme County, as authorized by SDCL 7-27-6
Attachment I, Exhibit A – Supplemental Memorandum of Agreement
Attachment I, Exhibit B – Overhead Satellite Map Depicting Building Location
Attachment I, Exhibit C – Transfer Agreement

****

DRAFT MOTION 2019-0402_7-Q:
I move to approve and adopt the Resolution set forth in Attachment I, authorizing the transfer of the Buildings to the County.

RESOLUTION

A resolution authorizing the transfer of certain buildings used as 4-H facilities located in Tyndall, South Dakota, to Bon Homme County, as authorized by SDCL 7-27-6.

WHEREAS, the South Dakota Board of Regents ("SDBOR"), on the behalf of South Dakota State University and its Cooperative Extension Service ("SDSU-CES"), received, via federal surplus, title to three (3) Kindem-Holst-Lazaard wooden structures and two (2) Great Lakes sheet steel Quonsets (together, "Buildings") from the U.S. Department of Agriculture's Federal Extension Service ("USDA") via a 1966 Agreement, which is attached hereto as Exhibit A and incorporated herein as if set forth in full; and

WHEREAS, the intent of the transfer, expressed in the 1966 Agreement, was that the Buildings should be used for "Extension educational use (primarily 4-H youth work)," and that Bon Homme County ("County") should receive a long-term lease of the Buildings from SDBOR/SDSU-CES to achieve that use; and

WHEREAS, as consideration for the long-term lease, the County was responsible for "maintenance, use control, repair and liabilities" of the Buildings; and

WHEREAS, the County has recently expressed interest in retaining full ownership of the Buildings for the purpose of being able to better use them and the County land to which they are affixed in the best interests of Bon Homme County residents and the general public, thereby suggesting termination of the 1966 Agreement under its terms; and

WHEREAS, USDA has signed off on the Buildings' ownership transition between SDBOR/SDSU-CES and County, and the Commissioner of School and Public Lands has disclaimed any interest in these buildings; and

WHERAS, the Buildings are leased by the county for reasons specified in SDCL 7-27-1, are owned by a separate public corporation (SDBOR), and are therefore authorized to be transferred to the County pursuant to SDCL 7-27-6; and

WHEREAS, the Buildings currently rest on land owned by Bon Homme County, as visually depicted in the document attached hereto as Exhibit B and incorporated herein as if set forth in full, and as described below:

> Lot B of the East ½ of the Northeast ¼ of Section 1, Township 94, Range 60 West, in the City of Tyndall, South Dakota.

NOW, THEREFORE, the SDBOR, on the behalf of SDSU-CES and as authorized by SDCL 7-27-6, hereby authorizes the Executive Director & CEO to execute a transfer agreement in substantively similar form to the transfer agreement attached hereto as Exhibit C and

incorporated herein as if set forth in full, thereby authorizing the conveyance and transfer of the aforementioned Buildings to the County in accordance with the terms thereof.

Dated this ____ day of April, 2019

SOUTH DAKOTA BOARD OF REGENTS

By _____
Kevin V. Schieffer
President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at its meeting on the _____ day of April, 2019, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.

Dated this _____ day of April, 2019

SOUTH DAKOTA BOARD OF REGENTS

By _____
James Morgan
Secretary

EXHIBIT A (3 pages)

SUPPLEMENTARY MEMORANDUM OF AGREEMENT

Between the Federal Extension Service & S.D. Coop. Exten. Service of the USDA
and _____Bon Homme_____ County

3 Kindem-Holst-Lazaard wooden structures 40' x 100' and 2 Great Lakes sheet
        (number and description)
steel Quonsets 40' x 100' Serial No.'s 180751 & 180750 _____quonsets

have been transferred to the Federal Extension Service of the USDA and South Dakota

Cooperative Extension Service, S.D.S.U., for use in furtherance of the County

Extension educational program (4-H youth work).

The South Dakota Cooperative Extension Service, under it's Cooperative Memoran-

dum of Understanding with the County Commissioners of__Bon Homme_____County as

the legal governing body of the County for the conduct of Extension work in the

County, agrees to assign the above described buildings for Extension educational

use (primarily 4-H youth work) to__Bon Homme_____County until such time that

they and the South Dakota Cooperative Service shall terminate this agreement.

The maintenance, use control, repair and liabilities related to the use of

these buildings under this use assignment shall be the responsibility of the

_____Bon Homme_____County Extension Board and the County Commissioners of

_____Bon Homme_____County.

All major structural changes to these buildings to adapt them to the assigned

use shall be agreed to in writing by both parties to this agreement. The costs of

any such agreed to alternations shall be borne by __Bon Homme_____County.

The quonsets will be located on_Lot B of the E½ of the N.E. ¼ Section

1-94-60 in the city of Tyndall, S.D._____, South Dakota.
                (description of property)

Date _12-6-66_____   Date_October 12, 1966_____

Signed _Frank Neuman_____   Signed_John Stone_____
                                          Director of South Dakota
Chr._Bon Homme_ C. Commissioners   Cooperative Extension Service

Date _12-19-66_____

Signed _Clinton Cass_____

Chr._Bon Homme_____
        County Extension Board

FORM AD-109
(REV. 12-62)

☐ Report of :
☒ Request for :

UNITED STATES DEPARTMENT OF AGRICULTURE

EXCESS SERVICEABLE PROPERTY

REPORT NO.

DATE 9/28/66

---

1. FROM:
Federal Extension Service USDA
South Dakota Cooperative Extension Service
S. Dak. State Univ., Brookings, So. Dak.

4. TO Area 2 Operations Committee
c/o Farmers Home Administration
1520 Market Street
St. Louis, Missouri 63103

2. PROPERTY LOCATION AND HOLDING ACTIVITY
Binsites at Tyndall, South Dakota
Agricultural Stabilization & Conservation
Service, Huron, South Dakota

5. SHIP REQUESTED PROPERTY TO
Bon Homme County Has purchased land on
which binsites are located.

3. SIGNATURE (AGENCY REPORTING OR REQUESTING OFFICIAL)

TITLE
Director, Division of Management Operations

6. BILLING AND SHIPPING INSTRUCTIONS (GB/L'S, PACKING, ETC.
Quonsets will not be moved

---

7. PROPERTY ITEMS (COMPLETELY DESCRIBE EACH ITEM TO SHOW HOW USEABLE IT IS; REPAIRS NEEDED; AGE; ETC.)

QUANTITY	ITEM DESCRIPTION	COND. CODE*	ORIGINAL COST**	8. DISPOSITION INSTRUCTION
2	Great Lakes sheet steel Quonsets 40' X 100' Serial No's 180751 & 180750	02	$9,400.00	TRANSFER AUTHORIZED BY AOC
	Located at Binsites at Tyndall, South Dakota. Will not be moved from those sites. Bon Homme County has purchased the land on which the quonsets are located.			

Use a separate form in requesting property held by one Activity at one location. Indicate Excess or Surplus item number.

In the "CONDITION-CODE" column one "LETTER" and one "NUMBER" code symbol which will indicate actual condition of each line item of property listed. (Example: 0-3)

Record acquisition cost to the Government (estimated if not known) when record value is less than actual cost.

New - New
0-Used; Usable without repairs
R-Used; Reconditioned
R-Used; Repairs Required

1-Excellent
2-Good
3-Fair
4-Poor

(NUMBER CODES)

ABOVE DISPOSITION AUTHORIZED:
SIGNATURE

TITLE C. C. POLLOCK, CHAIRMAN
AREA 2 - AOC - ST. LOUIS

DATE
OCT 6 1966

AUTH. NO.

FORM AD-109
(REV. 12-62)

☐ Report of:
☒ Request for;

UNI...ATES DEPARTMENT OF AGRICULT...E

EXCESS SERVICEABLE PROPERTY

REPORT NO.

DATE
9/28/66

1. FROM: Federal Extension Service USDA 57007 South Dakota Cooperative Extension Service S. Dak. State Univ., Brookings, So. Dak.	4. To Area 2 Operations Committee c/o Farmers Home Administration 1520 Market Street St. Louis, Missouri 63103
2. PROPERTY LOCATION AND HOLDING ACTIVITY Binsites at Tyndall, South Dakota Agricultural Stabilization & Conservation Service, Huron, South Dakota	5. SHIP REQUESTED PROPERTY TO Bon Homme County has purchased the land on which the three Kindem's are located
3. SIGNATURE (AGENCY REPORTING OR REQUESTING OFFICIAL) TITLE Director, Division of Management Operations	6. BILLING AND SHIPPING INSTRUCTIONS (GB/L'S, PACKING, ETC. Quonsets will not be moved Kindems

7. PROPERTY ITEMS (COMPLETELY DESCRIBE EACH ITEM TO SHOW HOW USEABLE IT IS; REPAIRS NEEDED; AGE; ETC.)

QUANTITY	ITEM DESCRIPTION	COND. CODE*	ORIGINAL COST**	8. DISPOSITION INSTRUCTION
3	Kindem - Holst - Lazaard structures 40" X 100" wooden structures Located at Binsites at Tyndall, South Dakota # 47011. Will not be moved from the present site. Bon Homme County has purchased the land on which the Kindems are not located.	02		TRANSFER AUTHORIZED BY AOC

...... in requesting property held by *one* Activity at *one* location. Indicate Excess

..."...TION-CODE" column one "LETTER" and one "NUMBER" code symbol which will ... condition of each line item of property listed. (Example: 0-3)

... *acquisition* cost to the Government (estimated if not known) when record value is less ...

...CODES)	New - New O-Used; Usable without repairs F-Used; Reconditioned R-Used; Repairs Required	1-Excellent 2-Good 3-Fair 4-Poor	(NUMBER CODES)

ABOVE DISPOSITION AUTHORIZED:

SIGNATURE

TITLE
C. C. POLLOCK, CHAIRMAN
AREA 2 - AOC - ST LOUIS ...

DATE
OCT 8 1966

AUTH. NO.

EXHIBIT B – Overhead Satellite Map Depicting Buildings (1 page)
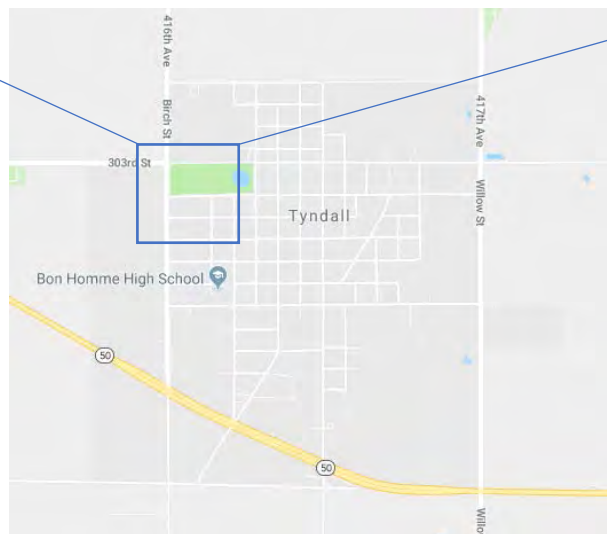
EXHIBIT C (3 pages)

REAL PROPERTY IMPROVEMENT TRANSFER AGREEMENT BETWEEN
THE SOUTH DAKOTA BOARD OF REGENTS AND THE BON HOMME COUNTY BOARD OF
COMMISSIONERS

This Agreement is made and entered into this _____ day of _____, 2019, by and between the South Dakota Board of Regents ("SDBOR") for South Dakota State University ("SDSU"), a public institution of higher education under the control and management of the SDBOR and the operator of the South Dakota Cooperative Extension Services ("CES"), and the Board of Commissioners of Bon Homme County, a public corporation,

RECITALS

WHEREAS, the SDBOR, on the behalf of SDSU-CES, currently owns in fee simple three (3) Kindem-Holst-Lazaard wooden structures and two (2) Great Lakes sheet steel Quonsets (together, "Buildings"), affixed to the following described land owned in fee simple by the County:

> Lot B of the East ½ of the Northeast ¼ of Section 1, Township 94, Range 60 West, in the City of Tyndall, South Dakota; and

WHEREAS, the County and SDSU-CES, entered into a long-term lease agreement, entitled "Supplementary Memorandum of Agreement," on December 19, 1966, whereby the SDSU-CES leased the Buildings to the County for Extension educational use in keeping with SDCL chapter 7-27, with the lease to end at "such time that [the County] and the [SDBOR] shall terminate this agreement"; and

WHEREAS, the County seeks to terminate the 1966 lease by receiving the gratuitous transfer of these Buildings from the SDBOR, on the behalf of SDSU-CES, as doing so is in the best interests of Bon Homme County residents and the general public, and would allow the County more beneficial use of the land without negatively impacting Extension educational programming; and

WHEREAS, the SDBOR agrees to the gratuitous transfer of these Buildings in principle, but requires certain standard waivers and guarantees as a precondition of the transfer.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual rights and obligations set forth herein, and upon good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the SDBOR and the County agree as follows:

1. The SDBOR shall transfer, by quit claim, the Buildings and all of its interests therein, to the County within seventy-two hours of the final execution of this Agreement.

2. Immediately after the moment of transfer, the County shall assume and/or retain all obligations over the Buildings that are associated with operating a public facility, including costs for utilities, upkeep, and general liability and property insurance.

3. As consideration for this gratuitous transfer, the County does hereby covenant to protect, indemnify, defend and hold the SDBOR, SDSU, CES, and their officers, employees, and agents harmless from and against any claims for liability, loss, expense (including reasonable attorneys' fees), damages, or injuries incurred by the aforesaid institutions and individuals arising out of, resulting from, relating to or connected with any use of, or the physical existence of, the Buildings. The County further covenants that the foregoing indemnity and hold harmless provision shall survive the above-referenced transfer in perpetuity.

4. The County recognizes and accepts that the SDBOR, SDSU, and CES disclaim all warranties of any kind (including, without limitation, warranties of habitability and fitness for a particular purpose, or regarding hazardous materials) associated with the Buildings. The County acknowledges and agrees that it accepts the Buildings "as is," with respect to all facts, circumstances, conditions and defects, and the SDBOR, SDSU, and CES has no obligation to determine or correct any such facts, circumstances, conditions or defects or to compensate the County for the same. The SDBOR, SDSU, and CES have specifically bargained for the assumption by the County of all responsibility to investigate the Buildings, laws and regulations, rights, facts, leases, service contracts, violations, and all risk of adverse conditions and all parties have structured this transaction in consideration thereof. The County additionally covenants that the foregoing warranty disclaimer and its acceptance of "as is" condition shall survive the above-referenced transfer.

5. The County and the SDBOR, SDSU, and CES acknowledge together that the moment this transfer is perfected, the legal authority underlying the 1966 Supplementary Memorandum of Agreement between the U.S Department of Agriculture's Federal Extension Service, SDSU-CES, and the County, shall cease to be effective for any and all purposes.

Dated this _____ day of _____, 2019

FOR THE BON HOMME COUNTY BOARD OF COMMISSIONERS:

_____

_____

FOR THE SOUTH DAKOTA BOARD OF REGENTS:

_____
Paul B. Beran
Executive Director & CEO
South Dakota Board of Regents

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – R
DATE: April 2-4, 2019

****

SUBJECT
SDSU Real Property Sale/Acquisition Resolution

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 5-2-10 & 5-3-7; and BOR Policy 6:2.

BACKGROUND/DISCUSSION
The Board approved the submission of legislation related to SDSU land transactions at its December 2017 meeting, which ultimately became SB53 during the 2018 Legislative Session, which was passed and signed into law by the Governor and is now Chapter 122 of the 2018 Session Laws. At its December 2018 meeting, the Board approved the submission of additional legislation related to SDSU land transactions for the 2019 Legislative Session, which ultimately became SB44 and which passed and was signed into law by the Governor. SDSU now desires to complete the transactions authorized by the foregoing legislation.

IMPACT AND RECOMMENDATION
SDSU requests the Board of Regents adopt the Resolution set forth in Attachment I requesting the Commissioner of School and Public Lands proceed with the real property transactions as stated in Chapter 122 of the 2018 Session Laws and SB44 from the 2019 Legislative Session.

Staff recommends approval.

ATTACHMENTS
Attachment I – Resolution Requesting Sale and Acquisition and Preparation of Documents

****

DRAFT MOTION 20190402_7-R:
I move to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the real property transactions as stated therein.

RESOLUTION

Resolution requesting the sale and acquisition of certain real property located in Pennington, Hyde, and Brookings Counties as authorized by Chapter 122 of 2018 Session Laws and SB 44 from the 2019 Legislative Session.

The South Dakota Board of Regents (hereinafter referred to as "BOR"), on behalf of South Dakota State University, pursuant to the authority vested in the BOR under SDCL § 5-2-11, Chapter 122 of 2018 Session Laws and SB 44 from the 2019 Legislative Session hereby requests the Commissioner of School and Public Lands to take all lawful actions necessary and authorized to effectuate the sales and acquisition of real properties described therein, and draw up all necessary documents and to forward them to the Governor to request their execution in order to complete the sales and purchase transactions described therein. This resolution shall also serve to ratify, request and/or approve any and all documents, transactions and/or actions necessary to effectuate the transactions contemplated herein.

Dated this _____ day of April, 2019

SOUTH DAKOTA BOARD OF REGENTS

By _____

Kevin V. Schieffer

President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at its meeting conducted on the _____ day of April, 2019, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.

Dated this _____ day of April, 2019

SOUTH DAKOTA BOARD OF REGENTS

By_____

James Morgan

Secretary

Budget and Finance

****

SUBJECT
New BOR Policy 2:4:1 – Registrations, Cancellations, and Withdrawals (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 5:7 – Refunds

BACKGROUND / DISCUSSION
BOR Policy 2:4:1 – Registrations, Cancellations, and Withdrawals is a new policy, but the content of the policy came from BOR Policy 5:7 – Refunds. The original policy included details about refunds as well as registrations, cancellations and withdrawals. There are no substantive changes.

IMPACT AND RECOMMENDATIONS
The Business Affairs Council (BAC), the Academic Affairs Council (AAC), and the Council of Presidents and Superintendents (COPS) support the changes. Board office staff recommend approval.

ATTACHMENTS
Attachment I – New BOR Policy 2:4:1 – Registrations, Cancellations, and Withdrawals

****

DRAFT MOTION 20190402_7-S(1):
I move to approve the second reading of the new BOR Policy 2:4:1 – Registrations, Cancellations, and Withdrawals as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Registrations, Cancellations, and Withdrawals

NUMBER: 2:4:1

A. PURPOSE

To establish consistent guidelines of handling registrations, cancelations, and withdrawals.

B. DEFINITIONS

1. **Dropped Course**: An on-campus or off-campus course for which a student terminated enrollment while remaining actively enrolled in at least one additional course at a Regental university.

2. **Home University:** The institution where the student plans to receive services and pursue a degree or program of study.

3. **Non-Standard Term**: The summer term and all other academic calendar types with begin and/or end dates that are different from the officially adopted fall and spring academic terms.

4. **Standard Term:** The officially adopted fall and spring academic terms.

5. **Transcript:** A copy of the student's permanent academic record.

C. POLICY

1. **Cancelled Registration**

   When a student's enrollment is cancelled, no tuition or fees are due to the Regental system and no entry will be made on the student's academic transcript.

   1.1.   A student's registration should be canceled if:

   - A Regental university erroneously registered the student;

   - The Regental university(s) in which the student is early registered is notified, by the student, prior to the first day of classes for the term that the student shall not be attending the university(s); or

   - A Regental university terminates a student's enrollment in a particular course for a student's failure to meet prerequisites, or because of low enrollments, or because the university cancels a class; or

   - The student has not made payment or arrangements for payment and has not attended a class, or classes, as determined by the institution in collaboration with the faculty.

1.2. Cancellation of registration by the Home University, for nonpayment will occur no earlier than the day after census date of the standard term and the Home University will complete student cancellations no later than the census extract freeze date.

1.3. Students who have not paid in full and were not cancelled by the census date extract freeze date will have the appropriate restriction entered on Colleague by the Home University reflecting the "arrangement to pay".

2. Withdrawals

Students who withdraw or are administratively withdrawn, suspended or expelled from the Regental system within the drop/add period receive a 100 percent refund of tuition and per credit hour fees. Student who withdraw or are administratively withdrawn, suspended or expelled from the Regental system after the date the first 10 percent of the term ends for the period of enrollment for which they are assessed may be entitled to a refund per BOR Policy 5:7.

2.1. Student Initiated Withdrawal

A student is considered withdrawn during a term if classes have begun and the student has initiated withdrawal from all on-campus and off-campus courses at all Regental universities in which the student was actively enrolled at the time of withdrawal, including courses in progress as well as those that have not yet begun.

2.2. University Initiated Withdrawal

A student has the status of "withdrawn" when the Home University has completed withdrawal procedures for administrative reasons, including expulsion or suspension, nonpayment or other disciplinary sanctions.

2.3. Withdrawal Procedures for Non-Payment

2.3.1. A student should be administratively withdrawn during a term if classes have begun and the student has not made a payment, or made arrangements for payment by the deadline, and has attended a class, or classes, as determined by the institution in collaboration with the faculty.

2.3.2 Administrative Withdrawal by the Home University will occur no earlier than the day after census date of the standard term and the Home University will complete administrative withdrawals by the end of the extract freeze date for the term.

Students who have not paid in full and were not administratively withdrawn prior to extract freeze date of the term will have the appropriate restriction entered on the student information system by the Home University reflecting the "arrangement to pay".

2.3.3. The date of administrative withdrawal will be the last date of academic activity as determined by the institution in collaboration with faculty.

2.3.4. The student may owe the Regental System for tuition and fees assessed as of the date of the Administrative Withdrawal or may be entitled to a refund per BOR Policy 5:7.

2.3.5.   A Withdrew/Date entry will be recorded on the student's academic transcript.

3. Transcripts

3.1. If a student's registration is cancelled, there shall be no permanent transcript record for the semester.

3.2 If a student initiates withdrawal or the Home University has completed withdrawal procedures for administrative reasons, the statement "Withdrew", a withdrawal date, and "W" grades will be entered on the transcript.

3.3 A student who is required to withdraw from the term or from a course after the final withdrawal date due to illness or extenuating circumstances may petition the Vice President for Academic Affairs of the student's Home University for an exception to the final withdrawal date. If approved, the student's withdrawal is processed and the final withdrawal date of the term is used as the official date of the student's withdrawal.

4. Re-admission Following Withdrawal

4.1 A student may be re-admitted in the same semester after a withdrawal for non-payment if the student has paid the appropriate tuition and fees or makes payment arrangements.

4.2 A student may be re-admitted in the same semester after an administrative withdrawal provided permission has been granted by the Vice President for Academic Affairs of the institution that administratively withdrew the student.

5. Leave of Absences

Approved leaves of absence may only be granted where circumstances beyond the student's control interfere with their ability to pursue their studies. Such circumstances include the student's disabling conditions or severe illnesses, the death, disability or severe illness of an immediate family member if that causes the student severe financial or mental hardship, jury duty or military duty, or other extenuating circumstances beyond the student's control.

5.1. For purposes of determining the date of withdrawal, approved leaves of absences include any written permission by the Home University's Vice President for Academic Affairs, or that person's designee, of a request to be absent from the Regental system and to discontinue class attendance. Permission may be given for approved leaves of absence or for academic leaves of absence. Approved leaves of absence may not exceed 180 days in any twelve-month period, though a leave extension of thirty days may be granted upon receipt of written request.

5.2. Academic leaves of absence may be granted on such terms and conditions as the Home University may establish for academic reasons. Each Regental university will inform students about the possibility of obtaining approved and academic leaves of absence and will notify students about the process for submitting all necessary forms and documentation.

6. Military Service - Withdrawal Without Penalty

6.1. Students required to withdraw from the Regental system before completing a semester may receive credit or refund privileges if:

- they are regularly enrolled and belong to a military unit called for duty, or
- they are drafted and not eligible for deferment and the discontinuance of class attendance is on the last practicable day before reporting for duty as determined by the student's Home University.

6.2. Eligible students may, when authorized by the instructor, be given full credit for all courses for which they have an average of "C" or better, if

- they are required to report for military duty not earlier than four (4) calendar weeks prior to the date a semester ends, as stated in the official catalog of the Home University, or
- they have completed at least seventy-five percent (75%) of the enrollment period in a non-standard semester course.

FORMS / APPENDICES:

None

SOURCE:

BOR _____

Budget and Finance

****

SUBJECT
  BOR Policy 5:7 – Refunds (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
  BOR Policy 5:7 – Refunds

BACKGROUND / DISCUSSION
  BOR Policy 5:7 – Refunds has been split into two policies. Policy 5:7 addresses refunds and the changes related to registration, cancellations, and withdrawals have been moved to Policy 2:4:1 under Academic Affairs.   BOR Policy 2:4:1 is presented in a separate agenda item. When looking at the attached changes, sections in blue print were deleted and not carried over to Policy 2:4:1.

  Substantive changes to BOR Policy 5:7 include definitions and the calculation of refunds for parking permits and first day access charges. The refund of food service flex dollars has been clarified.

IMPACT AND RECOMMENDATIONS
  The Business Affairs Council (BAC), the Academic Affairs Council (AAC), the Student Affairs Council (SAC), and the Council of Presidents and Superintendents (COPS) have reviewed the proposed policy changes.   Board office staff recommend approval.

ATTACHMENTS
  Attachment I – BOR Policy 5:7 – Refunds

****

DRAFT MOTION 20190402_7-S(2):
  I move to approve the second reading of BOR Policy 5:7 – Refunds with the revisions shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Refunds

NUMBER: 5:7

A. PURPOSE

To establish the governance in determining if a student is entitled to a financial refund based on the status of their registration cancellation or reason for the withdrawal.

B. DEFINITIONS

1. **Dropped Course:** An on-campus or off-campus course for which a student terminated enrollment while remaining actively enrolled in at least one additional course at a Regental university.

2. **Drop/Add Period:** ~~The date of~~ The beginning of the term through the first ten percent of the term ends or the day following the first class meeting, whichever is later.

3. **Federal Title IV Financial Aid**: The federal student aid programs authorized under Title IV of the Higher Education Act (HEA) of 1965, as amended. The programs include federal grants, loans and work-study programs.

4. **First Day Access**: A course content solution where students are given access to digital course material on day one of classes through their institutions Learning Management Solution.

5. **Home University:** The institution where the student plans to receive services or is pursuing a degree or program of study.

6. **Non-Standard Term or Semester**: The summer term and all other academic calendar types with begin and/or end dates that are different from the officially adopted Fall and Spring academic terms.

7. **Standard Term or Semester**: The officially adopted ~~f~~Fall and ~~s~~Spring academic terms.

8. **Transcript**: A copy of the student's permanent academic record.

C. POLICY

~~1.~~ ~~Students may be entitled to financial refunds based on the status of their registration cancellation or the reason for the withdrawal. The following explain the various situations and the circumstances under which a student will be withdrawn or have their registration cancelled.~~

~~A. Cancelled Registration~~

~~A student's registration should be canceled if:~~

- 1)   A Regental university erroneously registered the student.
- 2)   The Regental university(s) in which the student is early registered is notified, by the student, prior to the first day of classes for the term that the student shall not be attending the university(s) or
- 3)   A Regental university terminates a student's enrollment in a particular course for a student's failure to meet prerequisites, or because of low enrollments, or because the university cancels a class; or
- 4)   The student has not made payment or arrangements for payment and has not attended a class, or classes, as determined by the institution in collaboration with the faculty.
- 5)   Cancellation, by the Home University, for nonpayment will occur no earlier than the day after census date of the standard term and the Home University will complete student cancellations no later than the census extract freeze date.
- 6)   Students who have not paid in full and were not cancelled by the census date extract freeze date will have the appropriate restriction entered on Colleague by the Home University reflecting the "arrangement to pay".
- 7)   When a student's enrollment is cancelled, no tuition or fees are due to the Regental system and no entry will be made on the student's academic transcript.

B.   Student Initiated Withdraw

A student is considered withdrawn during a term if classes have begun and:

- 1)   The student has registered for at least one course and the student has initiated withdrawal from all -campus state-support and -campus self-support courses at all Regental universities in which the student was actively enrolled at the time of withdrawal, including courses in progress as well as those that have not yet begun,
- 2)   Students enrolled in two or more Regental universities pursuant to financial aid consortia will be eligible for refunds as set forth herein only if they withdraw, drop out or are expelled from all classes at all Regental universities for which they have enrolled.

C.   University Withdrawal for Non-Payment or Failure to Make Arrangements to Pay

A student should be administratively withdrawn during a term if classes have begun and:

- 1)   The student has not made a payment, or made arrangements for payment by the deadline, and has attended a class, or classes, as determined by the institution in collaboration with the faculty.

1) Administrative Withdrawal by the Home University will occur no earlier than the day after census date of the standard term and the Home University will complete administrative withdrawals by the end of the extract freeze date for the term.

2) The date of administrative withdrawal will be the last date of academic activity as determined by the institution in collaboration with faculty.

3) The student will owe the Regental System for tuition and fees assessed as of the date of the Administrative Withdrawal.

5)   A Withdrew/Date entry will be recorded on the student's academic transcript.

6)   Students who have not paid in full and were not administratively withdrawn prior to extract freeze date of the term will have the appropriate restriction entered on Colleague the student information system by the Home University reflecting the "arrangement to pay".

D. Withdrawn Status (Administrative Withdrawal for Other Reasons)

A student has the status of "withdrawn" when the Home University has completed withdrawal procedures for administrative reasons, other than nonpayment, including, without limitation, disciplinary sanctions.

E.   **Dropped Course**

A course is considered dropped when a student terminates enrollment in a state-support or self-support course. . The student may continue to be actively enrolled in at least one additional course at a Regental university.

F.   **Standard Term**

The officially adopted Fall and Spring academic terms.

G.   **Non-Standard Term**

The summer term, correspondence courses, and all other academic calendar types with begin and/or end dates that are different from the officially adopted Fall and Spring academic terms.

2. Transcripts

If a student's registration is cancelled, there shall be no permanent transcript record for the semester. If a student initiates withdrawal, as stated in 1.B. above, or the Hhome Uuniversity has completed withdrawal procedures for administrative reasons as stated in 1.C above, the statement "Withdrew", a withdrawal date, and "W" grades will be entered on the Transcript. See also policy 2:6.

A student who is required to withdraw from the term or from a course after the final withdrawal date (see policy 2:6.8) due to illness or extenuating circumstances may petition the Vice President for Academic Affairs of the student's Hhome Uuniversity for an exception to the final withdrawal date. If approved, the student's withdrawal is processed and the final withdrawal date of the term is used as the official date of the student's withdrawal.

3. Re-admission Following Withdrawal

A student may be re-admitted by permission of the Vice President for Academic Affairs in the same semester after a withdrawal if the student has paid the appropriate tuition and fees.

14. Refunds of Tuition and Fees

1.1. ~~A.~~   Refunds for Dropped Course

1.1.1   A student receives a 100 percent refund of tuition and per credit hour fees for dropped courses within the drop/add period. No refund shall be provided for courses dropped after that time by other than administrative action.

1.1.2   ~~The drop/add period for standard and non-standard courses offered in a semester shall be the date the first 10 percent of the term ends or the day following the first class meeting, whichever is later. When calculating 10% of the term, breaks of five or more days are not included when counting the total number of days but Saturdays, Sundays and holidays are.~~ When calculating ten percent of the term, all days of the term are to be counted with the exception of breaks of five or more consecutive days.

1.1.3   Any course meeting during a standard semester which meets for less time than the standard semester shall be treated as a non-standard semester course for refund purposes. ~~No refund shall be provided for courses dropped after that time by other than administrative action. Courses offered during summer school term, correspondence courses, asynchronous internet courses, and all other academic calendar type courses with begin and/or end dates that are different from the officially adopted Fall and Spring terms are considered non-standard courses. Refer to BOR Policy 2:6.~~

1.2. ~~B.~~   Withdrawal from the Regental System

Students who withdraw or are administratively withdrawn, suspended or expelled from the Regental system within the drop/add period receive a 100 percent refund of tuition and per credit hour fees. Students who withdraw or are administratively withdrawn, suspended, or expelled from the Regental system after the date the first 10 percent of the term ends for the period of enrollment for which they are assessed may be entitled to a refund as set forth herein.

2~~5~~.   Calculating Refunds

~~A.~~ 2.1.   Students Receiving Federal Title IV Financial Aid

Students who received Federal Title IV student financial aid may receive a refund of tuition and fees and institutional charges if they withdraw from the Regental system during the first 60 percent of the term. The ~~home university~~ university offering the section would retain that portion of the tuition, fees, and institutional charges presumed to cover costs it incurred during the time that the student remained enrolled in the Regental system. Thus, for example, a student who withdrew from the Regental system after completing 45 percent of a semester would be entitled to a refund equal to 55 percent of the tuition, fees and institutional charges.

Students who withdraw after 60 percent of the term has been completed receive no refunds.

The intent of Section 2.1~~5. A.~~, Students Receiving Federal Title IV Financial Aid, is for implementing the Higher Education Act of 1965, as amended.

B.   ~~2.2.~~   ~~The~~ Date of Withdrawal ~~is Determined to be the Date on which~~

The date of withdrawal is determined to be the date on which:

~~1)~~• a student provides notification of his or her intent to withdraw to the Hhome Uuniversity's designated office for processing withdrawals ~~notification of his or her intent to withdraw~~.~~;~~

~~2)~~• the designated office for processing withdrawals becomes aware that the student ceased attendance;

~~3)~~• the designated office for processing withdrawals becomes aware that the student ceased attendance without providing written notification to the Hhome Uuniversity because of illness, grievous personal loss, other such circumstances beyond the student's control, the date on which the Hhome Uuniversity determines is related to that circumstance;

~~4)~~• the earlier date on which the student does not return from an approved leave of absence or the date the student notifies the Hhome Uuniversity that he or she will not be returning to the institution;

~~5)~~• the date the student fails to meet the terms of a repayment agreement while maintaining his or her eligibility for Title IV funds;

~~6)~~• the date on which a student begins an academic leave of absence; or

~~7)~~• the date for a student who withdraws from the Regental system after rescinding an intent to withdraw is the date that the student first provided notification to the Hhome Uuniversity's designated office for processing withdrawals or began the withdrawal process, unless the Hhome Uuniversity chooses to document a last date of attendance at an academically related activity.

~~C.   Leave of Absences~~

~~For purposes of determining the date of withdrawal, approved leaves of absences include any written permission by the hHome uUniversity's Vice President for Academic Affairs, or that person's designee, of a request to be absent from the Regental system and to discontinue class attendance. Permission may be given for approved leaves of absence or for academic leaves of absence. Approved leaves of absence may not exceed 180 days in any twelve-month period, though a leave extension of thirty days may be granted upon receipt of written request.~~

Approved leaves of absence may only be granted where circumstances beyond the student's control interfere with their ability to pursue their studies. Such circumstances include the student's disabling conditions or severe illnesses, the death, disability or severe illness of an immediate family member if that causes the student's severe financial or mental hardship, jury duty or military duty, or other extenuating circumstances beyond the student's control.

Academic leaves of absence may be granted on such terms and conditions as the Hhome Uuniversity may establish for academic reasons. Each Regental university will inform students about the possibility of obtaining approved and academic leaves of absence and will notify students about the process for submitting all necessary forms and documentation.

2.3. D.   Students Who Receive a Refund

Students who receive a refund may be required to repay the appropriate Title IV aid program from which they received assistance for any sums that have not been retained by the Hhome Uuniversity for services rendered or that will no longer be required to support other on-going expenses for attending the Regental system. Specific information about possible repayment obligations may be obtained through the financial aid offices at each Regental university. Payment options are available through the business office.

E. 2.4.   Students Who Do Not Receive Federal Title IV Financial Aid

Students who do not receive federal Title IV student financial aid and who withdraw from the Regental system may be entitled to a refund of tuition and fees and institutional charges calculated through 60 percent of an enrollment period. The refund shall be determined by computing the percentage of an enrollment period remaining after the date of withdrawal times the tuition and fees and institutional fees originally assessed the student. Dates of withdrawal will be determined in the same manner as is done for students receiving Title IV federal financial aid. At no time will refunds be awarded after the 60 percent point of the enrollment period.

2.5. F.   Cancelled Registration

If a student's registration is cancelled, no tuition and fee payment is due. If payments have been made, a student is eligible for a full refund.

2.6. G.   Extensions and Waivers

The president of the Hhome Uuniversity, or a designee, may extend the time periods in sections A2.1. through 2.4D inclusive, above, or waive sections 2.1.A through 2.4.D inclusive ,above, in the following circumstances:

1)• the death of the student;

2)• the student's disabling condition or severe illness;

3)• the death, disability, or severe illness of an immediate family member causing severe financial hardship to the student; or,

4)• other extenuating circumstances beyond the student's control.

36. Refunds of Residence Hall, ~~and~~ Food Service Fees, First Day Access Charges, and Parking Permit

3.1.   ~~A.~~   Residence Hall Fees

Students with a room contract who withdraw from the Regental system will receive a proportional refund at the time of withdrawal up to the 60 percent point after which no refund is available.

3.2.   ~~B.~~   Food Service Fees

Students with a food service contract who withdraw from the Regental system will receive a proportional refund of their food service plan and 100 percent of the unused flex dollars at the time of withdrawal up to the 60 percent point.~~,~~ ~~a~~After the 60 percent point ~~which~~ no refund is available. ~~The balance of flex plan dollars will be refunded at 100 percent.~~

3.3   First Day Access Charges

Refunds for First Day Access charges arising from a dropped course or withdrawal from the Regental system will be treated the same as refunds of tuition and fees in Section 1. Refunds of Tuition and Fees. Access to the First Day content will be removed upon a student's drop date or date of withdrawal.

3.4   Parking Permit

A student holding a valid parking permit for fall and spring semesters may receive a refund after the completion of the fall semester provided the student withdraws from the university and returns the actual permit or terminates the virtual permit prior to the beginning of the second semester.

~~7.~~ **4.**   **Military Service - Withdrawal Without Penalty**

~~A.~~ 4.1.   Refund of Tuition and Fees~~Academic Credit~~

Students required to withdraw from the Regental system before completing a semester may receive credit or refund privileges if:

- ~~-~~they are regularly enrolled and belong to a military unit called for duty, or
- they are drafted and not eligible for deferment, and
- the discontinuance of class attendance is on the last practicable day before reporting for duty as determined by the student's Hhome Uuniversity. ~~Eligible students who are required to report for military duty not earlier than four (4) calendar weeks prior to the date a semester ends as stated in the official catalog of the Hhome Uuniversity, or after completion of at least seventy-five per cent (75%) of the enrollment period in a non-standard semester course, may, when~~

~~authorized by the instructor, be given full credit for all courses for which they have an average of "C" or better.~~

4.1.1   Eligible students who receive credit, or an incomplete, in progress, or normal progress grade for any course for which they are enrolled shall not be entitled to any refund of tuition or fees paid.

4.1.2   Eligible students who do not receive an incomplete, in progress, or normal progress grade or credit for a course in which they are enrolled shall be entitled to a full refund of tuition and academic fees.

4.1.3   The following table determines the eligibility for a grade or refund.

Options for Final Grades and Refunds

Course Grade	WEEKS REMAINING IN STANDARD SEMESTER	
	More than 4 Weeks	Less than 4 Weeks
	Refund	Student Options
A	Refund	A or Refund
B	Refund	B or Refund
C	Refund	C or Refund
D	Refund	Refund
F	Refund	Refund
S	Refund	S or Refund
U	Refund	Refund
I, IP, NP	Refund	I, IP, NP or Refund

NOTE: Course Grade is as determined by the instructor, either the grade to date or the final grade earned to date.

~~B.~~   4.2.   Refunds for Room and Board

Refunds for room and board shall be pro-rata refunds for the entire semester. Board flex plans will be refunded at 100% of the unused value.

~~C.~~   4.3.   Refunds for Books

Refunds for books for military personnel called up for active duty is as follows:

~~1)~~• New books with no markings or writing – 100% of purchase price

~~2)~~• New books with highlighting or writing – 75% of purchase price

~~3)~~• Books purchased used – 100% of used price

Books must be returned within the semester. Normal campus refund policies apply to books that are not returned prior to the end of the semester.

FORMS / APPENDICES

None

SOURCE:

RR 10:03, 1977, (Revised BOR, June 1991); RR 10:14, 1977; BOR April 1992, December 1992; October 1993; 64 Fed. Reg. 59016 (1999); BOR June 2000; December 2000; October 2001; January 2002; December 2002; March 2003; October 2004; December 2011;_____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
BOR Policy 6:1 – Facilities Planning (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 5-14-3 – Preparations of Plans and Specifications for Capital Improvements

BACKGROUND / DISCUSSION
In an attempt to transition the BOR policies into the new format, BOR Policy 6:1 has been updated to include the purpose of the policy, definitions, and put in the new format. The policy revisions were reviewed by the Business Affairs Council and the Council of Presidents and Superintendents in October 2018.

The section on land acquisition plans was removed as it is addressed in BOR Policy 6:2 – Acquisition and Disposal of Real Property.

IMPACT AND RECOMMENDATIONS
This policy is being updated to reflect current requirements.

ATTACHMENTS
Attachment I – BOR Policy 6:1 – Facilities Planning

****

DRAFT MOTION 20190402_7-S(3):
I move to approve the second reading of BOR Policy 6:1 – Facilities Planning revisions as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

<u>Policy Manual</u>

SUBJECT: Facilities Planning

NUMBER: 6:1

A. PURPOSE

To require appropriate planning in regards to capital projects, infrastructure, and maintenance and repair.

B. DEFINITIONS

1. **Capital Projects**: Any repair, rebuilding, renovation, alteration or construction project that has a cost of $1.5M or more. (SDCL 5-14-3).

C. POLICY

1. **Physical Plant and Facilities Long Range Planning**

    1.1. Long range planning shall include, but not be limited to, capital improvements, major renovations ~~(building program changes)~~, maintenance and repair of buildings and infrastructure, and campus beautification (landscape and trees).

    1.2. The universities will be asked to prepare a 10-year capital plan each year as part of the annual budget request. The plan will include the justification for any proposed capital projects, the year planned and the fund sources that will be requested to fund the facility. The source of the maintenance and repair for any facility must be identified and included in the planning document.

    1.3. ~~1.2.~~   The universities will be asked to prepare a 10-year maintenance and repair plan each year as part of the annual budget request that will identify all maintenance projects needed over that timeframe. The purpose is to identify the need and not simply a plan that matches available dollars.

    1.4. Master Planning should be done to support capital investments in academic, athletic, and auxiliary facilities. The plans should include history of enrollments and details about enrollment projections; impact on maintenance and repair and funding sources for any new space; space utilization history and projections; local market comparisons if appropriate; detailed justification of need for the space tied to academic mission and program offerings; related demolition plans; projected costs and funding sources; overall vision and rationale for new spaces.

    1.5. Long range plans should discuss effects of proposed projects on institutional infrastructure and resources and should address items such as pedestrian and motor

vehicle traffic patterns, emergency access and evacuation routes, delivery areas and routes, utilities and electronic communications networks and other related infrastructure elements. ~~Where capital improvements or major renovations are incorporated into such plans, the plans should outline measures adopted to enhance operation and program functions, to minimize energy consumption and to facilitate maintenance activities.~~

2. ~~Land Acquisition Plans~~

~~The institutions should also have long-term plans for~~ Where long range plans developed under 6:1(1) require the acquisition of land related to the ~~expansion of the campus as identified in Master Plan documents.~~, planning documents shall include land acquisition plans. ~~Land acquisition plans shall include the following elements:~~

~~A.   A discussion of the need for the acquisition of additional real property in order to achieve the objectives set forth in the long range plan;~~

~~B.   Identification of property to be acquired and an explanation of the basis for selecting that property to achieve the objectives set forth in the long range plan;~~

~~C.   Proposed funding sources; and~~

~~D.   Alternative acquisition plans to take effect in the event that the primary plan cannot be implemented, for financial reasons, because certain tracts fail to pass the environmental audit or for any other reason.~~

~~1.   Alternative plans should address the disposition that shall be made of tracts that have been acquired in the event that it becomes impossible to acquire all tracts sought.~~

FORMS / APPENDICES:

None

SOURCE:

BOR, June 1991; ~~BOR,~~ April 1992;_____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
    BOR Policy 6:2 – Acquisition and Disposal of Real Property (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
    SDCL 13-52-1 – Acceptance and Administration of Gifts by Regents
    SDCL 13-52-2 – Certification by Attorney General of Freedom from Obligations on State
    SDCL 13-52-3 – Acceptance of Federal Gifts – Governor's Approval Required

BACKGROUND / DISCUSSION
    In an attempt to transition the BOR policies into the new format, BOR Policy 6:2 has been updated to include the purpose of the policy, definitions, and put in the new format. The policy revisions were reviewed by the Business Affairs Council and the Council of Presidents and Superintendents in October 2018.

IMPACT AND RECOMMENDATIONS
    This policy has been corrected to align with SDCL 13-52-1, 13-52-2, and 13-52-3.

ATTACHMENTS
    Attachment I – BOR Policy 6:2 – Acquisition and Disposal of Real Property

****

DRAFT MOTION 20190402_7-S(4):
    I move to approve the second reading of BOR Policy 6:2 – Acquisition of Real Property as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Acquisition and Disposal of Real Property

NUMBER: 6:2

A. PURPOSE

To document the planning and acquisition steps involved with acquiring real property.

B. DEFINITIONS

1. **Real Property:** Land all structures, improvements or fixtures affixed to the land.

C. POLICY

1. **Land Acquisition Plans**

Where long range plans developed under BOR Policy 6:1 require expansion of the campus, planning documents shall include land acquisition plans. Land acquisition plans shall include the following elements:

- A. A discussion of the need for the acquisition of additional real property in order to achieve the objective set forth in the long range plan;

- B. Identification of property to be acquired and an explanation of the basis for selecting that property to achieve the objectives set forth in the long range plan;

- C. Proposed funding sources; and

- D. Alternative acquisition plans to take effect in the event that the primary plan cannot be implemented, for financial reasons, because certain tracts fail to pass the environmental audit, or for any other reason.

  - 1. Alternative plans should address the disposition that shall be made of tracts that have been acquired in the event that it becomes impossible to acquire all the tracts sought.

2. **Land Acquisition and Conveyance**

The Board's powers to acquire and convey interests in real property vary depending upon the circumstances in which the transactions arise. No proposal may be brought to the Board for its consideration until the General Counsel has certified that the proposed transaction conforms to the legal limitations on the Board's authority.

3. **Supporting Documentation for Land Acquisition**

All proposals brought to the Board for its consideration must be accompanied by the following background documentation:

- A. The certificate of the General Counsel that the proposed structure for the transaction conforms to the legal limitations on the Board's authority;

- B. A statement of the business rationale for the acquisition referencing the land acquisition plan set forth in BOR Policy 6:2(1) and identifying any additional actions or expenditures that shall be needed to make use of the property;

- C. A report from an independent appraiser stating a fair market price for the property;

- D. An environmental audit report, including any action plan required to abate identified environmental hazards; and

- E. A financial plan and acquisition budget addressing (a1) the land price, (b) incidental expenses and (c) costs for related improvements or services needed to make the property serviceable.

These materials may be presented to the Board in executive session pending completion of negotiations for an acquisition, but shall become public records once the acquisition is complete.

4. **Supporting Documentation for Conveyance of Interests in Real Property**

All proposals brought to the Board for its consideration must be accompanied by the following background documentation:

- A. The certificate of the General Counsel that the proposed structure for the transaction conforms to the legal limitations on the Board's authority.

- B. A statement of the business rationale for the transaction, including a discussion of the effects of the conveyance on current operations and on plans made pursuant to BOR Policies 6:1 and 6:2(1);

- C. A report from an independent appraiser stating the fair market value of the interest to be conveyed;

- D. For transactions conveying title or control of Board property, except conveyance or highway purposes, an environmental audit report, including any action plan required to remove Board liability for identified environmental hazards; and

- E. A financial plan identifying costs associated with the transaction, funding sources and disposition of the proceeds.

These materials may be presented to the Board in executive session pending completion of negotiations for a conveyance, but shall become public records once the acquisition is complete.

5. **Gifts of Real Property**

In addition to the documentation required under BOR Policy number 6:2(3) and 6:2(4), before a gift of real property may be accepted, the following the external review procedures must be completed:

A. Any real property given to the state shall require the Bureau of Finance and Management to prepare a fiscal note showing the cost to state government.

B. Any gift of real property in which the cost to state government exceeds one thousand dollars in any one year requires legislative approval.

C. Gifts of real property may not be accepted until the attorney general certifies that they are free from obligations.

- Gifts of real property cannot be accepted, received or administered without approval of the Legislature.
- The Board of Regents may accept gifts of real property from the federal government provided that the acceptance of such gift is approved by the Governor.

FORMS / APPENDICES:

None

SOURCE:

SDCL 13-52-1, 13-52-2, 13-52-3; BOR, September 1991; BOR, June 1992;_____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
New BOR Policy 7:7 – Personally Identifiable Information (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
Gramm-Leach-Bliley Act (GLBA)
Health Insurance Portability and Accountability Act (HIPAA)
Family Educational Rights and Privacy Act (FERPA)

BACKGROUND / DISCUSSION
Protecting student and employee data is of the utmost importance to the universities and the Board of Regents. In December 2017, the Board approved BOR Policy 5:14 – Protection of Social Security Numbers as an initial step to protect data. BOR Policy 7:7 – Personally Identifiable Information is a broader policy that addresses not only Social Security Numbers (SSNs) but also the use, handling and storage of any personally identifiable information including names, birth dates, financial account information, driver's licenses, education records, photos, etc. as defined in the policy.

This policy has been reviewed by legal counsel, the Business Affairs Council (BAC), the Academic Affairs Council (AAC), Human Resources, and the Council of Presidents and Superintendents (COPS). After further review by the Technology Affairs Council (TAC), additional changes have been made since the first reading by the Board in December 2019. Those additional changes are highlighted in yellow on the attached.

IMPACT AND RECOMMENDATIONS
Protecting personal information has become paramount in this age of cyber scams, attacks and breeches. This policy addresses the necessary use and protection of all personally identifiable information that must be handled with care.

ATTACHMENTS
Attachment I – BOR Policy 7:7 – Personally Identifiable Information

****

DRAFT MOTION 20190402_7-S(5):
I move to approve the second reading of the new BOR Policy 7:7 – Personally Identifiable Information as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Personally Identifiable Information

NUMBER: 7:7

A. PURPOSE

To ensure members of the university community employ reasonable and appropriate administrative, technical, and physical safeguards to protect the integrity, confidentiality, and security of all personally identifiable information (PII), irrespective of its source or ownership or the medium used to store it. All individuals who review, have access to, dispense, receive, or store personally identifiable information have responsibilities to safeguard it.

B. DEFINITIONS

1. **Data Trustee:** These are institutional or school officials who are responsible for data accuracy, integrity and security and who have oversight, planning and policy-making responsibilities within their respective areas of regental institutional operations.

2. **Data Steward:** A Data Steward establishes procedures for handling PII in accordance with this policy. The Data Steward is authorized to grant, modify, and revoke access privileges for PII within their purview as assigned by the Data Trustee.

3. **Data Custodian:** Any person that collects, handles, or utilizes data classified as personally identifiable information by the institution including employees, volunteers, students, vendors, contractors, auditors, or a person or organization acting as an official agent of the institution and performing a business function or service on behalf of the institution.

4. **Minimum Necessary:** This is the standard of collecting and utilizing the least amount of information and to have the fewest number of people required to satisfactorily perform a particular function accessing the data.

5. **Personally Identifiable Information (PII)**: Personally identifiable information includes information that can be used to distinguish or trace an individual's identify or, when combined with other personal or identifying information, is linked or linkable to a specific individual.   PII includes the following specific information, but is not limited to these items:

   - Name (used in conjunction with other elements below)

   - Social security numbers (SSN)

   - Financial account information as governed by Gramm-Leach Bliley Act (GLBA) – Nonpublic Personal Information that is collected by the institution about an individual in connection with providing financial services including credit card

- information, bank account information, debit card numbers, and account payment information

- Cardholder data as governed by the Payment Card Industry requires that the primary account number when stored, processed, or transmitted with the cardholder's name, service code, and/or expiration date be protected in accordance with applicable Data Security Standards

- Driver's license or other government-issued identification numbers

- Protected health information as defined by the Health Insurance Portability and Accountability Act (HIPAA) is information, including demographic information data, that relates to the individual's past, present, or future physical or mental health or condition, data related to the provision of health care to individuals, or any record tied to the payment of healthcare services.

- Student education records as defined by Family Educational Rights and Privacy Act (FERPA) – All records maintained by the institution that directly relate to a current or former student. Student records include written, electronic, video, audio and photos.

- Non-public pictures

- Date and place of birth (used in conjunction with other elements listed above)

- Mother's maiden name (used in conjunction with other elements listed above)

C. POLICY

1. Use of Personally Identifiable Information

1.1. PII may be utilized or shared only on a minimum necessary basis and only to those individuals who are authorized to use such information as part of their official university duties, subject to the following requirements:

- The PII released is narrowly tailored to a specific business requirement;

- The information is appropriately safeguarded and used only for the specific official university business purpose for which authorization was obtained;

- The PII is not further disclosed or provided to others without proper authorization by the appropriate data trustee.

2. Handling of Personally Identifiable Information

2.1. Personally identifiable information shall be collected, stored, transmitted and disposed of using the following guidelines. Each organizational unit of the institution is responsible for ensuring that personally identifiable information with their unit is:

2.1.1. Collected only as necessary in conjunction with academic and business needs as determined by data trustees;

2.1.2. Restricted in its distribution and accessibility as is consistent with good internal control practices, where employees with access to information are trained and informed of applicable restrictions;

2.1.3. Properly secured by the use of such safeguards as secured file storage and rooms, encryption, security controlled access, and other appropriate technology tools;

2.1.4. Disposed of through approved secure means such as shredding and erasing hard drives and other media.

2.2. PII shall be shared internally only on a need-to-know basis and externally only consistent with law, business and educational necessity with adequate protections. PII provided to third parties must be under the strict guidance that the information be kept secure and used only for a specific official authorized business purpose and shall be governed by written confidentiality agreements signed by both parties including provisions to have the PII destroyed via approved methods upon termination of agreements.

3. Responsibility for Sensitive and Confidential Information

3.1. Data trustees are responsible for administering the PII policy and providing necessary training to their staff. Further, data trustees are required to have an auditing plan to insure compliance and to modify or revoke privileges and to report violations when they are identified. See BOR Policy 3:5 – Confidentiality of Student Records for compliance with the Family Education Rights and Privacy Act (FERPA).

3.2. Custodians of personally identifiable information shall strive to minimize the collection, use and release of personally identifiable information regardless of its source or medium to the minimum necessary required to complete a particular transaction or to fulfill a particular purpose.

3.3. Responsibility to manage and oversee personally identifiable information is usually held at the highest level of oversight within each unit. Board of Regents or university counsel, the Registrar (student data), Human Resources (employee data), or the CIO shall be consulted when there is any doubt about the use, release, restrictions or laws governing PII.

3.4. Data stewards shall be identified and entrusted with the authority to grant, modify, and revoke access privileges as determined and authorized by data trustees.

3.5. Consistent with applicable state or federal law, university or board policy, custodians of personally identifiable information shall take reasonable and appropriate steps to limit access to and further use or transfer of information, and ensure the information is maintained in a form and manner that is appropriately secure in light of the nature and sensitivity of the information. See BOR Policy 7:4 – Security and IT Systems for further clarification of data management and maintenance responsibilities.

4. Violations of Policy

4.1. Violations of this policy resulting in the misuse of, unauthorized access to, or unauthorized disclosure or distribution of personally identifiable data may subject individuals to legal or disciplinary action, in accordance with the procedures

applicable to the status of the individual, up to and including the termination of employment, student status, or contract with the institution, or in the case of students, suspension or expulsion from the institution.

4.2. Known or suspected violations of this policy should be reported to the data trustee, security officer, or the university CIO promptly. Upon receiving such notice, the data trustee will notify the university CIO. Upon determining and assessing the extent and significance of the violation, the university CIO shall appropriately escalate the violation to the appropriate personnel including the BOR CIO, human resource director, university and BOR legal counsel.

5. Photography Use

5.1. Photographs of students are considered directory information so long as they are used only for university purposes. Therefore, if a student has not requested that the university maintain the confidentiality of the student's directory information, the university is not prohibited by FERPA from using and publishing photographs of the student, along with the student's name, solely for university administrative and directory purposes.

5.2. Private photographs or videos of students cannot be used publicly without student's permission.

5.2.1. A Photography Release shall be used with subjects, such as staff, faculty, and alumni, who are not covered by FERPA. The Photography Release shall also be used with students who are covered by FERPA, but who the university will be using for promoting in a significant way in either a print or electronic medium (for example, on the Internet or in slide shows or videos). The Photography Release will clarify the rights and responsibilities of both the subject and the institution.

5.3. General Campus and Event Photography – As a general rule, it is not necessary to obtain a release from any individual or group photographed in a public venue or while attending a public event.

FORMS/APPENDICES:

None

SOURCE:

BOR _____, 2019.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
BOR Policy 5:18 – Off-Campus State-Funded Programs (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 13-51-1.2

BACKGROUND / DISCUSSION
General Counsel for the Board of Regents recommends that BOR Policy 5:18 – Off-Campus State-Funded Programs be deleted in its entirety. The policy conflicts with SDCL 13-51-1.2 which provides that all courses offered at off-campus locations will be at the off-campus tuition rates with the exception of SDSU's and USD's nursing programs offered at CUC which can be offered at the on-campus tuition rate authorized by the Board.

Under a separate agenda item, BOR Policy 5:5:2 – Off-Campus Tuition is amended to reflect legislative authorization to charge a tuition rate other than the off-campus tuition rate for a distance course.

IMPACT AND RECOMMENDATIONS
By making these changes, the BOR policy will be in compliance with SDCL 13-51-1.2.

ATTACHMENT
Attachment I – BOR Policy 5:18 – Off-Campus State-Funded Programs Revisions

****

DRAFT MOTION 20190402_7-S(6):
I move to approve the first reading to delete BOR Policy 5:18 – Off-Campus State-Funded Programs.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: ~~Off-Campus State-Funded Programs~~

NUMBER: ~~5:18~~

~~Universities shall request authorization from the Board to offer a state-funded program at any off-campus location.~~

~~A.~~ ~~The program request shall identify all required courses in the program and the location(s) in which the program is to be offered.~~

~~B.~~ ~~Authorization to offer a state-funded program off campus is approval to offer the required courses off campus with state funding.~~

~~**SOURCE:**~~

~~BOR, December 1992; BOR, December 1998;_____.~~

Budget and Finance

****

SUBJECT
> BOR Policy 5:5:2 – Tuition and Fees: Off-Campus Tuition (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY
> SDCL 13-51-1.2

BACKGROUND / DISCUSSION
> General Counsel for the Board of Regents recommended that BOR Policy 5:18 – Off-Campus State-Funded Programs be deleted in its entirety. That is being done in a separate board item. The policy conflicts with SDCL 13-51-1.2 which provides that all courses offered at off-campus locations will be at the off-campus tuition rates with the exception of SDSU's and USD's nursing programs offered at CUC which can be offered at the on-campus tuition rate as authorized by the Board. General Counsel advises that BOR Policy 5:5:2 – Off-Campus Tuition should also be amended to reflect legislative authorization to charge a tuition rate other than the off-campus tuition rate for a distance course. The proposed changes to the two policies will put us in harmony with SDCL 13-51-1.2.
>
> BOR Policy 5:5:2 – Off-Campus Tuition also places into policy the Board's decision to offer active duty military personnel taking undergraduate off-campus or distance courses a rate not to exceed the federal tuition assistance benefit. Currently that rate is $250 per credit hour.

IMPACT AND RECOMMENDATIONS
> By making these changes, the BOR policy will be in compliance with SDCL 13-51-1.2 and will be in the current format.

ATTACHMENT
> Attachment I – BOR Policy 5:5:2 – Off-Campus Tuition Revisions

****

DRAFT MOTION 20190402_7-S(7):
> I move to approve the first reading of BOR Policy 5:5:2 – Off-Campus Tuition with the revisions as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

<u>Policy Manual</u>

SUBJECT: Tuition and Fees: Off-Campus Tuition

<u>NUMBER:</u> 5:5:2

A. <u>PURPOSE</u>

To establish the tuition structure for off-campus students; to document approved tuition reduction programs; and to delineate the distribution of tuition components.

B. <u>DEFINITIONS</u>

1. **Active Duty Military Personnel:** A person who is either in the military full time or in the Reserve or National Guard and placed on active duty status as authorized in Title 10, Title 5 and Title 32 of the Department of Defense Instruction 1205.18.

2. **Off-Campus Tuition:** The per credit hour charge that is assessed to students taking courses delivered off-campus for the support of instruction and administrative costs.

3~~2~~. **Remedial Courses:** Courses delivered either on- or off-campus to students requiring additional assistance in the areas of English, Reading, or Mathematics in an effort to achieve expected competencies in these core academic skill areas.

C. <u>POLICY</u>

1. **Off-Campus Tuition**

All courses offered off campus and at the Centers will be at off-campus tuition rates established by the Board unless ~~on-campus rates have been specifically~~ authorized by the Legislature and approved by the Board.

1.1. Standard Off-Campus Tuition Rates: The Board sets tuition rates each spring that are effective for the following summer, fall and spring terms. This rate is comprised of the off-campus tuition rate plus an eleven and one-half percent (11.5%) Higher Education Facilities Fund (HEFF) component, and a surcharge for the support of the Electronic University Consortium (EUC).

1.2. Per Credit Hour Rates: The off-campus tuition rates are per credit hour rates for undergraduate and graduate students. There is no distinction between resident and non-resident students as there is with on-campus tuition.

1.3. Remedial On-Campus Courses: These courses will be assessed an amount equal to the undergraduate off-campus tuition rate. No fees are to be charged in addition to this rate.

2. **Tuition Allocations**

2.1. All off-campus tuition collected shall be deposited 88.5% into the BOR system tuition fund and 11.5% into the Higher Education Facilities Fund.

2.2. General Activity Fee: The campuses are required to allocate the equivalent of the per credit hour General Activity Fee (GAF) to the institution's GAF pool of funds for all off-campus credit hours taken by on-campus students.

2.3. Salary Competitiveness: The Board will identify the per credit hour amount that is to be committed to the enhancement of salaries as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to enhance faculty and non-faculty exempt salaries. The annual revenue committed to salary enhancement from off-campus tuition applies to all off-campus credit hours taken by on-campus students.

2.4. Institutional Maintenance and Repair: The Board will identify the per credit hour amount that is to be committed to maintenance and repair (M&R), as well as the critical deferred maintenance bonds, as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to be committed to local M&R. The campus M&R dollars are retained locally in a separate fund and the revenue can only be expended on Board approved projects. The annual revenue committed to M&R from off-campus tuition applies to all off-campus credit hours taken by on-campus students.

2.5. Technology Funds: The Board will identify the per credit hour amount that is to be committed to technology investments as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to be committed to technology investments. The technology investments include the amounts needed to support Regents Information Systems and the System Technology Fund, as well as campus technology. The annual revenue committed to technology investments from off-campus tuition applies to all off-campus credit hours taken by on-campus students.

3. **Off-Campus Reduced Tuition Programs**

Legislated and Board approved tuition and fee reductions and waivers apply only to on-campus courses and programs except where noted below. (SDCL §13-55-23)

3.1. ~~Reduced Tuition Benefit for~~ South Dakota National Guard Members (SDCL §33-6-5): The undergraduate and graduate off-campus tuition rates assessed to members of the South Dakota National guard may be reduced by the tuition benefit provided for on-campus courses, the benefit will equal one-half of the resident on-campus tuition rate. This benefit is applied after the federal tuition benefits and may not exceed 100% of the tuition costs.

3.2 Active Duty Military Personnel: The undergraduate off-campus tuition rate assessed to active duty military personnel may not exceed the federal tuition assistance benefit for active duty military.

3.3~~2~~. ~~Reduced Tuition Benefit for~~ Employees of the State of South Dakota: State employees attending a University Center, who meet the eligibility requirements for reduced tuition, will receive the same tuition reduction as that provided for on-

campus courses up to a maximum of six credit hours per semester. The benefit will equal one-half the resident on-campus tuition rate for undergraduate or graduate courses for any face-to-face course at a Center.

3.4̶3̶. ~~Reduced Tuition Benefit for~~ Elementary or Secondary Teacher or Vocational Instructor (SDCL §13-55-24): Certain elementary and secondary school teachers and vocational instructors pursuing any undergraduate or graduate off-campus course, distance education course, or other course not subsidized by the general fund, will receive the same tuition reduction as that provided for on-campus courses. The benefit will equal one-half the resident on-campus tuition rate.

Eligibility is limited to teachers and vocational instructors who:

- are bona fide residents of South Dakota;

- are employed by an accredited school as a teacher as defined in Title 13;

- are required by state law, administrative rules or an employment contract to attend college as a condition of employment or to maintain a certificate to teach;

- are certified as eligible for this program by the school district or private school by which they are employed; and

- maintain an average academic grade of 3.0 or better.

The right of any teacher or vocational instructor to participate in this tuition reduction is limited to the space available, as determined by the President or designee; in any course after all of the full-time or full tuition paying students have registered.

An eligible teacher or vocational instructor may receive the tuition reduction for a maximum of six credit hours per academic year. For the purposes of this section, the academic year shall begin with the fall semester and include all of the following summer.

FORMS / APPENDICES:

None

SOURCE:

BOR October 2004; BOR June 2011; BOR April 2013; BOR May 2013; BOR December 2014; BOR May 2016; BOR June 2017; June 2018̶.̶ _____ 2019.

Budget and Finance

****

SUBJECT
> BOR Policy 7:4 – Security and IT Systems (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY
> None

BACKGROUND / DISCUSSION
> In an attempt to transition the BOR policies into the new format, BOR Policy7:4 has been updated to include the purpose of the policy, definitions and put in the new format. The updated policy was reviewed by the Business Affairs Council in October 2018, the Technology Affairs Council in February 2019, and by the Council of Presidents and Superintendents in March 2019. Attachment I shows the proposed changes.

IMPACT AND RECOMMENDATIONS
> By making these changes, the BOR Policy manual will continue to be updated to the current format.

ATTACHMENTS
> Attachment I – BOR Policy 7:4 – Security and IT Systems

****

DRAFT MOTION 20190402_7-S(8):
> I move to approve the first reading of BOR Policy 7:4 – Security and IT Systems with the revisions shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Security of Information Technology Systems

NUMBER: 7:4

1.   **Preamble**

A. PURPOSE

To define the role and authority of Information Technology Services (ITS) in supporting and upholding the security and integrity of the Board of Regents (BOR) information technology (IT) environment.

B. DEFINITIONS

1. **Board of Regents:** Includes the system office, the six public universities, centers, the School for the Deaf, and the School for the Blind and Visually Impaired.

2. **Computing Resources:** All devices including, but not limited to, personal computers, laptops, PDAs and smart phones owned by the BOR, the user or otherwise, which are part of or are used to access:

    - Network peripherals and related equipment and software;

    - Data communications infrastructure, peripherals, and related equipment and software;

    - Voice communications infrastructure, peripherals, and related equipment and software; and,

    - All other associated tools, instruments, facilities, and services that make use of any technology resources owned, operated, or controlled by an institution.

    Computing Resources or components thereof may be individually assigned or shared, single-user or multiuser, stand-alone or networked, mobile or stationary.

3. **Data:** Includes all information and data that is used by or belongs to the BOR or that is processed, stored, maintained, transmitted, copied on, or copied from BOR computing resources.

4. **Functional Unit(s):** Includes any campus, college, program, service, department, office, operating division, vendor, facility or other entity or defined unit of BOR that has been authorized to access or use computing resources or data.

5. **Protected Information:** Data or information that has been designated as private, protected, or confidential by law or by BOR. Protected information includes, but is not limited to, employment records, medical records, student records, education records, personal financial records (or other individually identifiable information), research data, trade secrets, and classified government information. Protected information shall not

include public records that by law must be made available to the general public. To the extent there is any uncertainty as to whether any data constitutes protected information, the data in question shall be treated as protected information until a determination is made by the BOR.

6. **Security Breach:** Any known or suspected compromise of the security, confidentiality, or integrity of data or computing resources that results in, or there is a reasonable basis to conclude has resulted in, the unauthorized acquisition of and/or access to data. Good faith access or acquisition of data by an individual or functional unit is not a breach of the security of the system provided that the information is not improperly used or subject to subsequent unauthorized access, use, or disclosure.

7. **User:** Any person or entity that utilizes computing resources including, but not limited to, employees, faculty, staff, agents, vendors, consultants, contractors or subcontractors of the institution.

C. POLICY

~~This policy statement outlines the role and authority of Information Technology Services (ITS) in supporting and upholding the security and integrity of the Board of Regents (BOR) Information Technology (IT) environment. Information Technology has become critical in support of most if not all of BOR operations, which has resulted in a very complex, distributed, and diverse technology environment. Data is continuously being stored, accessed, and manipulated electronically, which increases the risk of unauthorized access, disclosure, or modification of data.~~

Institutions of higher education are subject to various regulatory requirements designed to protect the privacy of education records, financial information, medical records, and other personal information maintained by BOR entities relative to its students and employees. Further, the BOR seeks to maintain as confidential certain research data, intellectual property, and other proprietary information owned, licensed, or otherwise maintained or used by the BOR. IT systems that are not properly secured are subject to misuse and/or unauthorized access. Everyone associated with providing and using information technology services should be diligent in their protection of data, use of computing resources, administration and maintenance of systems, response to security threats, and policies and directives. Information related to intrusions, attempted intrusions, unauthorized access, misuse, or other abnormal or questionable incidents should be quickly reported to Information Technology Services, so the event can be recognized, mitigated, and hopefully avoided.

~~2.   Definitions~~

~~A.   For the purposes of this policy, the following definitions shall apply:~~

1)   ~~**"Board of Regents (BOR)"**   includes the system office, the six public universities, centers, the School for the Deaf, and the School for the Blind and Visually Impaired.~~

2)   ~~**"Computing resources"** shall be defined as all devices (including, but not limited to, personal computers, laptops, PDAs and smart phones) owned by the BOR, the user or otherwise, which are part of or are used to access (1) network peripherals, and related equipment and software; (2) data communications infrastructure, peripherals, and related equipment and software; (3) voice communications infrastructure, peripherals, and related equipment and software; (4) and all other associated tools, instruments, facilities, and the services that make use of any technology resources owned, operated, or controlled by the University. Computing resources or components thereof may be individually assigned or shared, single user or multiuser, stand-alone or networked, and/or mobile or stationary.~~

3)   ~~**"Data"** shall include all information and data that is used by or belongs to the BOR or that is processed, stored, maintained, transmitted, copied on, or copied from BOR computing resources.~~

4)   ~~**"Functional unit(s)"** shall include any campus, college, program, service, department, office, operating division, vendor, facility user, or other entity or defined unit of BOR that has been authorized to access or use computing resources or data.~~

5)   ~~**"Protected information"** shall be defined as data or information that has been designated as private, protected, or confidential by law or by BOR. Protected information includes, but is not limited to, employment records, medical records, student records, education records, personal financial records (or other individually identifiable information), research data, trade secrets, and classified government information. Protected information shall not include public records that by law must be made available to the general public. To the extent there is any uncertainty as to whether any data constitutes protected information, the data in question shall be treated as protected information until a determination is made by the BOR.~~

6)   ~~**"Security breach"** shall be defined as any known or suspected compromise of the security, confidentiality, or integrity of data or computing resources that results in, or there is a reasonable basis to conclude has resulted in, the unauthorized acquisition of, and/or access to data. Good faith access or acquisition of data by an individual or functional unit is not a breach of the security of the system, provided that the information is not improperly used, or subject to subsequent unauthorized access, use, or disclosure.~~

7)   ~~**"User(s)"** shall be defined as any person or entity that utilizes computing resources, including, but not limited to, employees, faculty, staff, agents, vendors, consultants, contractors or subcontractors of the University.~~

3.   ~~General Policy~~

1.   Responsibilities

A. 1.1.   BOR functional units operating or utilizing computing resources are responsible for managing and maintaining the security of the data, computing resources and protected information. This requirement is especially important for those computing resources that support or host critical business functions or protected information.

1.2.   The chief information officers (CIO) or security officers have the authority to:

- (1) to develop and implement policies necessary to minimize the possibility of unauthorized access to protected information and BOR information technology infrastructure;
- (2) to consult and educate user(s) and functional unit(s) relative to their individual and collective responsibilities to protect data and secure computing resources; and

B. • (3) to take reasonable actions to mitigate incidents or concerns relating to security of data or computing resources. This includes establishing guidelines, procedures, standards, and security resources, conducting security audits, and providing consulting services to functional unit(s) for all BOR and university institutional computer systems or other computing resources.

C. 1.3.   User(s) within functional unit(s) are required to report any suspected or known security breaches or flaws relating to the security of BOR computing resources to the institution campus CIO or security officer. They will assess reported breaches and flaws and provide advice as to an appropriate response as well as report appropriate security attempts or breaches to the Chief Networking and Security Officer. A failure to report suspected or known security breaches or flaws is cause for disciplinary action, including termination of employment. Users should immediately discontinue any use of computing resources or practice that could reasonably lead to a security breach.

D. 1.4.   The Chief Networking and Security Officer, local CIO, or security officer has the authority to assume control over the response to any suspected or known security breach or flaw involving BOR's information technology infrastructure, data, and computing resources regardless of the functional unit involved. Appropriate remedies may be taken to secure the computing resources and mitigate any unauthorized use, disclosure, or access to data, including the removal of devices to more secure facilities and denying access to computing resources and/or data. This authority will be exercised if the IT personnel determines that the functional unit does not have the means and/or ability to access and/or react appropriately in a timely manner to a specific security incident.

2. 4.   Reporting Security Breaches

A. 2.1.   Intrusion attempts, security breaches, and other security related incidents or flaws perpetrated against or involving computing resources either attached to a BOR operated network or in a functional unit shall be reported immediately to the Chief Networking and Security Officer, campus CIO or security officer. This is critical for

systems supporting vital functions and/or hosting institutional or protected information. User(s) within functional unit(s) must:

- 1) Report any security breaches in order to obtain advice and assistance;
- 2) Report any systematic unsuccessful attempts (i.e. log in attempts, probes, or scans); and
- 3) When feasible, send detailed reports as soon as the situation is detected.

3. 5. Response to Attempts or Security Breaches

A. 3.1. Upon receiving a report, the CIO, security officer or Chief Networking and Security Officer will respond according to ITS standard operating procedures. In order to protect institutionaluniversity data and systems, as well as to protect threatened systems external to the institutionuniversity, the IT personnel may place limits or restrictions on technology services provided on or from any computing resources.

3.1.1. 1) Limitations may be implemented through the use of policies, standards, and/or technical methods, and could include, (but may not be limited to), usage eligibility rules, password requirements, or restricting or blocking certain protocols or use of certain applications known to cause security problems.

3.1.2. 2) Restrictions may be deployed permanently based on continuing threat or risk after appropriate consultation with affected constituents, or they may be deployed temporarily, without prior coordination, in response to an immediate and serious threat.

3.1.3. 3) Restrictions deployed temporarily will be removed when the risk is mitigated to an acceptable level, or where the eaffect on BOR functions caused by the restriction approaches or exceeds risk associated with the threat.

B. 3.2. In order to protect BOR data and systems, as well as to protect threatened systems external to BOR, the Chief Networking and Security Officer, or CIO may unilaterally direct that a specific computing resource be isolated from BOR, campus, or external networks, given:

- 1) Information reasonably points to the system as having been compromised;
- 2) There is ongoing activity associated with the system that is causing or will cause damage to other institutionalUniversity computing resources or data, or to systems of other internal or external users, or where there is significant risk of such damage occurring;
- 3) All reasonable attempts have been made to contact the responsible technicians or functional unit management, or contact has been made, but the technician or functional unit managers are unable to or choose not to resolve the problem in a reasonable time.

C. 3.3. Isolation is removed when the risk is mitigated to an acceptable level, or where loss of access or function caused by the isolation approaches or exceeds risk associated with the threat, as determined between the responsible functional unit, Chief Networking and Security Officer, local CIO or security officer.

FORMS / APPENDICES:

None

SOURCE:

BOR December 2010,_____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

****

SUBJECT
   Dakota State University Residence Village Facility Program Plan

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 5-14-1 Classification of Capital Improvements
   SDCL 5-14-2 Supervision by Bureau of Administration of Capital Improvement Projects
   – Payment of Appropriated Funds
   SDCL 5-14-3 Preparation of Plans and Specifications for Capital Improvements – State
   Building Committees – Approval by Board or Commission in Charge of Institution
   BOR Policy 6:4 Capital Improvements
   BOR Policy 6:6 Maintenance and Repair

BACKGROUND / DISCUSSION

   Request from DSU
   DSU is submitting its Facility Program Plan for a new housing facility called Residence
   Village that will accommodate anticipated growth in student enrollments. The preliminary
   facility statement associated with this project was approved by the Board at its May 2018
   meeting.

   DSU currently has five on-campus residence halls, two leased 8-plex apartment units, and
   one house with a total capacity of 772 beds. Most of the residence halls – Higbie,
   Zimmermann, Emry and Richardson – were constructed between 1958 and 1970 and are
   composed of mostly double-occupancy rooms with shared restroom facilities.   The
   Courtyard residence hall contains 107 beds in a mixture of traditional double-occupancy
   rooms and suite-style units. The university also leases two 8-plex apartment buildings from
   the Madison Housing and Redevelopment Commission which provides an additional 72
   beds in apartment-style units. DSU also purchased a housing unit in October 2018 that
   will add an additional 20-22 beds to the housing stock.

   The proposed residence hall to be occupied by August 2021 will include approximately
   120 beds. The unit mix is planned to be a combination of suite-style and apartment-style

(Continued)
****
DRAFT MOTION 20190402_7-T:
   I move to approve DSU's Facility Program Plan for the new student residence village at a
   cost not to exceed $10,664,000 and to be funded using revenue bonds.

units with all bedrooms being single-occupancy. The unit types and mix were determined by the student surveys which were administered as part of the programming phase. The project will include common amenities such as community study areas, lounges, laundry facilities and administrative offices. A residence director apartment unit is also included in the project.

After adding 107 beds with the opening of the Courtyard Hall in the fall of 2017, a 16.3 percent increase in capacity, DSU housing was still 97.51 percent utilized in the fall of 2018. With additional growth projected for fall of 2019 and beyond, housing capacity will quickly become a limiting factor to the growth potential at DSU.

DSU has developed a range of enrollment projections from conservative to optimistic. The projections play a critical role in sizing of the new on-campus housing facility. The DSU and consulting/architect team focused on enrollment within a housing market consisting of only full-time students who take at least one class in Madison. Students taking only online classes are excluded from the calculations. Based on these assumptions, the target market is expected to grow from 1,247 to 1,430 students between Fall 2018 and Fall 2023 – a 15 percent growth over a five-year period. See the table below for details:

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Growth		2.70%	3.00%	2.80%	2.40%	2.40%
Freshmen	451	463	477	490	502	514
Sophomores	277	284	293	301	308	316
Juniors	260	267	275	283	290	296
Seniors	229	235	242	249	255	261
Growth		7.00%	7.00%	7.00%	7.00%	7.00%
Graduate	30	32	34	37	39	42
Total Enrollment	1,247	1,282	1,322	1,360	1,394	1,430

Note: Fall 2018 enrollment numbers are based on current academic class level.

See Attachment I for the detailed facility program plan from DSU.

IMPACT AND RECOMMENDATIONS
Cost and Funding
Funding for the new facility is requested to come from revenue bonds, with the term and amount to be determined. Estimated costs for the project are as follows:

Hard Costs
Building Construction Contract	$ 7,042,000
Inflation Allowance	$ 540,000

Soft Costs

A&E Fees	$ 493,000
Testing, Surveys, & Permits	$ 400,000
Furniture, Fixtures, & Equipment	$ 300,000
Project Contingency	$ 878,000
CM-At-Risk Fee	$ 322,000
CM-At-Risk Fee (Pre-Construction)	$ 65,000
Agency Fee	$ 38,000

Financing Costs & Capitalized Interest

Financing Fees	$ 151,000
Capitalized Interest Fund	$ 537,000
Interest Earned on Construction Fund	$ (102,000)
Total Estimated Project Costs	**$ 10,664,000**

The financing assumes a 25-year bond at 3.5%. DSU would also like to structure the debt service so that it is incrementally increased over the first eight years and then flat in subsequent years. The first year principal and interest estimate of $988,000 is increased to $1.49M by year eight. This structure allows DSU to take advantage of bonded debt that will be retired in 2025 and 2028.

Enrollment History

Looking at the changing number of on-campus students, and therefore the potential number that might be interested in housing, can be another way to gauge the ability to fill additional housing. This historical view does not consider new enrollment strategies discussed by DSU that are anticipated to increase enrollments.

Dakota State University On-Campus Students			
	On-Campus Headcount	On-Campus FTE	Student FTE Taking at Least One On-Campus Class
Fall 2013	1,289	1,034	1,172
Fall 2014	1,241	1,010	1,135
Fall 2015	1,316	1,046	1,176
Fall 2016	1,303	1,053	1,204
Fall 2017	1,342	1,089	1,243
Fall 2018	1,342	1,067	1,254
5-Year Change (Percent)	4.10%	3.20%	7.00%
5-Year Change (Number)	53	33	82

When comparing the above student growth with the growth in the number of people living in DSU student housing, DSU has done a great job of getting people to live on-campus. The change in the number of students taking at least one course on campus increased by 82 in the past five years while the number of people living on campus in the following table increased by 151 students over the same timeframe. The difference could have been due to a pent up demand for appropriate housing.

DSU Housing Capacity/Occupancy/Availability Fall Term						
	2014	**2015**	**2016**	**2017**	**2018**	**2019**
Design Capacity	657	655	655	655	762	764
Occupancy						
Traditional	528	497	548	575	632	651
Suite Style					20	19
Apartments (Leased)	66	68	65	76	66	75
Overflow				14		
Total	594	565	613	665	718	745
Utilization Rate	90.41%	86.26%	93.59%	101.50%	94.23%	97.51%
Available Beds	63	90	42	0	44	19

The enrollment increase over the past five years using students taking at least one course on campus has been 7.0%, and the projection by DSU over the next five years is 14.7%. If DSU can fulfill their enrollment projections, they should not have any problems filling the new residence halls.

Debt Picture
Overall debt per student FTE when coupled with enrollment strength can be used to gauge the level of risk. Following are the debt levels for each campus and the debt per student FTE. For DSU, the estimate assumes total additional principal and interest of $16,368,732 and 108 more students based on 90% occupancy. DSU will be carrying significant debt per student making the expansion financially risky should they experience enrollment declines in the future.

Campus	Fall 2018 FTE	Total Auxiliary Debt 6-30-2018	Debt per FTE	Other Campus Supported Debt	Debt per FTE
BHSU	1,470	$21,734,727	$14,786	$430,490	$15,078
DSU	1,064	$22,665,570	$21,302	$252,442	$21,539
DSU with New Debt*	1,172	$39,034,301	$33,305	$252,442	$33,521
NSU	1,206	$23,932,591	$19,845	$0	$19,845
SDSM&T	2,139	$47,634,818	$22,270	$265,733	$22,394
SDSU	8,394	$180,394,014	$21,491	$62,027,187	$28,880
USD	5,667	$73,773,988	$13,018	$32,020,552	$18,669
Note: Additional P&I of $16,368,731 and 108 students at 90% occupancy					

DSU Housing Costs

In order to finance the new hall and cover the 2% maintenance and repair requirement, DSU will need to raise current rates by an additional 3% above inflation for FY21, FY22, and FY23. The following table reflects what the double occupancy rates will look like in FY23 after being adjusted for future inflation estimates and DSU's request for an additional 3% above inflation. By FY23, DSU will have the second highest double occupancy traditional rates in the system, representing 74% of their housing stock. This comparison does not mean the halls are comparable in quality or amenities. The suite rates and apartment rates appear to be more competitive with the other schools.

Double Occupancy Rates assuming Fall and Spring Occupancy							
Campus	FY19	FY20	FY21	FY22	FY23	DSU Higher or (Lower)	Change FY19 to FY23
BHSU	$3,530	$3,608	$3,680	$3,753	$3,828	$577	$298
DSU	$3,724	$3,806	$3,996	$4,196	$4,406	N/A	$682
NSU	$3,706	$3,788	$3,863	$3,941	$4,019	$386	$313
SDSMT	$3,732	$3,814	$3,890	$3,968	$4,048	$358	$316
SDSU	$3,832	$3,916	$3,995	$4,075	$4,156	$250	$324
USD	$4,188	$4,280	$4,366	$4,453	$4,542	($136)	$354

FY20 Increases are 2.2%; increases in FY21, FY22, and FY23 are 2%, DSU rates are increased by an additional 3%.

Financing Considerations

The campuses are requested to put together a pro forma for housing using a 90% occupancy scenario for the new housing and using current occupancy rates for existing housing. Using 90% in this instance provides a margin of error of 12 beds. The 90% benchmark figure also accounts for lower occupancy rates during the spring term. We currently have four campuses below 90%. For the combined Fall 2018 and Spring 2019 enrollment, Dakota State is at 93.78% occupancy. Following are the campuses' occupancy rates for the past three years.

Campus Housing Utilization Rates							
Fall & Spring Average	BHSU	DSU	NSU	SDSMT	SDSU	USD	System Total Average
2016	83.94%	96.34%	69.35%	84.25%	91.50%	90.85%	88.45%
2017	89.53%	89.11%	68.80%	88.08%	88.64%	92.25%	87.71%
2018	81.14%	93.78%	72.04%	87.80%	87.62%	96.11%	88.17%
1 Yr Change	-8.39%	4.67%	3.24%	-0.28%	-1.02%	3.86%	0.46%

DSU has provided a pro forma for their project through FY34 which is found at the end of this agenda item. The pro forma includes the operating expenses as well as the debt service and revenues for the new facility at 90% occupancy. The Board requires a 2% investment in maintenance and repair into the residence hall system. The pro forma provided assumes a 2% investment for the entire DSU auxiliary system. While the pro forma shows that they are short revenue a number of years to meet the M&R requirement, over the course of the 16 years (FY19-FY34) they are able to invest the necessary amounts.

The pro forma assumes $80,000 of expenses (staffing) would be funded out of the DSU Rising gift annually, from FY21 through FY28.

While the pro forma shows strong coverage ratios, this is largely due to the Board requirement that we invest 2% in maintenance and repair. The coverage ratios are well above the 1.20 required by the bond covenants.

Fallback Plan
DSU has identified a number of strategies that will be used if their enrollment strategies do not produce the enrollments projected. While increasing housing rates is discussed as a possibility, as discussed above, DSU would need to be careful not to overprice their housing when compared to competitors. The university currently leases two 8-plex apartment units that house 72 students. If enrollment projections do not come in as projected, these units could be turned back to the Madison Housing and Redevelopment Commission (MHRC). The current lease with the MHRC for these units concludes summer 2020. Lastly, if necessary, the university through gift funds via the DSU Foundation, would supplement the DSU Auxiliary System in order to meet the financial requirements in BOR policy such as M&R investments.

Staff Recommendation
Given the fallback plan which could easily shift up to 72 beds from the leased properties to the new facility, the success that DSU has had getting students to utilize on-campus housing, and the lack of housing options in the community, staff recommend approval of

expanding housing at DSU. The pro forma has strong coverage ratios and meets Board requirements.

DSU Total Auxiliary System Summary Pro forma - Baseline

	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
SubTotal Operating Revenue	$4,826,843	$5,034,000	$5,209,656	$5,384,855	$6,388,978	$6,617,851	$6,770,728	$6,906,155
SubTotal Other Revenue	$423,123	$424,000	$424,000	$424,000	$424,000	$424,000	$424,000	$424,000
SubTotal Investment Income	$39,836	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000
Total Revenues	$5,289,803	$5,478,000	$5,653,656	$5,828,855	$6,832,978	$7,061,851	$7,214,728	$7,350,155
Total Expenditures	$3,371,850	$3,574,000	$3,682,284	$3,671,530	$4,095,380	$4,177,810	$4,260,924	$4,345,751
Excess of Revenue over Expenditures (NOI)	$1,917,953	$1,904,000	$1,971,372	$2,157,326	$2,737,598	$2,884,041	$2,953,804	$3,004,404
Total Debt Service	$1,369,266	$1,368,566	$1,364,128	$1,367,096	$1,826,666	$1,858,308	$1,894,108	$1,931,465
Coverage Ratio	1.40	1.39	1.45	1.58	1.50	1.55	1.56	1.56
Excess Net Revenue above 1.20		$261,721	$334,419	$516,810	$545,599	$654,072	$680,874	$686,646
Net Revenue after Debt Service		$535,434	$607,244	$790,230	$910,932	$1,025,733	$1,059,696	$1,072,939
2% M&R Funding		$513,786	$578,785	$642,505	$751,091	$816,108	$1,164,896	$1,269,088
M&R Funding Surplus/(Shortage)		$21,648	$28,459	$147,724	$159,841	$209,625	($105,200)	($196,149)

DSU Total Auxiliary System Summary Pro forma - Baseline

	FY26	FY27	FY28	FY29	FY30	FY31	FY32	FY33	FY34
SubTotal Operating Revenue	$7,045,528	$7,186,762	$7,332,045	$7,480,292	$7,631,773	$7,786,463	$7,944,420	$8,105,701	$8,271,502
SubTotal Other Revenue	$424,000	$424,000	$424,000	$424,000	$424,000	$424,000	$424,000	$424,000	$424,000
SubTotal Investment Income	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000
Total Revenues	$7,489,528	$7,630,762	$7,776,045	$7,924,292	$8,075,773	$8,230,463	$8,388,420	$8,549,701	$8,715,502
Total Expenditures	$4,432,442	$4,520,905	$4,611,293	$4,783,516	$4,877,794	$4,974,092	$5,072,443	$5,172,882	$5,275,563
Excess of Revenue over Expenditures (NOI)	$3,057,086	$3,109,856	$3,164,751	$3,140,776	$3,197,979	$3,256,371	$3,315,977	$3,376,819	$3,439,939
Total Debt Service	$1,970,687	$1,796,427	$1,824,129	$1,854,043	$1,555,561	$1,527,076	$1,533,476	$1,533,976	$1,533,226
Coverage Ratio	1.55	1.73	1.73	1.69	2.06	2.13	2.16	2.20	2.24
Excess Net Revenue above 1.20	$692,262	$954,144	$975,797	$915,925	$1,331,306	$1,423,880	$1,475,806	$1,536,048	$1,600,068
Net Revenue after Debt Service	$1,086,399	$1,313,429	$1,340,622	$1,286,733	$1,642,418	$1,729,295	$1,782,501	$1,842,843	$1,906,713
2% M&R Funding	$1,353,920	$1,391,770	$1,430,957	$1,471,519	$1,515,164	$1,556,937	$1,771,879	$1,825,035	$1,879,787
M&R Funding Surplus/(Shortage)	($267,521)	($78,341)	($90,335)	($184,785)	$127,254	$172,359	$10,622	$17,808	$26,926

Assumptions:

1. 120 beds with a mix of units – 4-bed single suite, 6-bed single apartment
2. 90% occupancy in the new residence hall
3. 2% increase in rates/revenue annually, plus an add'l increase of 3% for the first 3 years – FY21, FY22 and FY23 (total of 5% increase those years)
4. 2% increase in expenses annually
5. Debt term of 25-years at 3.5%
7. DSU has current bonded debt that will be retired in 2025 and 2028
8. DSU Rising Gift funding to offset staffing expenses in the amount of $80,000 per year FY21 – FY28

ATTACHMENTS
Attachment I – DSU New Residence Village FPP

Dakota State University
Residence Village
Facility Program Plan

Dakota State University requests approval of the Facility Program Plan to construct new on-campus student housing at an estimated cost of $10.6 million. The Board approved DSU's Preliminary Facility Statement for this project at its May 9th, 2018 meeting.

A. Programmatic justification for discrete spaces:

DSU currently has five on-campus residence halls, two leased 8-plex apartment units, and one house with a total capacity of 772 beds. Most of the residence halls – Higbie, Zimmermann, Emry and Richardson – were constructed between 1958 and 1970 and are composed of mostly double-occupancy rooms with shared restroom facilities. The Courtyard residence hall contains 107 beds in a mixture of traditional double occupancy rooms and suite-style units. The University also leases two 8-plex apartment buildings from the Madison Housing and Redevelopment Commission which provides an additional 72 beds in apartment style units. Lastly, the Girton House, which has just been converted into student housing, provides an additional 8 beds to the DSU housing capacity.

To add diversity to the on-campus housing options and provide units to retain more upper-class students the proposed project will contain a mix of suite-style and apartment-style units.

B. Gross Square Footage

The total estimated gross square footage of the new facility is 40,000 sq. ft. within a single structure. The final size will be defined as the unit types, unit mix, and number of beds is determined. *See Attachment 1 for detailed preliminary building program.*

C. Site Analysis

The preliminary site location is at the intersection of Washington Avenue N and 9th Street NE. This property is currently owned by the University and is north of the recently renovated Courtyard residence hall project.

1

Aerial view of proposed project site

D. Description of Key Building Features

The proposed residence hall will include approximately 120 beds. The unit mix is planned to be a combination of suite-style and apartment-style units with all bedrooms being single-occupancy. The unit types and mix were informed by the student surveys which were administered as part of the programming phase. The project will include common amenities such as community study areas, lounges, laundry facilities and administrative offices. A Residence Director apartment unit is also included in the project. *See Attachment 1 for detailed preliminary building program.*

E. Illustrative Floor Plans

See Attachment 2

F. Initial Cost Estimates and Funding Sources

The initial cost estimate below is based on the current building program and floor plan. Building construction costs of $7,582,000 along with soft costs and financing costs result in an initial total project cost of $10,664,000.

Capital Budget

1. Hard Costs

1	Building Construction Contract	
	A. Enclosed Building	$7,042,000
	B. Demo/Site Prep/Infrastructure/Landscape/Hardscape	NA
	C. Parking	$0
2	Inflation Allowance	$540,000
	Subtotal - Hard Costs	**$7,582,000**

2. Soft Costs

3	Architectural & Engineering Fees	$493,000
4	Testing, Surveys, Permits	$400,000
5	Furniture, Fixtures & Equipment	$300,000
6	Project Contingency	$878,000
7	CM-At-Risk Fee	$322,000
8	CM-At-Risk Fee (Pre-Construction Allowance)	$65,000
9	Agency Fee	$38,000
	Subtotal - Soft Costs	**$2,496,000**

3. Financing Costs / Capitalized Interest

|		
10	Financing Fees / Debt Insurance	$151,000
11	Capitalized Interest Fund	$537,000
12	Debt Service Reserve Fund	NA
13	Operating Reserve	NA
14	Interest Earned on Construction Fund	($102,000)
	Subtotal - Financing Costs	**$586,000**

Total Project Cost (Debt-Financed)	**$10,664,000**

G. Identification of Fund Sources and Impact to Campus Maintenance and Repair

Revenue from DSU's Auxiliary facilities contribute to an annual repair and replacement fund to refurbish interior furnishings, replace and repair equipment, and maintain the mechanical and structural components of the buildings.

Funding for the new facility is requested to come from revenue bonds, with the term and amount to be determined. The cost estimates in section F of this document are based on 25-year bonds and 3.5% interest rate.

BOR Policy 6:6 Maintenance and Repair to average at least 2% of the replacement value of residence halls annually over a 5-year period. The following table provides a comparison of the projected surplus/(shortfall) under the current DSU housing with no new hall, and the M&R surplus/(shortfall) with a new hall and adjusted rates.
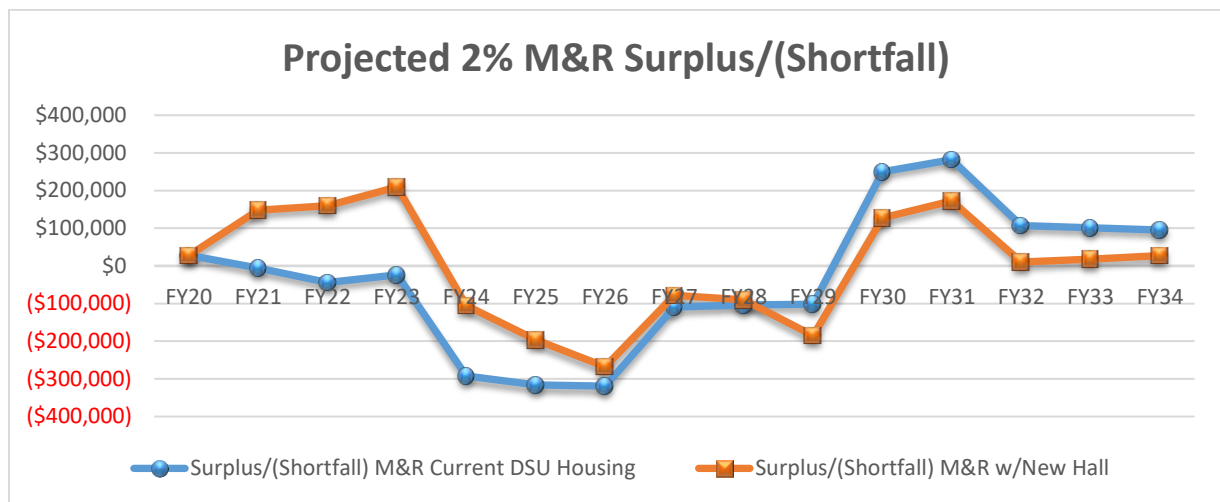
The proposed facility and rate changes improve the financial position and DSU's capability to meet the M&R requirement. FY24 – FY29 is a period where the individual years are not meeting that requirement. However, over the 15-year period (FY20 – FY34) the cumulative surplus/(shortfall) is approximately -$21,000 (DSU's estimates investing approximately $22.1M in M&R over this 15 year period of time).

Dakota State University Residence Village – Facility Program Plan

Fiscal Year	Surplus/(Shortfall) M&R Current DSU Housing	Surplus/(Shortfall) M&R w/New Hall
FY20	$28,459	$28,459
FY21	($5,455)	$147,724
FY22	($44,174)	$159,841
FY23	($24,089)	$209,625
FY24	($292,427)	($105,200)
FY25	($315,680)	($196,149)
FY26	($319,256)	($267,521)
FY27	($109,491)	($78,341)
FY28	($103,518)	($90,335)
FY29	($101,605)	($184,785)
FY30	$249,755	$127,254
FY31	$281,975	$172,359
FY32	$107,130	$10,622
FY33	$100,986	$17,808
FY34	$95,532	$26,926
15 Yr. Total	**($451,857)**	**($21,714)**

H. Preliminary Project Schedule

The proposed schedule outlined below is based on achieving building occupancy by August 2021. The dates for the GMP and final division and timing of bid packages will be determined in conjunction with the Construction Manager. The Board would also need to approve bonding for the project prior to construction. This timeline will need to be revised after additional information is gathered and after a Construction Manager is selected.

Project Phase	Dates
Board of Regents – Facility Program Plan Approval	*April 2-4, 2019*
Construction Manager Selection	TBD (prior to start of Schematic Design)
Schematic Design	June 3 – July 12 (6 Weeks)
Design Development *Board of Regents – Facility Design Plan Approval*	July 15 – August 23 (6 Weeks) *August 6-8, 2019*
GMP from Construction Manager	September 20 (4 weeks)
Construction Documents *	September 23 – December 31, 2019 (14 Weeks)
Construction	April / May 2020 – July 2021 (14-15 months)
Occupancy	August 2021

Construction Documents to be issued in multiple bid packages.

I. DSU Housing Market and Capacity:

As stated previously, DSU currently has five on-campus residence halls, two leased 8-plex apartment units, and one house with a total capacity of 772 beds. Most of the residence halls – Higbie, Zimmermann, Emry and Richardson – were constructed between 1958 and 1970 and are composed of mostly double-occupancy rooms with shared restroom facilities. The Courtyard residence hall contains 107 beds in a mixture of traditional double-occupancy rooms and suite-style units. The University also leases two 8-plex apartment buildings from the Madison Housing and Redevelopment Commission which provides an additional 72 beds in apartment-style units. Lastly, the Girton House, which has just been converted into student housing, provides an additional 8 beds to the DSU housing capacity.

The City of Madison recently commissioned a housing feasibility study. *The Madison Housing Market Study,* completed in January 2017 by Community Partners Research, Inc. found shortage of rental housing in Madison and recommended development of residential units in all market sectors including market rate, affordable, subsidized/tax credit, and mixed-use (housing and retail).

Since the completion of the study, no major rental housing addition has been made in the community. In addition, the Madison City officials reported no multi-unit rental properties in the current development pipeline.

The combination of current insufficient supply with no development activity in the foreseeable future creates a challenge for DSU students who will be looking for housing options in the off – campus market. Therefore, an appropriately sized and priced addition of on-campus housing will pose very limited competitive risk to the University.

Wachalski Advisory, a member of the design team, conducted a student survey to obtain data related to student housing needs, opinions and price sensitivities. Five-hundred-and-five (505) students responded to the survey (16% response rate, 3.99% margin of error) providing valuable information to the design team. Based on the survey data, Wachalski calculated capture rates for a variety of residential units and price points tested with students. The capture rates were then applied to the enrollment projections allowing the design team to quantify the additional demand for on-campus housing.

The residency requirement applying to Freshmen and Sophomores will produce and average capture rate of 82% for those two classes combined resulting in demand for approximately 644 beds. This lower division demand will be accommodated by the existing on-campus supply while leaving a small number of beds for Junior and Seniors.

Based on the survey data, the Junior (56% capture rate) and Senior (35% capture rate) demand for on-campus living ranges between 250 and 300 beds, out of which 40 are included in the current supply.

Enrollment History and Projections:

DSU has developed a range of enrollment projection from conservative to optimistic with the following information based on a more conservative projection. The projections play a critical role in sizing of the new on-campus housing facility. The DSU and consulting/Architect team focused on enrollment within a housing market consisting of only full-time students who take at least one class in Madison. Students taking only on-line classes are excluded from the calculations. Based on these assumptions, the target market is expected to grow from 1,247 to 1,430 students between Fall 2018 and Fall 2023.

Full-time, non-high school, non-special, taking at least one class, physically in Madison

	On-line only		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
		Growth		*2.70%*	*3.00%*	*2.80%*	*2.40%*	*2.40%*
493	*42*	Freshmen	451	463	477	490	502	514
307	*30*	Sophomores	277	284	293	301	308	316
318	*58*	Juniors	260	267	275	283	290	296
311	*82*	Seniors	229	235	242	249	255	261
		Growth		*7.00%*	*7.00%*	*7.00%*	*7.00%*	*7.00%*
68		Graduate	30	32	34	37	39	42
1497			**1247**	**1282**	**1322**	**1360**	**1394**	**1430**

Note: Fall 2018 enrollment numbers are based on academic class level.

J. Current & Future Debt Capacity – Pro forma – Coverage Ratios:

The Facility Program Plan contains a preliminary budget for the project. DSU has also developed a pro forma for the project and for the whole DSU Auxiliary System. These financial documents are in Attachment 4 – Summary Pro forma.

The pro forma document was developed using the following projections or assumptions:

- 120 beds with a mix of units – 4-bed single suite and 6-bed single apartment
- 90% occupancy in the new residence hall
- Construction cost of $175/sq. ft. based on similar projects recently constructed in the BOR system and in neighboring states
- 2% increase in rates/revenue annually, plus an additional increase of 3% each year for the first 3 years – FY21, FY22 and FY23 (total of 5% increase those years)
- 2% increase in expenses annually
- Debt term of 25-years at 3.5%
- Debt service payment schedule that is incrementally increased over the first 8 years and then flat in subsequent years; year 1 principal and interest estimate of $988,000 and then increased to $1.49M by year 8
- DSU has current bonded debt that will be retired in 2025 and 2028
- DSU Rising Gift funding to offset staffing expenses in the amount of $80,000 per year FY21 – FY28

K. Impact on Housing Rates for Current Students:

The pro forma has been built on the assumption that rates for FY20 would increase by 2.2% (the rate of inflation). In future years, inflation is projected to be 2% annually. DSU is proposing an additional 3% increase for FY21, FY22 and FY23 for all rates or a total increase of 5% in those three fiscal years.

The following table contains the existing FY19 rates per semester and then the projected FY20 (2.2% increase) and FY21 (5% increase) rates. The new housing would open Fall 2020 (FY21), with the estimated rates of those units also in the table.

Current and Projected Housing Rates per Semester:	FY19	FY20	FY21	FY22
Double (Higbie, Zimm, Emry, Rich, Van Eps Place)	$1,862	$1,903	$1,998	$2,098
Double (Courtyard)	$1,963	$2,007	$2,107	$2,212
Double Courtyard Suite	$2,189	$2,237	$2,349	$2,466
Single Van Eps Place		$2,300	$2,415	$2,536
Double 8-plex Apt	$2,252	$2,302	$2,417	$2,538
Single (Higbie, Zimm, Emry, Rich)	$2,331	$2,382	$2,501	$2,626
Single (Courtyard)	$2,433	$2,486	$2,611	$2,741
New – 4 Bedroom Suite Unit (4-bedroom / 1-bathroom; single occupancy)				$2,487
Single Courtyard Suite	$2,469	$2,523	$2,649	$2,782
Single 8-plex Apt	$2,545	$2,601	$2,731	$2,868
New – 6-Bedroom Apt Unit (6-bedroom / 2 bathroom; single occupancy)				$3,066

L. Alternative Housing Options:

The DSU Rising Gift has and will continue to transform DSU and the Madison community. Alternative housing options have been looked at and will continue to be evaluated to keep up with the demands for housing. The Lake Area Improvement Corporation (economic development arm of the Greater Madison area) has as a number one priority to address housing needs in the area. This will address the growing need for housing professionals in the community but does not specifically address the need for additional on campus housing.

M. Future Enrollment Strategies:

As part of the Facility Program Plan, DSU seeks to bring together the context of vision and values with the expected increases in enrollment (of particular groups) and retention (again, tied to particular groups of students.) The vision for facilities for DSU includes a need to provide excellent opportunities for engagement and development in safe and inclusive on-campus housing communities. This will happen through operational services, sustainable practices, and co-curricular learning and living environments grounded in best practices.

Resident life programming is an important part of the university experience and provides supportive services for DSU students. The values implicit in this programming, that the university seeks to inculcate to students, include the following: (1) value the development of resiliency through problem solving, conflict resolution, personal responsibility and advocacy, critical thinking and wellness; (2) value creating effective learning strategies through encouraging creative and critical

thinking, self-awareness and active citizenship; (3) value inclusion where diverse voices and experiences are welcomed, celebrated and personal growth is encouraged; and (4) value the sustainability bottom line which includes economic, environmental, and social equity.

In support of this program plan the university expects enrollment in certain student populations to grow faster than historical trends, confirming the projections. This includes populations of first-generation students, student-athletes, international students, graduate students, e-gamers, and honors students. Numbers in these populations will increase due to the relevance of academic programs in the marketplace, substantially increased financial aid available for these students, and strong placements of graduates in South Dakota (resulting from the MadLabs development, the messaging coming from state leaders, and community-building university outreach like SDPaSS).

Another important variable is the amount of affordable housing available off-campus in the Madison city proper. DSU anticipates that the pressure on available housing in Madison will increase substantially over the near future because of at least three factors: the Tru Shrimp industrial development (early indications are 150 new jobs), because of the MadLabs and job generation directly and indirectly from that research facility (200-300 new jobs generated), and because of economic investments coming from the Lake Area Improvement Corporation and the Madison Chamber of Commerce. Please note that business and industry across the Madison region continues to generate strong employee demand, creating pressure on the local housing market.

Except for the recently renovated Courtyard Hall (former Madison Community Hospital facility), the existing residence are very traditional, which is not beneficial in recruiting students to DSU. Of the four residence halls, Richardson Hall is the newest residence hall which was built in 1971. It is important, from a recruiting and retention perspective, to have a housing facility that appeals to the modern college student: Housing that contains amenities competitors already have. The addition of the Residence Village project will allow the campus to provide the additional units needed to accommodate increased enrollment while providing a housing experience that includes a mix of floor plans and amenities today's students demand.

Finally, there are many benefits to expanded on-campus housing. For example, more students will have greater access to campus services and support as well as greater exposure to academic programming offered by residence life professionals. A greater percentage of upper level students will live on campus with the addition of improved facilities. This was the finding in a recent survey of students currently living off campus.

N. Risks and Fall Back Plan:

The current pro forma takes a conservative approach but a fall back plan still is necessary if circumstances do not meet or exceed the projections. DSU will implement several enrollment growth strategies but is dependent upon addressing the lack of housing that would allow for the additional growth. These strategies included but are not limited to:

- Cyber Programs and significant scholarship increase (doubling of academic scholarships)
- Additional sports and expansion of existing athletic programs, with increased funding supporting these through the DSU Foundation
- Esports starting fall 2019

- Growth in Research (UG & Grad) students on campus (MadLabs opening fall 2019)
- International student recruitment

The success of these enrollment strategies will not be known for certain until there is housing capacity to implement them. A significant risk for DSU is not building sufficient housing capacity to meet the growing demand and therefore turning students away from the various programs that are and will continue to be in high demand.

Rates for current DSU housing were adjusted 3% above inflation for FY21, FY22 and FY23 in the pro forma. If the enrollment growth necessary to meet the required coverage ratio or M&R investment is not met, a potential fall back plan would be to adjust the current rates incrementally to ensure these are maintained at the required level.

The DSU Rising Gift provides for some additional staffing supported through gift funds. These funds, if needed, would be utilized to provide support for the staffing needed to operate the new residence hall. The pro forma assumes $80,000 of expenses (staffing) would be funding out of the DSU Rising gift annually, from FY21 through FY28.

The university currently leases two 8-plex apartment units. If enrollment projections do not come in as projected, these units could be turned back to the Madison Housing and Redevelopment Commission (MHRC). The current lease with the MHRC for these units concludes summer 2020.

Lastly, if necessary, the university through gift funds via the DSU Foundation, would supplement DSU Auxiliary System in order to meet the financial requirements in BOR policy such as M&R investments.

Building Program

The initial building program below is based on the current plan which is a 3-story structure with a combination of suite-style and apartment-style units. The building is a total of 40,242 gross square feet or 335 gross square feet per bed.

DSU
DAKOTA STATE

Preliminary Building Program

1. Residential Units

Program Element	NSF	Quantity	Total NSF
Student Units:			
A. Four-Bedroom Suite Unit (4-bedroom / 1-bathroom; single bedrooms)	755	10	7,550
A - ADA. Four-Bedroom Suite Unit (4-bedroom / 2-bathroom) - ADA Accessible	1,005	2	2,010
C. Six-Bedroom Apartment Unit (6-bedroom / 2 bathroom)	1,217	10	12,170
C - ADA Six-Bedroom Apartment Unit (6-bedroom / 2 bathroom) - ADA Accessible	1,467	2	2,934
Staff Units:			
E. Residence Director Apartment (2-bedroom / 1-bathroom)	900	1	900
Total Residential Unit Area (Net Square Footage)		**24**	**25,564**

2. Floor Community & Support Spaces

Program Element	NSF	Quantity	Total NSF
Community Study Area	200	2	400
Community Lounge	250	2	500
Building Lounge	1,000	0	0
Furniture Storage	75	2	150
Linen Storage	75	2	150
Total Floor Community & Support Area (Net Square Footage)			**1,200**

3. Building Community, Academic & Administrative Support Spaces

Program Element	NSF	Quantity	Total NSF
Building Entry Lobby	250	1	250
Multi-Purpose Room / Community Lounge	350	1	350
Classroom	750	0	0
Laundry	500	1	500
Trash / Recycling	90	3	270
Vending	100	1	100
Public Restrooms	60	2	120
Entry Desk / Reception	200	0	0
Administrative Area Vestibule	100	0	0
Administrative Offices	120	1	120
Residence Assistant (RA) Resource Room	150	1	150
Mail / Package Area	350	0	0
Total Building Community, Academic & Admin. Support Area (Net Square Footage)			**1,860**

4. Building Infrastructure & Facilities Operations

Program Element	NSF	Quantity	Total NSF
Maintenance Area (Maintenance Workshop w/ Integrated Office)	200	1	200
Supply Storage (Maintenance Supply Storage)	200	1	200
Custodial Supply Room (TP, Paper Towel, Soap)	250	1	250
Grounds Area	300	1	300
Tool Storage	200	1	200
Main Electrical	350	1	350
Main Mechanical	500	1	500
Custodial Closet	35	2	70
Electrical / IT	100	2	200
Total Building Infrastructure & Facilities Operations (Net Square Footage)			**2,270**

Total Net Square Footage (Items A, B,C, and D above)			**30,894**
Building Core & Circulation at Efficiency of:	*76.8%*		*9,348*
Gross Square Footage			**40,242**
Gross Square Footage Per Occupant (Bed)			**335**

Illustrative Floor Plans

FIRST FLOOR (28 BEDS)

TYPICAL 2ⁿᵈ AND 3ʳᵈ FLOORS (46 BEDS EA.)

Illustrative Floor Plans

4 BEDROOM SUITE 754 SF

6 BEDROOM APARTMENT 1,225 SF

Illustrative Exterior Images

Summary Pro forma

DSU Total Auxiliary System Summary Pro forma

	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29
SubTotal Operating Revenue	$4,826,843	$5,034,000	$5,209,656	$5,384,855	$6,388,978	$6,617,851	$6,770,728	$6,906,155	$7,045,528	$7,186,762	$7,332,045	$7,480,292
SubTotal Other Revenue	$423,123	$424,000	$424,000	$424,000	$424,000	$424,000	$424,000	$424,000	$424,000	$424,000	$424,000	$424,000
SubTotal Investment Income	$39,836	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000
Total Revenues	$5,289,803	$5,478,000	$5,653,656	$5,828,855	$6,832,978	$7,061,851	$7,214,728	$7,350,155	$7,489,528	$7,630,762	$7,776,045	$7,924,292
Total Expenditures	$3,371,850	$3,574,000	$3,682,284	$3,671,530	$4,095,380	$4,177,810	$4,260,924	$4,345,751	$4,432,442	$4,520,905	$4,611,293	$4,783,516
Excess of Revenue over Expenditures (NOI)	$1,917,953	$1,904,000	$1,971,372	$2,157,326	$2,737,598	$2,884,041	$2,953,804	$3,004,404	$3,057,086	$3,109,856	$3,164,751	$3,140,776
Total Debt Service	$1,369,266	$1,368,566	$1,364,128	$1,367,096	$1,826,666	$1,858,308	$1,894,108	$1,931,465	$1,970,687	$1,796,427	$1,824,129	$1,854,043
Coverage Ratio	1.40	1.39	1.45	1.58	1.50	1.55	1.56	1.56	1.55	1.73	1.73	1.69
Excess Net Revenue above 1.20		$261,721	$334,419	$516,810	$545,599	$654,072	$680,874	$686,646	$692,262	$954,144	$975,797	$915,925
Net Revenue after Debt Service		$535,434	$607,244	$790,230	$910,932	$1,025,733	$1,059,696	$1,072,939	$1,086,399	$1,313,429	$1,340,622	$1,286,733
2% M&R Funding		$513,786	$578,785	$642,505	$751,091	$816,108	$1,164,896	$1,269,088	$1,353,920	$1,391,770	$1,430,957	$1,471,519
M&R Funding Surplus/(Shortage)		$21,648	$28,459	$147,724	$159,841	$209,625	($105,200)	($196,149)	($267,521)	($78,341)	($90,335)	($184,785)

Assumptions:
1. 120 beds with a mix of units – 4-bed single suite, 6-bed single apartment
2. 90% occupancy in the new residence hall
3. 2% increase in rates/revenue annually, plus an additional increase of 3% each year for the first 3 years – FY21, FY22 and FY23 (total of 5% increase those years)
4. 2% increase in expenses annually
5. Debt term of 25-years at 3.77%
7. DSU has current bonded debt that will be retired in 2025 and 2028
8. DSU Rising Gift funding to offset staffing expenses in the amount of $80,000 per year FY21 – FY28

Dakota State University Residence Village – Facility Program Plan

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 5-14-1 – Classification of capital improvements
SDCL 5-14-2 – Supervision by Bureau of Administration of capital improvement projects
– Payment of appropriated funds
SDCL 5-14-3 – Preparation of plans and specifications for capital improvements – State
building committees – Approval by board or commission in charge of
institution
BOR Policy 6:4 – Capital Improvements

BACKGROUND / DISCUSSION
The attached project list identifies the current capital improvement projects along with the
regental building committee representative, estimated dollar amount, the source of funds
for the project, and the current status of the project.

The review and approval of capital improvement projects involves several phases, and
Board approval is required before a project may advance from one stage to another.
Institutions may request exemption from this approval process for any maintenance and
repair project after the preliminary facility statement. The review and approval steps
involved include:

1. Submission of Preliminary Facility Statement for Board approval (proposal and
justification).
2. Submission of work request for the Office of the State Engineer (OSE) and
appointment of the Building Committee if an A/E firm is needed for development
of the Facility Program Plan. OSE begins architect evaluation process and Building
Committee interviews and selects architect.
3. Submission of Facility Program Plan (programmatic justification and detail,
identification of financing fund source).
4. Legislative approval is required for all facilities outside of the auxiliary system and
can be sought when funding is available or will be part of the Board's Ten year
Plan.

(Continued)
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INFORMATIONAL ITEM

5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS
No impact.

ATTACHMENTS
Attachment I – April 2019 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - April 2019

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
ACADEMIC FACILITIES								
Black Hills State University								
E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012	2022 HEFF Bonds Private	$3,000,000 $1,500,000 $4,500,000	May-12 Facility Stmt	Planning	2022	Bastian
Lyle Hare Stadium Renovation					Jun-16 Facility Stmt	Planning	2024	Bastian
Dakota State University								
Event Center					Dec-16 Facility Stmt	Planning		Schaefer
Madison Cyberlabs (MadLabs)		HB1057-2018	Private	$18,000,596	May-17 Design Plan	Construction GMP Approved	Sept-2019	Schaefer
Northern State University								
Athletic and Recreation Turf Field		HB1061-2018	Private HEFF M&R	$6,278,243 $303,314 $6,581,557	Dec-17 Design	Final Inspection	2018	Thares
New Regional Science Education Center		HB1010-2017	Private	$25,175,000	Dec-17 Design	Construction	2019	Morgan
Regional Sports Complex		HB1037-2019	Private	$33,000,000	Dec-18 Program Plan	Design	2021	Thares
South Dakota School of Mines and Technology								
Chemistry/Chemical Engineering Building Repair & Renovation	FY12 10 Yr Plan	HB1021-2015	HEFF M&R 2015 HEFF Bonds	$519,000 $6,040,000 $6,559,000	Apr-15 Design Plan	Final Inspection	2018	Sutton
Mineral Industries Bulding			Private		Jun-14 Facility Stmt	A/E Selection		Wink
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
South Dakota Advanced Materials & Manufacturing Institute					Oct-16 Facility Stmt	Planning		Bastian
Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection		Sutton
South Dakota State University								
American Indian Student Center		SB 50-2018	Private School & Public Lands	$4,000,000 $500,000 $4,500,000	Jun-18 Design Plan	Construction	2020	Schaefer
Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations		HB1080-2016 SB172-2017	Livestock Disease Emergency 2018 State Bonded LDE/Animal Ready Fund Local ADRDL Fees	$1,575,000 $50,039,637 $2,600,000 $6,000,000 $1,105,000 $61,319,637	Oct-16 Design Plan	Construction	2020	Morgan
Campanile Avenue - Utility Upgrades			HEFF M&R Parking & Traffic Revenue General Funds M&R	$3,055,211 $1,000,000 $1,377,789 $5,433,000	Aug-18 Facility Stmt	Design	2019	TBD
Chiller Plant - Chiller Upgrade & Cooling Services			HEFF M&R	$1,135,000	May-18	A/E Selection	2019	NA

South Dakota Board of Regents Capital Improvement Projects - April 2019

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
			Rent Revenues	$1,400,000 $2,535,000	Facility Stmt			Exempted
Harding Hall - Renovation & Addition		SB10 - 2016	HEFF M&R Tuition	$3,300,000 $5,000,000 $8,300,000	May-17 Design Plan	Final Inspection	2018	Morgan
Lincoln Hall - Renovation			Private	$13,000,000	Aug-17 Facility Stmt	Planning		Bastian
Outdoor Sports Support Facility		SB 51-2018	Business and Athletic Income	$600,000	Dec-17 Program Plan	A/E Selection	2019	Not Assigned
Performing Arts Center-Theater & Music Education Addition	FY12 10 Yr Plan	HB1051-2012 HB1016-2016	2017 HEFF Bonds Private Local	$13,000,000 $29,349,807 $6,042,000 $48,391,807	Dec-16 (Revised Funding)	Construction	2018	Morgan
Plant Science Research Support Facility		SB27-2015	Local Grant Private	$2,400,000 $1,600,000 $500,000 $4,500,000	Mar-16 Design Plan	Final Inspection	2017	Morgan
Raven Precision Agricultural Center	FY12 10 Yr Plan	HB1264-2018	Local General Funds Private 2019 State Bonds	$7,500,000 $2,000,000 $16,600,000 $20,000,000 $46,100,000	Dec-17 Program Plan	Design	2021	Morgan
Pugsley Center - Renovation			Private	$15,000,000	Aug-17 Facility Stmt	Planning		Mickelson
South Dakota Art Museum Addition and Renovation			Private		Dec-15 Facility Stmt	Planning		Morgan
Stanley Marshall Center - Additions & Renovations		SB18-2017	Private	$15,000,000	May-17 Design Plan	Final Inspection	2018	Roberts
Utility Tunnel (North), Steam/Condensate Infrastructure (Repair and Modernization)	FY12 10 Yr Plan	HB1051-2012	2014 HEFF Bonds HEFF M&R General Fund M&R Local Funds	$7,000,000 $10,381,500 $1,024,127 $50,000 $18,455,627	May-17 Design Plan (revised)	Construction	2019	Schaefer
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds HEFF M&R	$5,000,000 $5,043,000 $10,043,000	Mar-16 Program Plan	Phased Project Design & Construction	2028	Schaefer

University of South Dakota

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
North Commons Renovation			HEFF M&R	$2,973,155	June-17 Program Plan	Construction	2019	Adams
Dakota Dome Renovation		HB1060-2018	Private Local HEFF M&R	$14,500,000 $6,419,602 $5,400,398 $26,320,000	Dec-17 Program Plan	Design	2020	Schieffer
National Music Museum		HB1065-2018	Private HEFF M&R	$7,718,200 $1,500,000 $9,218,200	Dec-17 Program Plan	Planning	2020	Schieffer

South Dakota School for the Blind & Visually Impaired

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
New School		HB1071-2018	Private GOED	$11,847,916 $5,000,000 $14,347,916	Aug-18 Facility Design Plan	Construction	2019	Thares

South Dakota Board of Regents Capital Improvement Projects - April 2019

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
REVENUE FACILITIES								
Black Hills State University								
University Wellness Center Addition			Private		Dec-16 Facility Stmt	Planning		Bastian
Dakota State University								
New Residence Hall & Student Life Facility			Auxiliary Bonds Private	TBD TBD	May-18 Facility Stmt	Planning	TBD	Mickelson
Northern State University								
Great Plains East and Great Plains West			Private Aramark Local	$22,725,000 $150,000 $11,000 $22,886,000	Feb-17 Design Plan	Final Inspection	2018	Thares
South Dakota School of Mines and Technology								
Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection		Wink
South Dakota State University								
Southeast Neighborhood Apartments			2018 Auxiliary Bonds Res Life Parking & Traffic Revenues Private (Aramark)	$18,000,000 $2,400,000 $335,379 $1,660,792 $22,396,171	Aug-18 Design Plan (Revised) Program Plan	Construction	2019	Roberts
Student Wellness Center Addition			2016 Auxiliary Bonds GAF	$12,400,000 $2,000,000 $14,400,000	Dec-16 Design Plan	Final Inspection	2018	Morgan

Board Action:
1) Preliminary Facility Statement
2) Facility Program Plan
3) Design
4) Bid - Board approves substantive changes from program Plan

Project Status:
1) Planning
2) A/E Selection
3) Design
4) Bid
5) Construction

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SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – U (2)
DATE: April 2-4, 2019

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SUBJECT
System Tuition Fund Condition Statement

CONTROLLING STATUTE, RULE, OR POLICY
None

BACKGROUND / DISCUSSION
Attached you will find a System Tuition Fund Condition Statement. The balance as of July 1, 2018 was $4,021,012. Interest earnings on FY18 money was posted this past September making the cash balance $4,163,231.

The Board made a financial commitment to the Banner Student project in March of 2018. The funds will be spent this fiscal year.

Board action at the February 15, 2019 meeting approved the use of the Board's reserve funds to provide interim financing for the renovation of the South Dakota School for the Deaf (SDSD) facility, to be repaid from the proceeds from the sale of SDSD's extraneous land.

IMPACT AND RECOMMENDATIONS
The Board's reserve is available to address emergencies as well as other Board priorities and critical needs. The current goal of the pool is 5% of tuition revenue or $10,142,657. The reserve is at 1.02% after taking into consideration the commitments against the fund. The fund will be back at 1.5% when the SDSD land is sold and the fund is repaid the $1.7M.

The reserve pool is not growing commensurate with the tuition revenues generated by the campuses. Today, the institutions get back their tuition revenues just as they were earned. The system tuition fund only grows by the amount of interest earned on tuition funds while held in the System pool.

ATTACHMENTS
Attachment I – System Tuition Fund Condition Statement

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INFORMATIONAL ITEM

South Dakota Board of Regents
System Tuition Fund Condition Statement
March 1, 2019

FY19 Projected

<u>Beginning Cash Balance:</u>	$4,021,012
<u>Revenue:</u>	
FY18 Actual Interest Earnings	$142,219
<u>Use of Funds</u>	
Support for Banner Student Project	($1,000,000)
Interim Financing for SDSD Renovations	($1,700,000)
<u>Ending Cash Balance and Reserve</u> [1]	<u>$1,463,231</u>
% of Tuition Revenue	1.02%

(1) Board's Reserve Goal is 5% of Tuition	$10,142,657

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
    Presentation on Efficiencies in the BOR System and Discussion

CONTROLLING STATUTE, RULE, OR POLICY
    N/A

BACKGROUND/DISCUSSION
    The Board of Regents Universities and the other entities under the domain of the BOR such as the Board office need to do a better job explaining cost structures and what the cost drivers are in higher education. Salaries need to be appropriately driven by the market and administrative structures must be defendable. Management of facilities and delivering programs need to be evaluated for their efficiency and effectiveness, particularly in regard to the state's small population and geography. Academic support and administrative areas as well as potential shared service opportunities could be other areas that could be evaluated for potential cost efficiency. While a preponderance of our costs and structures are justifiable and defendable, others need to be looked at with a fresh perspective. The goal at the end of the day is to manage costs and keep education affordable for the citizens of the State and our students.

IMPACT AND RECOMMENDATIONS
    The goal is to start the dialogue with the Board, Board staff, presidents, faculty and policymakers about where we can accomplish efficiencies with a clear understanding of the pros and cons and real cost of doing so. The comprehensive system-wide review will inform the Board as it embarks on its next strategic plan and give assurance to tax paying citizens that they have a quality higher education system that is spending all dollars in the most effective way possible. This work will be arduous and hard questions will be asked, which will likely create levels of discomfort across the system, but South Dakota higher education can set a high standard for leadership and innovation in pursuit of excellence.

ATTACHMENTS
    None

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INFORMATION ONLY

The South Dakota Board of Regents adjourned its regular business meeting on April 4, 2019 and will meet again for its regular session on May 14, 2019 via teleconference.

I, Dr. Paul Beran, Executive Director and CEO of the South Dakota Board of Regents, declare that the above is a true, complete and correct copy of the minutes of the Board of Regents meeting held on April 2-4, 2019.

Dr. Paul B. Beran
Executive Director & CEO
South Dakota Board of Regents