BOARD OF REGENTS
MINUTES OF THE MEETING
August 3-5, 2021

Contents

CONSENT AGENDA
Academic and Student Affairs

The South Dakota Board of Regents met on August 3, 2021, at the RedRossa Hills/Highlands Ballroom in Pierre at 1:00 p.m. Central Time with the following members in attendance:

Brock Brown
Jeff Partridge
Tim Rave
Barb Stork
Tony Venhuizen
Joan Wink
Jim Thares, Secretary
Pam Roberts, Vice President
John Bastian, President

Also present during all or part of the meeting were Dr. Brian Maher, Executive Director and CEO; Nathan Lukkes, Board of Regents General Counsel; Kayla Bastian, System Director of Human Resources; Dr. Janice Minder, System Vice President for Academic Policy and Planning; Dr. Rebecca Hoey, System Associate Vice President for Academic Affairs; Heather Forney, System Vice President of Finance & Administration; Dr. Janelle Toman, System Director of Communications; Shelly Anderson, System Internal Auditor; Molly Weisgram; Executive Assistant to the CEO and Board; Dr. Barry Dunn, SDSU President; Dr. Laurie Nichols, BHSU President; Dr. Jim Rankin, SDSM&T President; Dr. Neal Schnoor, NSU President; Sheila Gestring, USD President; Dr. José-Marie Griffiths, DSU President, via Zoom; and other members of the Regental system, public and media.

TUESDAY, AUGUST 3, 2021

Regent Bastian declared a quorum present and called the meeting to order at 1:00 p.m.

1-A Approval of the Agenda

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

1-B Declaration of Conflicts

Regent Thares recused himself from agenda item 8-E.

1-C Approval of the Minutes – Meeting on June 18, 2021; June 22; June 23-24, 2021

IT WAS MOVED by Regent Thares, seconded by Regent Roberts, to approve the minutes of the Board of Regents meeting on June 18, 2021; June 22, 2021; and June 23-24, 2021. Motion passed.

1-D 2022 SDBOR Meeting Calendar

The Board agreed to adopt the proposed 2022 Board of Regents meeting dates and locations as shown in Attachment I with one change: the August retreat location will remain TBD until further notice.

A copy of the 2022 SDBOR Meeting Calendar can be found on pages **26** to **27** of the official minutes.

Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Thares, seconded by Regent Rave, to dissolve into Executive Session at 1:15 p.m. on Tuesday, August 3rd, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and 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, and that it recess at 5:30 p.m. and reconvene in Executive Session 8:00 a.m. on Wednesday, August 4th, to continue discussing the earlier referenced matters, and that it rise from Executive session at 12:00 p.m. to resume the regular order of business and report its deliberations while in executive session, and take any action it deems prudent as a result thereof. Motion passed.

The Board dissolved into executive session at 1:15 p.m. and recessed at 5:30 p.m.

WEDNESDAY, AUGUST 4, 2021

The Board resumed its meeting in executive session at 8:00 a.m. and rose from executive session at 12:00 p.m.

The Board joined area legislators for a lunch meeting at 12:30 p.m., and then it convened for its annual planning session at 2:00 p.m.

Meeting with Area Legislators

Representative Will Mortenson (District 24), Representative Mike Weisgram (District 24), Senator Mary Duvall (District 24), and Senator David Johnson (District 33) met with Board members to informally discuss priorities in the public university system.

PLANNING SESSION

4-A Senate Bill 55 Task Force Implementation Planning

Dr. Brian Maher, Executive Director and CEO, explained that the report from the Senate Bill 55 Task Force, a group commissioned by the 2020 Legislature to study efficiencies within the state's higher education system, will be finalized and submitted to the Governor's office and legislature no later than November of this year. He said there are several recommendations that emerged from the work, and planning for implementation of several recommendations is already underway. He invited Board office staff to provide an overview of the recommendations.

Dr. Janice Minder, System Vice President for Academic Policy and Planning, explained that at its June meeting, the Senate Bill 55 Task Force met to review its working list of recommendations. She shared the recommendations supported by the three subcommittees of the task force and invited Board member feedback and endorsement.

She described a recommendation about right sizing of staffing, which includes evaluation of data related to FTE and budgets at the universities. She said this work is in-progress and the data should be received by the end of August. The campuses will review the information and bring any related recommendations to the Board in December.

Kayla Bastian, System Director of Human Resources, explained that a comprehensive HR review will be conducted over the next year. This will also include a classification and compensation study for non-faculty exempt employees. Additionally, she said a performance evaluation software that ties with the system's position description software is being implemented, which will created a better way to manage and track a systematic review process and provide better data. A system-wide Lean project will begin in the next month as well to ensure new staff members are connected with systems sooner. Once these items are implemented, an HR audit will be conducted and any changes promoting efficiency would take effect the next fiscal year.

Dr. Minder described a merging of certain back office business functions at BHSU and SDSMT, including a single purchasing office, single travel approval and reimbursement process, and a single process for generating ID cards, etc. She said this is a pilot that has potential to be used at other universities on the eastern side of the state as well.

Nathan Lukkes, Board of Regents General Counsel, described the consolidation plan for Title IX and EO for the system. He said this includes centralizing the hearing process by having the Board office act as a conduit to engaging outside counsel so that the hearings are conducted in a consistent fashion. Additionally, two central hubs for conducting investigations system-wide were developed in Brookings and Vermillion. Last, the back office work related to developing templates, notifications, and trainings are in the process of being developed centrally.

Dr. Minder said they are in the process of developing more efficient and effective quality control processes for distance education courses. This will become a lean review. Additionally, the state authorization reporting process is being reviewed to ensure that technology solutions are being implemented to create efficient reporting and streamlining of communication. Last, the group is looking to ensure the tools being purchased comply with and meet the needs of the ADA.

Dr. Minder described the implementation of an information/knowledge software tool called TeamDynamix. Essentially, this installs a call center/knowledge center for students as well as a center for technology solutions for departments.

Dr. Minder explained that Voice over Internet Phone (VOIP) has been deemed the standard for the system and a standard vendor/technology is being researched for later implementation by all universities.

Dr. Minder said SDSU and USD have high performance computing needs as research institutions. They have agreed to become hubs for the rest of the system. The other four campuses will be able to utilize this with a shared services model.

Dr. Minder said the system is implementing Lean processes across councils, disciplines, and departments. This process should be accepted within the next three to six months.

Dr. Minder said there is a need to review the single sign-on process with the help of a consultant to understand best practices for how our active federation tree is set up on behalf of the system. This allows students and employees to sign onto technology systems once but gain access to the many tools and software available to them.

Heather Forney, System Vice President of Finance & Administration, shared information about end point detection and better safe guarding of our data. The recommendation is to put forward a budget proposal in the amount of $4.472 million from ARPA funds in hopes of getting funding that would enable the system to advance this effort.

Dr. Minder described a system funding analysis, which was tasked through the Senate Bill 55 legislation. The intention of this analysis is to review the history of funding within the system and the inequities of those funding streams to the universities. She said the Tuition and Fee Review Committee, which is looking at simplifying tuition and fees, will weave this review into its already agreed upon work.

Dr. Minder said the Technology Affairs Council has been asked to draft an interoperability policy, which would employ best practices to ensure interconnected integration throughout the system.

In response to the interoperability item, Regent Partridge suggested that the lines of communication be opened to understand if there are ways to stay consistent throughout the state. Regent Venhuizen agreed and after hearing ways in which this has been explored historically between the Board of Regents and the Bureau of Information Technology (BIT), he said the technology has changed so much in the last twenty years that it's worth another conversation. Heather Forney responded by saying the relationship building continues with BIT as do the opportunities to collaborate.

Dr. Minder explained that there have been issues with timely reimbursement of household moving allowances for new employees. Representative Bartels, who served on the Task Force, has been working with the state to develop legislation that would remove the necessary approval for reimbursement of these expenses from the Board of Finance and take them directly to the auditor's office. Both Representatives Bartels and Karr have agreed to support and advocate for this proposed legislation in the 2022 session. Regent Venhuizen said this is an excellent idea and would be good for all of state government.

Dr. Minder explained the recommendation to add tele-mental health to the requested list of ARPA funding for our students. This budget request has been provided and we are anxiously awaiting whether or not it will be funded.

Dr. Maher said the next recommendations relate to how we can do a better job communicating and educating on the work of the Board of Regents. This includes developing a methodology to define peer groups for the institutions. Each institution currently has peer groups, but they are not using similar methodology to how they arrived at them. Wendy Caveny, system Director of Institutional Research, is working with the campuses to develop common definitions for a single methodology that will create peer groups more useful in comparison and communication purposes.

Additionally, related to educating and advocating for the Board of Regents, Dr. Minder said an Economic Impact Study of the system went out for RFP, and Parker Phillips was awarded the contract. The study is underway and should be completed by December of this year. This information will help tell the story of higher education and its impact in South Dakota.

Dr. Minder said a review of all current library subscriptions has taken place, which showed that we are already lean in this area. All the contracts we have will probably be the only ones we'll engage in together as a system because of the specialty content areas that pertain to only certain campuses. However, the recommendation from the Senate Bill 55 is that whenever a contract comes up for review, it should be revisited.

Dr. Minder explained that the Academic Subcommittee of the Senate Bill 55 Task Force recommended that the system complete a workforce gap analysis. The system engaged a firm called EMSI, which conducted a workforce analysis in the state of South Dakota and compared our graduates to our workforce needs. The final report was just received and it will be shared with the Board soon. The report helps us understand the programmatic needs of the state and where we might enhance our programmatic offerings or make other informed decisions for the system and universities. An analysis such as this can show gaps in terms of the number of jobs versus our

supply of graduates as well as what jobs are projected in the future so we can adequately supply the relevant knowledge through relevant degrees.

Regent Wink said the learning from the EMSI report was so much greater than duplication and small class size. She said we learned more about where our problems are and where there is workforce need beyond what was anticipated. The information is so rich that it will be helpful to others in the state, including economic developers and prospective employers. There will be webinars and other opportunities to roll out and educate on what information is available and how to access it.

Regarding course management, Dr. Minder said the task force recommends creating an all-encompassing policy that doesn't just look at section size, specifically low-enrolled sections, but also classroom capacity and class rotation. The recommendation is to develop a holistic set of data metrics to help academic leadership review trending information that helps them make decisions on section offerings. This is a student service because it supports offering the correct courses for students to complete their degrees in a timely manner. This policy will include all courses not just those that are low-enrolled, which is a major diversion from the past policy.

Dr. Minder said the task force recommends incorporating program effectiveness into a program prioritization policy. This policy would use more than degrees conferred to determine the sustainability and viability of their program offerings. As part of this work, the system office is creating a tool that uses a variety of metrics that provide academic leadership a way to monitor the sustainability of their programs within their campus. It also provides access to metrics that show how often students are transferring into their academic programs from other departments versus within the same department. Ideally, this would take care of many program productivity issues much before a program is flagged for unproductivity. Regent Wink said this is the sort of thing that saves real time and money on a campus, although it is not likely to be readily understood by the public and legislature.

Dr. Minder introduced the recommendation from the Academic Subcommittee that the Board review its institutions' missions. She said the task force was introduced to Indiana's impressive work on institutional missions and felt that South Dakota should do something similar even though it is a substantial amount of work. President Nichols said defining institutional missions is a major responsibility of the Board of Regents, so it is the Board's decision on how to move forward. If the Board decides to take the recommendation, it would likely be a two-year project that would require leadership from the Board and a neutral party to work with the institutions in navigating these conversations. Because this would have to be a partnership with the presidents, their feedback would be critical. Regent Rave commented that because campuses have multiple focuses, this process/discussion could be really challenging.

Dr. Minder said all task force subcommittees recommend that educating and advocating on behalf of the Board of Regents should increase. This includes the Economic Impact Study, round-table discussions, promoting the value of needs-based scholarship in the state, etc.

Heather Forney, System Vice President for Finance & Administration, explained that the Infrastructure Subcommittee of the task force recommends the exploration of a single food service

provider for all six state universities in order to understand the benefits and potential cost savings for the system.

Dr. Minder said the Senate Bill 55 Task Force recommends further developing the West River Nursing programming, which included the move to a single nursing school to service west river as approved by the Board of Regent in May 2021.

Heather Forney provided some background information on discussions related to the Community College for Sioux Falls, which include draft budget recommendations for the facility that will be finalized at the Board meeting tomorrow.

Heather Forney said the next recommendation relates to the Black Hills State University – Rapid City, and the Board has seen a budget request from President Nichols for renovations and expansion of the West River Health Science University Center and that includes the changes to the nursing program there.

Heather Forney said high performance green standards for buildings was a win during the 2021 Legislative Session. Through the work of the task force, Senator Maher heard from campus facilities personnel about the excess amount of time and money invested to achieve the required LEED silver certification on all big renovations and new builds. The successful legislation as a result removed the ~~silver~~ certification requirement for all renovations and took all new builds down to a LEED certification only, not necessarily silver.

Heather Forney provided information on a vendor that is projecting significant utility savings to the Regental System through behavior modification. She said currently general funds fully pay the utilities for academic buildings. The task force recommends a sustainability analysis of our system, and in connection to that, move forward legislation that would authorize the Board of Regents to use the savings to pay the sustainability vendor and then capture the remaining savings to be used for energy conservation M&R projects.

In response, Regent Roberts said this goes against her personal appropriations philosophy since it is difficult to expect the state to keep appropriating money that we will no longer be needing. In response to a question about how the savings would be used, Heather explained the savings would be captured and dedicated to future sustainability projects. Regent Roberts said she would prefer that the Board ask for money to support sustainability projects and justify the request by emphasizing that the dollars are actually the savings captured through past sustainability efforts. Regent Roberts reemphasized that she doesn't like how it is presented at current. Heather said the feedback is helpful. She said the Board doesn't need to make any decisions on recommendations at this point, however. There is time before now and December to continue to discuss recommendations and how legislation may or may not support them.

Heather Forney said the next recommendation relates to refinancing of bonds and would require legislation. She said there are two kinds of bonding done for the system. One is the auxiliary facilities that we bond ourselves with rent, food service, and wellness center revenues. In this case, when there is an opportunity to refinance, we capture the savings. On the other hand, the building authority issues bonds for academic buildings and we pay a lease to the building authority to pay

for these facilities. When the building authority has an opportunity to refinance, the Board continues to pay the same lease payment and any savings go back to the general fund. The recommendation is to capture these savings and bring them back to the students, which would require a legislative change. Regent Venhuizen said he doesn't recommend this battle.

Heather Forney said the task force recognized the value in implementing a contract management database software, and because of the vast efficiencies offered in this regard, the recommendation to implement is already being acted upon. She described the importance and capabilities of such a database system.

Dr. Minder thanked all the Senate Bill 55 Task Force members for their time and contributions, explaining that the effort was herculean. She let everyone know that there are six meetings planned across the state to provide outreach and further information about the Senate Bill 55 recommendations to the campuses and local community, as well as legislators.

A copy of the Senate Bill 55 Task Force Implementation Planning can be found on pages **28** to **29** of the official minutes.

4-B Community College for Sioux Falls

This item was deferred.

4-C BHSU-Rapid City Role and Name

BHSU President Laurie Nichols explained that the Rapid City Center has had two converging forces in the last few years. First, the center has seen a decade worth of decline in enrollment. Second, the west river nursing program in Rapid City is located in an old Monument building that no longer serves its needs. These two things created an opportunity to come together and elevate nursing in the area.

Regent Partridge said BHSU has done great work with applied sciences. He said they are working diligently to expand and attract more people into the healthcare field. Toward this effort, there is a movement to officially change the center's name to the West River Health Science University Center. This would require Board action at a later date.

A copy of the BHSU-Rapid City Role and Name can be found on page **30** of the official minutes.

4-D Goals for Strategic Planning and Performance Metrics

Dr. Brian Maher, Executive Director and CEO, said the Board of Regents will need to establish new performance measures that would be used ongoing or could be tightly coupled to the next five-year strategic plan, which is under development this fall. Additionally, later this month, the Board is asked to report its new performance indicators to the Government Operations and Audit Committee (GOAC) of the legislature.

Dr. Janice Minder, System Vice President for Academic Policy and Planning, pointed to Attachment I of the agenda item and said the Board should consider the identified performance indicators. The Presidents were invited to provide insight on their university performance indicators to give perspective on system indicators.

President Nichols said BHSU uses enrollment, retention rate (federal rate), persistence rates, degree completion, NESSE results, external grants/contracts, job placement and region placement.

President Griffiths said DSU also uses those named, but she included financial stability of the university.

President Schnoor said NSU uses those named, but he added success rate, which includes transfer students and those who go onto post-graduate education.

President Rankin said SDSMT agrees with those names and included placement rate in their field, invention disclosures and patents, intellectual property and royalties.

President Dunn said SDSU would include the cost of degree, which pulls in retention and graduate rates. He agreed that financial sustainability is very critical.

Regent Venhuizen reinforced the importance of the cost of degree metric.

The Board engaged in a discussion about the importance of educating the public about the work of the foundations, donor dollars, and endowments. Regent Venhuizen said he has very often needed to explain the difference between the institutional and foundation lines, and it is not readily understood.

Regent Thares talked about how important the work of the foundations is to the system.

Regent Partridge asked if there is a way to find the foundation information.

In response, Regent Venhuizen said the information is available, but we tread a fine line because while this is important, it is also important to note that the regents do not control this money.

Heather Forney said as we are going through the Economic Impact Study, there are opportunities to integrate the stories about the important work of the foundations from those interviewed.

President Gestring said USD uses a whole host of performance indicators, including student life, auxiliary system, student programming, external funding applications and awards, IP and invention disclosures and patents, academic progress, graduation success, ticket sales, corporate sponsorships, fundraising, admissions data, affordability, average net price, average net cost, academic affairs persistence, retention rates, accreditation reports, pass rates of professionals, pass rates of exit exams, donors, dollars raised, social media engagements, local and state news impressions, traffic on website, regulatory compliance, finance and days cash on hand, CPI, audit reports, revenue per FTE by major source, education and related spending per degree, total spending per degree, deferred maintenance, overall aesthetic, human resources turnover by

department, number of employees eligible to retire, succession planning, error rate of payroll processing, customer satisfaction, project completion, time to resolution from the help desk and overall health and age of technology infrastructure.

President Dunn said US News and World Report rankings are challenging to manage, and we do not look very good from these rankings. The impressions by others is a huge part of that ranking, too.

President Nichols said the student to faculty ratio is another very critical indicator of quality.

Dr. Minder summarized the performance indicators she heard, naming academic quality, placement, passage rate for licensure and certification, average net price, student life/aux health, HLC ratio, student success completion-retention-persistence, academic quality student to faculty ratio. The last, however, needs to be considered on what is success.
She recognized that campus climate is also important.

The group discussed research dollars as a performance indicator, saying that is one that is unknown as to whether it should be a system indicator or left as a university-specific metric. Nathan Lukkes, BOR General Counsel, said if we are only tracking the research dollars, then it's not helpful at the system level. However, if the system cannot effectively influence increasing research dollars, it should be included.

Dr. Minder explained that Dr. Maher will take the final list of the performance indicators as a foundation to assist in developing a draft five-year strategic plan. The plan will incorporate goals that allow campus feedback and connect to measurable outcomes. This draft will be provided to the Regents at their December 2021

A copy of the Goals for Strategic Planning and Performance Metrics can be found on pages **31** to **36** of the official minutes.

4-E Budget Request Development Process

Heather Forney, System Vice President of Finance & Administration, asked the Board to consider how it would like to engage in the budget development process in future years.

Regent Venhuizen said he likes the current process. His question relates to what direction the presidents are getting on what they should be asking for at the informal budget hearings in June.

Regent Rave said a "hot wash" shortly after the legislative session is really important to analyze what was asked, what was given, what wasn't given, and why. This debrief and summary can help launch the next budget development and remain congruent and within context from year to year.

Heather Forney explained the direction given to presidents this year when developing their informal budget requests. Regent Venhuizen followed up by saying it is important not to over direct the presidents in the spring because seven to nine months later the context could change quite a bit.

The Board felt that it would be helpful to have reserve lists of projects on hand so the Board office is ready to pivot if the context changes.

The Board agreed to implement a spring review as suggested by Regent Rave when the "wins" and "losses" are fresh in everyone's minds.

IT WAS MOVED by Regent Thares, seconded by Regent Partridge, that the Board dissolve back into Executive Session at 4:55 p.m. to continue to discuss the previously referenced matters, recess at 5:45 p.m. and then reconvene in Executive Session at 8:00 a.m. on Thursday, August 5th, to continue its deliberations before rising from Executive Session at 10:00 a.m. to resume the regular order of business and report its deliberations while in executive session, and take any action it deems prudent as a result thereof. Motion passed.

A copy of the Budget Request Development Process can be found on page **37** of the official minutes.

THURSDAY, AUGUST 5, 2021

The Board met in executive session 8:00 a.m. and rose from executive session at 10:00 a.m. It reconvened at 10:00 a.m. for public session.

5-A Report and Actions of Executive Session

Regent Thares said the Board dissolved into Executive Session at 1:15 p.m. on Tuesday, August 3rd, 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 5:30 p.m. The Board reconvened in Executive Session at 8:00 a.m. on Wednesday, August 4th to continue discussing the earlier referenced matters before rising from Executive Session at 12:00 p.m. to resume the regular order of business. The Board dissolved back into Executive Session at 4:55 p.m. to continue to discussing the previously referenced matters, recessing at 5:45 p.m. and then reconvened in Executive Session at 8:00 a.m. on Thursday, August 5th, to continue its deliberations before rising from Executive Session at 10:00 a.m. to resume the regular order of business.

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 Thares, seconded by Regent Partridge, to approve the recommended actions as set forth in the Secretary's Report and that it 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 **24** to **25** of the official minutes.

5-B Public Comment Period

There were no public comments.

CONSENT AGENDA

IT WAS MOVED by Regent Rave, seconded by Regent Roberts, to approve consent agenda items 6-A through 6-K. Motion passed.

Academic and Student Affairs

6-A Graduation Lists

Approve the attached BHSU, NSU, SDSU, and USD graduation lists contingent upon the students' completion of all degree requirements.

A copy of the Graduation Lists can be found on pages **38** to **55** of the official minutes.

6-B (1) BOR Policy Revisions – BOR Policy 2:10 – Grades and Use of Grade Point averages (GPA) – Revisions to Minimum Progression Standards (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 2:10, as presented.

A copy of the BOR Policy Revisions – BOR Policy 2:10 – Grades and Use of Grade Point averages (GPA) – Revisions to Minimum Progression Standards (Second Reading) can be found on pages **56** to **67** of the official minutes.

6-B (2) BOR Policy Revisions – BOR Policy 4:15 – Medical Leave and Leaves of Absence (First and Final Reading)

Approve the first and final reading of the proposed revisions to BOR Policy 4:15, as outlined in Attachment I.

A copy of the BOR Policy Revisions – BOR Policy 4:15 – Medical Leave and Leaves of Absence (First and Final Reading) can be found on pages **68** to **78** of the official minutes.

6-C (1) New Program Requests – SDSMT – Minor in Biomaterials

Authorize SDSMT to offer a minor in Biomaterials, as presented.

A copy of the New Program Requests – SDSMT – Minor in Biomaterials can be found on pages **79** to **87** of the official minutes.

6-C (2) New Program Requests – USD – Minor in Medical Laboratory Practices

Authorize USD to offer a minor in Medical Laboratory Practices, as presented.
A copy of the New Program Requests – USD – Minor in Medical Laboratory Practices can be found on pages **88** to **96** of the official minutes.

6-D Intent to Plan Request – SDSMT – BS in Ceramics Engineering

Authorize SDSMT to develop a program proposal for a BS in Ceramic Engineering, as presented.

A copy of the Intent to Plan Request – SDSMT – BS in Ceramics Engineering can be found on pages **97** to **109** of the official minutes.

6-E Inactive Status and Program Termination Requests – BHSU

Approve BHSU request to terminate the BSED in Mathematics & Science Ed – Composite major, as presented in Attachment I.

A copy of the Inactive Status and Program Termination Requests – BHSU can be found on pages **110** to **113** of the official minutes.

6-F (1) Agreements on Academic Cooperation – South Dakota State University

Approve South Dakota State University's agreements on academic cooperation
with Carlow College (Ireland), Kaya Responsible Travel, Work the World, and Lakeland
Tours LLC dba Worldstrides, as presented.

A copy of the Agreements on Academic Cooperation – South Dakota State University can be found on pages **114** to **136** of the official minutes.

6-F (2) Agreements on Academic Cooperation – University of South Dakota

Approve the University of South Dakota's agreements on academic cooperation with the University of Oldenburg and Otaru University of Commerce, as presented.

A copy of the Agreements on Academic Cooperation – University of South Dakota can be found on pages **137** to **149** of the official minutes.

6-G (1) Articulation Agreements – Black Hills State University

Approve Black Hills State University's articulation agreement with Laramie County Community College, as presented.

A copy of the Articulation Agreements – Black Hills State University can be found on pages **150** to **155** of the official minutes.

6-G (2) Articulation Agreements – Dakota State University

Approve Dakota State University's articulation agreement with Alexandria Technical and Community College, as presented.

A copy of the Articulation Agreements – Dakota State University can be found on pages **156** to **161** of the official minutes.

6-H Extension Forestry Joint Powers Agreement Addendum – SDSU & SD Department of Agriculture and Natural Resources

Approve the Year 2 Work Plan to the existing Joint Powers Agreement set forth in Attachment I.

A copy of the Extension Forestry Joint Powers Agreement Addendum – SDSU & SD Department of Agriculture and Natural Resources can be found on pages **162** to **166** of the official minutes.

Budget and Finance

6-I M&R Projects

Approve the requested maintenance and repair projects as described in this item.

A copy of the M&R Projects can be found on pages **167** to **168** of the official minutes.

6-J FY22 Minnesota Reciprocity

Approve the Minnesota reciprocity rates for FY22 and authorize the Executive Director to execute the Memorandum of Understanding.

A copy of the FY22 Minnesota Reciprocity can be found on pages **169** to **173** of the official minutes.

6-K City of Brookings Easement – Research Park at SDSU

Approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the easement as stated therein.

A copy of the City of Brookings Easement – Research Park at SDSU can be found on pages **174** to **182** of the official minutes.

INFORMATIONAL ITEMS – NO BOARD ACTION NECESSARY

6-L Interim Actions

A copy of the Interim Actions can be found on pages **183** to **185** of the official minutes.

6-M Capital Projects List

A copy of the Capital Projects can be found on pages **186** to **190** of the official minutes.

6-N Annual Teacher Education Report

A copy of the Annual Teacher Education Report can be found on pages **191** to **203** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

7-A Opportunity for All

Nathan Lukkes, Board of Regents General Counsel, explained that over the course of the last few years, the Board has engaged in conversation about intellectual diversity, civics and history, inclusion, critical race theory, and other national buzz words and topics. He said the Board has worked to take a very reasoned and rational approach within the system to respond to the many involved constituent groups. He referenced Attachments I and II of the agenda item and said they are a culmination of the Board's efforts.

He said Attachment I is the Board's position statement on the issues and concerns around these areas and how they should be advanced going forward. Attachment II is a summary action plan that highlights four different areas that would result in a number of actions between now and the October Board meeting. This would require action at both the institutions and the Board office. At the October Board meeting, the Board would be provided an update on changes and activity that has occurred in the interim. The Board would also review and approve any policy changes that have occurred as a result.

Regent Venhuizen thanked Nathan Lukkes, the executive director, the presidents, and the Board members who contributed considerable work toward this effort. He said this is an issue we've heard about from many constituents, including the Governor, legislators, tax payers, and parents, so it is important that we are clear. He said critical race theory is not the basis of instruction at our universities, and it will not be. He said what we are doing today is not simply banning a label because that label means different things to different people and it's a shifting message.

Instead, the Board is passing a statement on the positive values of the Board moving forward. He said higher education has played a very important role in history, explaining that it teaches American ideals, encourages academic freedom and discovery, and encourages breakthrough in technology. He read a statement from President Biden given on May 28, 2021 on the current conflict between America and China. He said America's strength lies in its ability to access information and learning. This availability of information and the ability to critique and learn from our flaws is a critical aspect to winning current and future global conflicts.

Regent Wink said this has been a process and very much appreciates the work on this statement, though she has often been the dissenting voice within these discussions. She appreciates that her

colleagues have truly listened to her point of view. She noted that she believes in equity, diversity, and the value of inclusion. She also believes the Board has to do what is best for its six universities.

Regent Partridge said there has been a lot of work done in this area already, and he believes the Opportunity Centers and Opportunity for All efforts continues this work. He encourages a yes vote on moving this forward so we can continue the process of what has happened thus far.

IT WAS MOVED by Regent Stork, seconded by Regent Partridge, to adopt the Board Statement set forth in Attachment I and the Action Plan in Attachment II, and further direct Board staff and presidents to take the necessary actions to begin implementing the Action Plan and report back and propose any necessary changes at the Board's October meeting. Motion passed, Regent Wink abstained.

A copy of the Opportunity for All can be found on pages **204** to **207** of the official minutes.

7-B New Program Request and Request to Seek Accreditation – USD – DNAP in Nurse Anesthesia Practice (CRNA)

Dr. Tim Ridgway, USD Medical School Chief Health Officer, stated that the University of South Dakota (USD) is requesting authorization to offer a Doctor of Nurse Anesthesia Practice (DNAP) degree program. The purpose of the DNAP post baccalaureate program is to prepare registered nurses to become Certified Registered Nurse Anesthetists (CRNAs) who will have the educational background and skills necessary to provide anesthesia care that is founded in innovative, evidence-based practice and use of advanced technologies. Graduates of the program will be able to assume leadership roles in a variety of healthcare settings and improve healthcare delivery.

He explained that the Council on Accreditation of Nurse Anesthesia Education (COA), which is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation as the sole accrediting authority for nurse anesthesia educational programs, has mandated that all students accepted into an accredited program as of January 1, 2022 will be required to graduate with doctoral degrees. Therefore, USD also requests approval to seek accreditation from the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) contingent upon approval of the DNAP degree program.

Dr. Ridgeway provided information to support why there is demand for more CRNAs in South Dakota and shared reasons why the program is well suited as an offering provided by USD. He answered questions about the timing of ramping this program. He stressed the importance of each step in the process promoting the quality of the program.

Regent Rave said this program is vital for the stability of our healthcare system in the state, and while we have one program offered at a private university in the state already, it is not within the state's university system.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to authorize USD to offer a DNAP degree in Doctor of Nurse Anesthesia Practice at the Community College for Sioux Falls and to

seek accreditation from the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), as presented. Motion passed.

A copy of the New Program Request and Request to Seek Accreditation – USD – DNAP in Nurse Anesthesia Practice (CRNA) can be found on pages **208** to **255** of the official minutes.

7-C New Program Request – SDSMT – Minor in Avionics

Dr. Lance Roberts, SDSMT Provost/Vice President for Academic Affairs, stated that South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a minor in Avionics. The proposed minor will address the needs of the aerospace industry in South Dakota in the field of avionics and will better prepare students by increasing their competitive edge when seeking employment in the avionics area of aerospace engineering. The minor would require an exception to AAC Guideline 2.8, which limits minors to 18 credit hours, including prerequisites. The proposed minor in avionics will require 18-20 credit hours, with further credit hours in prerequisites required. This highly specialized minor will be targeted to existing electrical or mechanical engineering majors who will already take those prerequisite courses as part of their major.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to authorize SDSMT to offer a minor in Avionics, as presented. Motion passed.

A copy of the New Program Request: SDSMT – Minor in Avionics can be found on pages **256** to **264** of the official minutes.

7-D New Specialization Requests – SDSMT – Specializations in Minerals Industry Management, Mining Engineering, and Mining Industry Applications (MS Mining Engineering and Management)

Dr. Janice Minder, System Vice President of Academic Affairs, stated that South Dakota School of Mines & Technology (SDSMT) requests authorization to offer three new specializations within the MS in Mining Engineering and Management program: Minerals Industry Management, Mining Engineering, and Mining Industry Applications. Currently, these proposed specializations exist as "emphases" within the Minerals Industry Management and Mining Engineering program. Converting these emphases into specializations will allow them to show up on student transcripts.

Dr. Lance Roberts, SDSMT Provost/Vice President for Academic Affairs, said when this MS program was started eight years ago, the students fell into two different groups: on-campus students funded through research projects and looking for a technical focus, and students who are professionals working in the mining field and more interested in the management focus. The second group especially would benefit with the specialization noted, as it will help them with their career. He noted that the proposed Mining Industry Applications specialization is a combination of the two existing tracks for students who wish to gain experience in both areas.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to authorize SDSMT to offer specializations in Minerals Industry Management, Mining Engineering, and Mining Industry Applications within the MS in Mining Engineering and Management, as presented. Motion passed.

A copy of the New Specialization Requests – SDSMT – Specializations in Minerals Industry Management, Mining Engineering, and Mining Industry Applications (MS Mining Engineering and Management) can be found on pages **265** to **286** of the official minutes.

7-E Intent to Plan Request – SDSMT – PhD in Data Science and Engineering

Dr. Janice Minder, System Vice President of Academic Affairs, stated that South Dakota School of Mines & Technology (SDSMT) requests authorization to develop a proposal to offer a PhD in Data Science and Engineering. The PhD in Data Science and Engineering will be an interdisciplinary degree that would span across many existing and emergent technical fields, including Machine Learning and Artificial Intelligence, Data Mining and Big Data, Data Analytics and Applied Statics, Data Engineering, and Data Visualization. The program would include participation from the departments of Mathematics, Computer Science and Engineering, and Industrial Engineering.

Dr. Lance Roberts, SDSMT Provost/Vice President for Academic Affairs, further described the multi-disciplinary program and the possibilities this program brings to students and business

Dr. Minder said there is potential for external funding for this exploratory program, which is why the item appears on the main agenda rather than the consent agenda. She noted that the full proposal will incorporate much deeper information about the need for the program.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to authorize SDSMT to develop a program proposal for a PhD in Data Science and Engineering, as presented. Motion passed.

A copy of the Intent to Plan Request – SDSMT – PhD in Data Science and Engineering can be found on pages **287** to **303** of the official minutes.

7-F Capital University Center Agreement

Nathan Lukkes, Board of Regents General Counsel, explained that the Board of Regents has a long history of engagement with Capital University Center (CUC), now known as Capital City Campus (CCC), in Pierre. At the Board's May 2017 meeting, it reviewed and discussed a detailed report regarding CUC and the pathway forward. One of the action items identified in that discussion was the need for a new agreement between the Board of Regents and the CUC Foundation Advisory Board.

Various iterations of models and approaches have been discussed between the parties since 2017. The proposed agreement set forth in Attachment I reflects the approach ultimately deemed to be the most prudent by CUC, Board staff and institutional representatives. In short, the proposed agreement wipes the slate clean and starts fresh, voiding and/or replacing any and all prior agreements and/or understanding between the parties. It provides a flexible framework through

which our institutions can provide offering at or through CUC, allowing both CUC and our institutions to adjust and respond to the changing market conditions in timely fashion.

Regent Partridge asked if there is a budget item or unit for this facility. Nathan Lukkes said there is an appropriation that comes from HEFF that was agreed to a number of years ago. This agreement does not change the funding structure, only how we deliver courses. Originally, there was a twenty five year lease that went through 2034. This agreement would run through 2031 and then includes the option for five year renewals. If the funding stream and legislative appropriation changes, there is flexibility to change the agreement.

Regent Roberts provided additional historical context on the money appropriated specifically for the SDBOR to pass through to the CUC.

President Dunn said the delivery system that came from COVID response has created opportunities in Pierre that have potential for success. The intention is to provide hybrid experience for students with online courses to support the workforce in Pierre.

IT WAS MOVED by Regent Wink, seconded by Regent Brown, to authorize the Executive Director to finalize and execute the CUC Agreement in substantially similar form to Attachment I. Motion passed.

A copy of the Capital University Center Agreement can be found on pages **304** to **313** of the official minutes.

7-G BOR Policy X:X – Student-Athlete Commercial Use of Name, Image, and Likeness Policy (New Policy) (First and Final Reading)

Nathan Lukkes, Board of Regents General Counsel, explained that in response to a recent US Supreme Court decision (NCAA v. Alston), on June 30th, the NCAA adopted an interim name, image and likeness ("NIL") policy. While South Dakota has a few related laws with respect to agents, South Dakota does not have any state law specific to NIL. While the landscape in this area will certainly evolve in the months to come, the proposed policy set forth in Attachment I provides a basic framework under which our institutions and their student-athletes can operate in the interim. It is anticipated that institutions may, but wouldn't have to, create campus specific policies to provide additional detail, parameters, process, etc. consistent with the Board's general policy.

Regent Venhuizen complimented the work done on this policy. He said he has followed this issue and acknowledges that this is very new and comes with many unknowns. He said he doesn't want to impose rules on our system that the NCAA doesn't dictate.

Regent Partridge said the policy is a first step with more to come. This provides cover and guidance for now until more guidance comes out from NCAA.

President Dunn said the NCAA plans to rewrite its constitution for update in January 2022 so confirmed that this is a dynamic issue.

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IT WAS MOVED by Regent Wink, seconded by Regent Rave, to approve the first and final reading of the new policy as presented in Attachment I. Motion passed.

A copy of the BOR Policy X:X – Student-Athlete Commercial Use of Name, Image, and Likeness Policy (New Policy) (First and Final Reading) can be found on pages **314** to **318** of the official minutes.

BUDGET AND FINANCE

8-A FY23 Budget Request

Heather Forney, Vice President of Finance & Administration, presented the revised system budget request. She directed the Board to review Attachment II and noted one change related to the NSU E-Learning Center. Where it says NSU requests five FTE for the NSU E-Learning Center, this will be changed to zero.

Regent Roberts said we will also submit a statement of need for salary policy above inflation with hopes that we can get action on increasing salaries not just for the regental system but all state employees.

Regent Venhuizen elaborated on the "why" for advocating for salary policy above inflation. He also noted his support for the M&R request.

Regent Roberts said there is also an ARPA request list, and Heather Forney verified that this list has been shared with the Business Affairs Council and some of the university requests appear there since they have legitimate chance of being funded with ARPA dollars.

IT WAS MOVED by Regent Thares, seconded by Regent Roberts, to approve the FY23 Budget Request to include the priorities identified in Attachment II, to direct the staff to prepare and submit the FY23 Budget Request detail and justification to the Bureau of Finance and Management, and to refine any budget request figures and narratives as necessary. Any needs for federal and other expenditure authority, full-time equivalent (FTE), South Dakota Opportunity Scholarship, post-secondary scholarship, lease payments, salary policy, and utility adjustment requests should be included.

A copy of the FY23 Budget Request can be found on pages **319** to **379** of the official minutes.

8-B FY22 HEFF Bonding

Heather Forney, Vice President of Finance & Administration, notified the Board that in August or September 2021, the South Dakota Building Authority will issue Series 2021 Revenue Bonds to provide $10,500,000 of funding for construction costs on the BHSU E.Y. Berry Library Renovations and the USD Allied Health Sciences Facility. She provided information on the HEFF Bonding process, explaining that the Board will be asked to adopt a single resolution on a roll call vote to (1) request the Building Authority to go forward with the issuance of the Revenue Bonds to finance a portion of the costs of the Projects, (2) authorize the formal transfer of jurisdiction

over the necessary property or structures to the Building Authority, and (3) amend the lease agreement between the Board and the Building Authority to reflect the new transactions.

She said property transferred to the Building Authority as collateral for the Revenue Bonds will be reconveyed to the Board once the construction bonds, or refinancing instruments, have been discharged.

A copy of the FY22 HEFF Bonding can be found on pages **380** to **382** of the official minutes.

8-C SDSU Data Storage

Heather Forney, System Vice President of Finance & Administration, explained that SDSU and the Regents Information System (RIS) are seeking authority to purchase data storage to replace their existing systems. SDSU's primary data storage systems for enterprise, research, and disaster recovery functions are end-of-support and end-of-life beginning in June 2021. SDSU needs to replace these systems with new solutions. RIS also needs to upgrade their existing data storage systems for their production and disaster recovery operations, as maintenance and support agreements end in 2022.

David Overby, SDSU Vice President for Technology and Security, and Dave Hansen, System Chief Information Officer, explained that after a process of review the vendor NetApp as selected. After negotiating costs, NetApp has agreed to reduce the cost to SDSU by 79%, or $22,550,000, and RIS by 68%, or $642,700, and extend these discounts to other SD BOR institutions for their storage solutions to January 20, 2022 (approximately 6 months) as well. The Board office will review the discount information with the Universities and coordinate additional purchases under this discount program. SDSU and the Board office are seeking approval to move forward with the purchase of the NetApp solutions beginning in August 2021.

IT WAS MOVED by Regent Thares, seconded by Regent Roberts, to approve the SDSU/RIS request to purchase a NetApp data storage solution at a cost of $6,457,300. SDSU will be using Other Funds of $6,150,000 and RIS will be using their Capital Fund for $307,300. Motion passed.

A copy of the SDSU Date Storage can be found on pages **383** to **412** of the official minutes.

8-D NSU Request to Dispose of Rental House

Heather Forney, System Vice President for Finance & Administration, explained that NSU requests permission to dispose of the house located at 1217 South Lincoln Street in Aberdeen. This house was one of three properties purchased from the NSU Foundation in 2019. The Board of Regents approved the acquisition of the properties in December 2018. The acquisition plan submitted and approved in 2018, stated that the two houses included in the purchase would eventually be sold and moved from the site in order to provide additional parking for Wolves Memorial Suites which is adjacent to 1217 South Lincoln Street. The house has stood empty for nearly two years and needs major repairs. Permission is requested to demolish the house if it cannot be sold and moved from the site. The estimated cost of demolition is $10,000. Additional parking would not be added at this time. The lot would be graded and planted to grass to be used as a

recreational space. In the event this space is turned into parking, a special parking permit would be established and all revenues for said permits would be part of the NSU Auxiliary System.

IT WAS MOVED by Regent Thares, seconded by Regent Rave, to approve the demolition of the rental house located at 1217 South Lincoln Street in Aberdeen at a cost not to exceed $10,000. In the event NSU converts this location to parking, revenues generated from said parking permits will be part of their Auxiliary System. Motion passed.

A copy of the NSU Request to Dispose of Rental House can be found on page **413** of the official minutes.

8-E NSU Naming Request

Nathan Lukkes, Board of Regents General Counsel, explained that Northern State University (NSU) requests authorization to name the football field within the new football stadium as Thares Field. The new Dacotah Bank Stadium, which is located on the southeast corner of campus within the Regional Sports Complex, is currently under construction and slated for completion in August 2021. The naming request from NSU requires an exception to Board Policy 1:27 (naming after serving Regent), which the Board has the authority to allow. He recognized the contributions of Jim and Tracy Thares to the campaign leadership and also for their individual giving.

IT WAS MOVED by Regent Roberts, seconded by Regent Rave, to grant an exception to BOR Policy 1:27 and approve the request from Northern State University to name the football field within the new Dacotah Bank Stadium as "Thares Field". Motion passed. Regent Thares abstained.

A copy of the NSU Naming Request can be found on pages **414** to **417** of the official minutes.

8-F BOR Policy 1:27 – Naming of Institutional Facilities, Programmatic Units of Funded Academic Honors Revisions (First Reading)

Nathan Lukkes, Board of Regents General Counsel, explained that facilities (e.g., buildings, additions and roadways), programmatic units (e.g., colleges, schools, institutes, centers or departments) and wings, halls rooms or other areas within buildings, chairs, lecture series or other academic honors. While the bulk of BOR Policy 1:27 is specific to naming facilities or programmatic units in recognition of a person, family or organization, the second paragraph is generally applicable to the naming of all facilities (costing more than $250K) and programmatic units. As a result, the current policy can be read to require Board approval of generic/logical names, such as East Hall, Department of Biomedical Engineering, Center for Applied Sciences, etc.

The proposed revisions seek to clarify this issue, and in doing so, leave the authority to name facilities or programmatic units that are not in recognition of a person, family and organization and which bear a generic descriptive name that is logically related to its use, offering(s) and/or location, with the presidents and superintendents.

Regent Partridge said because he is not supportive of perpetual naming generally, he agrees that adding a definition to the length of time given for naming is worthy of further discussion.

IT WAS MOVED by Regent Thares, seconded by Regent Brown, to approve the first reading of the proposed revisions to BOR Policy 1:27, as presented in Attachment I. Motion passed.

A copy of the BOR Policy 1:27 – Naming of Institutional Facilities, Programmatic Units of Funded Academic Honors Revisions (First Reading) can be found on pages **418** to **421** of the official minutes.

ADJOURNMENT

IT WAS MOVED by Regent Thares, seconded by Regent Venhuizen, to adjourn the meeting. Motion passed.

The meeting adjourned at 11:50 a.m.

Secretary's Executive Session Report

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, August 3rd, 2021</u>, in accordance with SDCL 1-25-2 to discuss matters authorized therein. Following executive session on August 5th, 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-F – Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.

2-H (1) – Approve the salary adjustments and appointments as outlined in Attachment I of the Secretary's Report.

2-H (2) – Award one (1) year of prior service credit toward tenure and one (1) year of prior service credit toward promotion for Dr. Christopher Stanichar (NSU).

2-H (3) - Adopt the proposed findings and conclusions pertaining to USD Faculty Grievance No. 2021-1.

2-H (4) – Approve the evaluations letters for President Dunn, Superintendent Trefz, Superintendent Wadsworth, and Executive Director Maher as presented.

UNIVERSITY OF SOUTH DAKOTA						
Name	**Title**	**Effective Date**	**Job Change Reason**	**New Salary**	**Prior Salary**	**% Increase**
Tse Chi Yen	Admissions Counselor	5/22/2021	Permanent Additional Duties	$46,000.00	$41,000.00	12.20%

APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR				
NAME	**TITLE**	**EFFECTIVE DATE**	**SALARY**	**INSTITUTION**
Ashley Podhradsky	Vice President for Research and Economic Development	6/22/2021	$ 205,000.00	DSU
Josh Pauli	Executive Director of the Applied Research Lab	6/22/2021	$ 252,690.00	DSU
Joan Ray	Director of Special Education	6/30/2021	$ 67,135.00	SDSBVI
Padriac McMeel	Director of Athletics	6/22/2021	$ 110,000.00	BHSU

SOUTH DAKOTA BOARD OF REGENTS

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SUBJECT
    2022 SDBOR Meeting Calendar

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

BACKGROUND / DISCUSSION
    Per the Board By-Laws, an annual schedule of meetings shall be prepared in advance by the Board.

IMPACT AND RECOMMENDATIONS
    The proposed calendar of 2022 Board of Regents meeting dates can be found in Attachment I.

ATTACHMENTS
    Attachment I – Calendar of 2022 Dates and Locations

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DRAFT MOTION 20210803_1-D:
    I move to accept the dates and locations proposed on the 2022 Board of Regents Meeting Calendar in Attachment I.

2022 SDBOR Meeting Calendar

BOR ITEMS DUE (from campus)	COPS TOPICS DUE (from Presidents)	COPS MAILOUT	COPS MEETING	BOR INTERNAL POSTING	BOR MAILOUT	BOR MEETINGS	BOR MEETING LOCATION
February 28	March 3	March 8	March 15	March 17	March 22	March 29-30, 2022 (Tues-Wed)	BHSU, Spearfish
April 11	April 14	April 19	April 26	April 28	May 3	May 10, 2022 (Tues)	Zoom
May 23	May 26	May 31	June 7	June 9	June 14	June 22-23, 20212 (Wed-Thurs)	USD, Vermillion
July 6	July 7	July 12	July 19	July 21	July 26	August 2-4, 2022 (Tues-Thurs)	TBD
Sept. 7	Sept. 8	Sept. 13	Sept. 20	Sept. 22	Sept. 27	Oct. 5-6, 2022 (Wed-Thurs)	DSU, Madison
Nov. 2	Nov. 4	Nov. 8	Nov. 15	Nov. 22	Nov. 29	Dec. 7-8, 2022 (Wed-Thurs)	SDSMT, Rapid City

Planning Session

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AGENDA ITEM: 4 – A
DATE: August 3-5, 2021

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SUBJECT
   Senate Bill 55 Task Force Implementation Planning

CONTROLLING STATUTE, RULE, OR POLICY
   Senate Bill 55 (2020 session)

BACKGROUND / DISCUSSION
   A report from the Senate Bill 55 Task Force will be finalized in the coming weeks and already next steps are in process. Information about the task force's work will be shared to stakeholders, as the Board and its staff begin to implement task force recommendations, with various timelines and target dates.

   For example, the academic subcommittee of the Senate Bill 55 Task Force initiated a gap analysis review, utilizing a third-party vendor. This vendor, Emsi, was selected through a request for proposal. Early results from this study are providing valuable information for program development, evaluation of workforce needs, and overall academic policy and planning for the foreseeable future. The Executive Director and staff plan to share the EMSI study results to inform academic and workforce planning going forward.

   The Board staff also plans a series of six meetings in September and October, one on each university campus, to discuss findings from the Senate Bill 55 Task Force and its final report. At these meetings, we plan to engage with the campus and local community, as well as legislators, to answer questions and add to the understanding of work undertaken by the task force.

   The final report is due to the Governor and the Joint Appropriations Committee no later than November 15, 2021.

IMPACT AND RECOMMENDATIONS
   Below are the dates confirmed for the Senate Bill 55 Task Force outreach sessions in each campus community; all meetings to be held 7 p.m. local time.

- Thursday, Sept. 23 – South Dakota State University, Brookings
- Tuesday, Sept. 28 – Dakota State University, Madison

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INFORMATIONAL ITEM

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- Wednesday, Sept. 29 – Black Hills State University, Spearfish
- Tuesday, Oct. 5 – South Dakota Mines, Rapid City
- Tuesday, Oct. 12 – Northern State University, Aberdeen
- Thursday, Oct. 14 – University of South Dakota, Vermillion

Further details, and confirmation of meeting locations, will be finalized soon.

ATTACHMENTS
None

AGENDA ITEM: 4 – C
DATE: August 3-5, 2021

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SUBJECT
      BHSU-Rapid City (Placeholder)

CONTROLLING STATUTE, RULE, OR POLICY
      N/A

BACKGROUND / DISCUSSION
      This item is currently still under revision and review by BOR senior staff. Details will be available at the planning session on August 4.

IMPACT AND RECOMMENDATION
      N/A

ATTACHMENTS
      N/A

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INFORMATIONAL ITEM

Planning Session

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SUBJECT
   Goals for Strategic Planning and Performance Metrics

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 1:1 – General Authority, Powers, and Purpose of the Board
   BOR By-laws
   SDBOR 2014-2020 Strategic Plan
   GOAC Regents Performance Measures

BACKGROUND / DISCUSSION
   In October 2014, the Board of Regents adopted the SDBOR 2014-2020 Strategic Plan. As a formal statement of the board's core goals, this plan provided a blueprint for advancing the university system's major priorities over the coming years. The plan identified four priority areas – student success, academic quality and performance, research and economic development, and affordability and accountability. Each priority area was connected to a set of goals, outcomes, and action steps. Overall, the plan was meant to serve as a framework for facilitating systematic, goal-minded policymaking in the university system.

Table A	
Performance Indicators for SDBOR 2014-2020 Strategic Plan	
Priority Area	**Performance Indicators**
Student Success	Degrees Awarded, Undergraduate/Graduate Degrees Awarded to AIAN Students Retention Rate Graduation Rates (4-Year/6-Year) Remediation Rate
Academic Quality and Performance	Percent of Graduates Passing Licensure Exams Number of Accredited Programs Number of New Graduate Programs Students Participating in Experiential Learning
Research and Economic Development	Grants and Contracts Expenditures License Agreements Signed Licenses Signed with Start-Up Companies STEM Graduates

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INFORMATIONAL ITEM

Affordability and Accountability	Three-Year Federal Loan Default Rate
	Regional Rank for Undergraduate Tuition and Fees
	Percent of Operating Budget Funded by the State
	Students Served by Special Schools (SDSD/SDSBVI)

In May of 2021, Dr. Brian Maher, Heather Forney, and Dr. Janice Minder provided a final update to the Government Operations & Audit Committee (GOAC) on the outcome of the performance measures in Table A. At that meeting, Dr. Maher communicated that the Regents were exploring a new five-year strategic plan and new performance measures. GOAC requested for Dr. Maher to report in September on the new approved performance measures.

Identified Need

The Board of Regents will need to establish new performance measures that could be used ongoing or could be tightly coupled to the next five-year strategic plan. Attachment I provides a list of potential categories and topics identified by the Board Office. This attachment signifies 'examples' of performance indicators that could be selected or modified as deemed appropriate.

The grouping includes:

- Academic Quality
- Access and Affordability
- Financial Health
- Student Success
- Workforce Development

Performance Indicators

Working through Attachment I, Dr. Maher and the Board of Regents should consider the identified performance indicators. The Presidents should provide insight on their university performance indicators at the meeting. This discussion will assist in shaping the direction for the Regents.

Strategic Plan

Dr. Maher will take the final list of the performance indicators as a foundation to assist in developing a draft five-year strategic plan. The plan will incorporate goals that allow campus feedback and connect to measurable outcomes. This draft will be provided to the Regents at their December 2021 meeting.

Campus Strategic Plan

To assist in the discussions, the most recent strategic plan by the campus has been provided.

- Black Hills State University
- Dakota State University
- Northern State University

- [SD School of Mines and Technology](#)
- [South Dakota State University](#)
- [University of South Dakota](#)

IMPACT AND RECOMMENDATION

Dr. Maher, the Council of Presidents and the Board of Regents should identify a final list of performance indicators.

ATTACHMENTS

Attachment I – Sample Performance Indicators

Owner	Category	Item	Definition	Comments	Objective	Strategy	Measurement	Outcome
AAC	Academic Quality	Placement Rate	Existing graduate placement dashboard: Placement in SD 1 year after graduation	Should additional criteria be applied such as residency status?	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Academic Quality	Pass/Licensure/Certification Rates	Data from Fact Book	Do you want one value (# and/or % of graduates testing & passing licensure and certification examinations) or provide more granular detail like the Fact Book currently displays (by program)	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Academic Quality	National Exit Exams		The exams are not required for all programs or across all campuses. Check with campus Assessment staff on what exams are used and if they are loaded into Banner.	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Academic Quality	Academic Default Rate on Federal Loans	Rate calculated for SDBOR system?	Data is available at https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC/BAC	Access/Affordability	Average Net Price (comparative to Regional Peers)	Available in IPEDS: Average net price for full-time, first-time degree/certificate-seeking undergraduates paying the in-state or in-district tuition rate who were awarded grant or scholarship aid from federal, state or local governments, or the institution. Other sources of grant aid are excluded. Aid awarded anytime during the full aid year is included.	Need to define regional peers.	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC/BAC	Access/Affordability	Metric Cost of Degree (comparative to Regional Peers)	Need to define cost of degree. 4 years of average net price?	Need to define regional peers.	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
BAC	Access/Affordability	Administrative Costs	Administrative Costs are identified as the "institutional support" classification by NACUBO. Foundation expenses will be excluded from administrative costs.		Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
BAC	Access/Affordability	Tuition and Fee	Regional comparison of Tuition/Fees similar to pg 42 of fact book?		Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
SAC	Access/Affordability	SD HS Graduates	The number of graduates from SD public and private high schools as report by SDDOE. To estimate the number of graduates in future years, data from the SDDOEs most recent Student Enrollment Data multpled by the most current rate for on-time HS completion. https://doe.sd.gov/ofm/enrollment.asp		Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Access/Affordability	Educate SD HS graduates	Increase the percent of South Dakota HS graduates that attend SDBOR institutions w/in 16 months of graduation		Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
SAC	Access/Affordability	Other Applicants		Non-Residency, GED Completers, etc.	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?

Owner	Category	Item	Definition	Comments	Objective	Strategy	Measurement	Outcome
SAC	Access/Affordability	FAFSA Completion			Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC/BAC	Financial Health/ Academic Quality	Student Credit Hours	Total Student Credit Hours (Based on enrollment at census?)	We can include On-Campus and Off-Campus student credit hours (based on funding?). Would add another measure to track online student credit hours when the new online tuition rate is established?	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
BAC	Financial Health	Auxilary Systems Coverage Ratio	Calculated by dividing Excess of Revenues over Expenditures by Annual Debt Service		Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
BAC	Financial Health	Number of Campuses that reach a percentage of Cash Reserve or HLC Ratio			Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Student Success	Graduation Rates (Include Cohort Size and Total UG enrollment)	Graduation rate: the percent of first-time, full-time degree-seeking students for cohort year. Calculated at 4 years (100%) and 6 years (150%). Calculated for cohort institution and across system.		Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Student Success	Retention Rates (Include Cohort Size and Total UG enrollment)	Full-time retention rate: the percent of the (fall full-time cohort from the prior year minus exclusions from the fall full-time cohort) that re-enrolled at the institution as either full- or part-time in the current year. Calculated for cohort institution and across system.	We could do a general retention rate: the percent of the student enrolled in fall the prior year that re-enrolled at the institution in the current year regardless of cohort year, degree seeking status, etc.	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Student Success	Retention Rates (Fall to Fall)	The percent of students that re-enrolled at the institution as either full- or part-time in the current year. Calculated for institution and across system.		Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Student Success	Persistence (Fall to Spring)	First-time student returning from initial term to second term.	This is a critical element for student success.	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Student Success	Number of graduates employed in STEM occupation in SD.	Placement in a STEM occupation in SD 1 year after graduation	We are getting Industring info from DLR, if they can provide SOC # or SOC occupation description we can use the BLS STEM SOC list to determine how many grads are employed in SD in STEM occupations.	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Workforce Development	UG STEM Graduates	Need to define STEM. Use the STEM CIP codes established by SEVIS (Student Exchange and Visitor Information Services) Office within Immigration and Customs Enforcement (ICE) in the Department of Homeland Security (DHS) uses the CIP to define STEM for purposes of extending postsecondary, foreign student visas for optional practical training (OPT). https://www.ice.gov/sites/default/files/documents/Document/2014/stem-list.pdf.	Include Associates and Bachelor degrees?	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?

Owner	Category	Item	Definition	Comments	Objective	Strategy	Measurement	Outcome
AAC	Workforce Development	UG Teacher Education Graduates	Currently available in the Fact Book.	Use one value (# of UG teacher education degrees) or provide more granular detail like the fact book where teacher education majors are listed?	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Workforce Development	Market Alignment - New Progams	Percent of new programs created that address the supply gap in Emsi Program Demand Gap Analysis	When do we count a program as created? BOR approval date? First active semester? Do we limit workforce alignment to the Emsi PDGA or do we expand to include workforce development agencies?	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Workforce Development	Educated Workforce	Increase the percent of South Dakota adults (25 years and above) that hold bachelor's degree or higher) - From census data.	Current data says SD is at 29.7% & U.S is at 33.1% of U.S. adults.	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?
AAC	Workforce Development	Industry Partner Goal - West River Nursing Enrollment	West River Nursing enrollment goal established with input from Monument Health.\nIncrease enrollment in West River Nursing program to 72 by January 2022.\nIncrease enrollment in West River Nursing program to 144 by January 2025 (a date was not specified in the BOR item)	Increase enrollment in West River Nursing program to 72 by January 2022.\nIncrease enrollment in West River Nursing program to 144 by January 2025 (a date was not specified in the BOR item)	Overall Objective	How do we meet the objective?	How are we measuring this - can it be measured?	What do we hope the intended Outcome is?

Planning Session

AGENDA ITEM: 4 – E
DATE: August 3-5, 2021

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SUBJECT
   Budget Request Development Process

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 4-7-7 Annual Budget Estimates Submitted by Budget Unit

BACKGROUND / DISCUSSION
   The South Dakota Board of Regents (BOR) uses a consolidated budgeted process where each of the six universities, the two special schools, and the Central Office budgets are presented as a system to the Governor and Legislature:

   1. Budget request is developed at the campus level (prior to June)
   2. New budget requests are presented by the campuses to the Board (at June meeting)
   3. Board reviews new requests and determines which to move forward as a system (at August meeting)
   4. Request is sent to Governor and Legislature for review (end of August)
   5. Governor proposes a budget (December)
   6. Legislature enacts its preferred budget (by end of session – March)
   7. Governor may veto part of legislative budget (veto day)
   8. Legislature may accept or override Governor's veto (veto day)

IMPACT AND RECOMMENDATION
   Does the Board wish to continue this process moving forward, or are there alternate processes we should discuss? Potential changes:
   - Have a preliminary discussion at the May meeting to flesh out common interests, themes, needs of all institutions, to inform the June request to the Board.
   - Add one-day meeting in July to discuss June presentations prior to setting the budget request in August.
   - Have Committee on Business and Finance (Committee B) review/analyze June submissions and make a recommendation to the Board for August action.
   - Other?

ATTACHMENTS
   N/A

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INFORMATIONAL ITEM

Academic and Student Affairs
Consent

****

SUBJECT
Graduation Lists

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:17 – Awarding of Degrees, Graduation Dates, and Catalog of Graduation

BACKGROUND / DISCUSSION
Board of Regents Policy 2:17 specifies that the Board "approves the awarding of academic degrees after receiving the university president's recommendation on behalf of the university," following each academic term. Once submitted on behalf of the institution, the president certifies that all candidates have successfully completed degree or program requirements as approved by the Board, and that no degree requirements were waived for any individual student. Black Hills State University, Northern State University, South Dakota State University, and University of South Dakota request approval of the attached graduation lists for Summer 2021. Dakota State University and South Dakota School of Mines and Technology recognize their summer graduates at May commencement.

IMPACT AND RECOMMENDATION
Board staff recommends approval.

ATTACHMENTS
Attachment I – Black Hills State University
Attachment II – Northern State University
Attachment III – South Dakota State University
Attachment IV – University of South Dakota

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DRAFT MOTION 20210803_6-A:
I move to approve the attached BHSU, NSU, SDSU, and USD graduation lists contingent upon the students' completion of all degree requirements.

Black Hills State University
August 3-5, 2021

AUGUST 2021

ASSOCIATE OF ARTS

Haushild, Levi   Mulford, Elizabeth
Hayward, Jeffrey

ASSOCIATE OF SCIENCE

Yous, Katherine

BACHELOR ARTS

Baker, Abbigail

BACHELOR OF FINE ARTS

Adams, Payton   DuFloth, Kady   O'Neal, Samantha
Brown, Dakota   Kline, Adrienne

BACHELOR OF GENERAL STUDIES

Boocock, Sara

BACHELOR OF SCIENCE

Beasley, Shawna	Kerutis, Krista	Quenzer, Heath
Bruggeman, Carmen	Kettlehut, Kyle	Sackett, Gavin
Ciccariello, Anne	Koch, Crystal	Sherman, Rachel
Cole, Lexie	Kucera, Jialing	Starr, Jynessa
Cook, Holly	Ladonski, Krystina	Stewart, Ashtin
De la Montanya, Nathan	Lawrence, Amy	Taylor, Colton
Dill, Bailie	Louder, Tyler	Tesch, Audra
Fisher, Erika	Mardian, Holly	Tian, Yuan
Gerry, Lee	Nelson, Tavis	Torczon, Madison
Hastings, Kathryn	O'Neal, Samantha	Vanvleck, Casey
Josi, Lane	Parttimaa, Noora	Wallum, Mona
Kallhoff, Carlee	Poste, Kristina	Whitley, Trey

Black Hills State University
August 3-5, 2021

AUGUST 2021

BACHELOR OF SCIENCE IN EDUCATION

Gainey, Nicholas   Ihmels, Taylor   Smith, Selena
Hepp, Brittany

MASTER OF BUSINESS ADMINISTRATION

Block, Lydia   Lahr, Ryan   Taraz, Roghayeh
Foreman, Alicia   Lindbloom, Reed
Horner, Jonathon   Nguyen, Chi

MASTER OF EDUCATION

Haag, Megan   Richards, Zach
Hunter, Samantha   Thomas, Jenna

MASTER OF SCIENCE

Abernathy, George   Macfarlane, Mary   Shaw, Samuel
Bierbaum, Darin   Pearson, Brittany   Unzicker, Tabitha
Bott, Sandra   Peary, John   West, Audra
Her Many Horses,   Pesicka, Brandy
Jennifer   Reihe, Rachel
Kerns, Tamara   Roth, KayDe

CERTIFICATES

Hastings, Kathryn   Vanvleck, Casey

NORTHERN STATE UNIVERSITY
APPLICANTS FOR SUMMER GRADUATION
(Diplomas will be issued. No commencement ceremony held.)
August 20, 2021

CANDIDATES FOR THE MASTER'S DEGREES

MASTER OF MUSIC EDUCATION

Andrew Tyler Dussl	Michael Andrew Murphy	Rahshek'ka Shaheeda Titre
Malik Jabot Jenkins	Alyssa Jean Newbill	Andrew Grant Vaughn
Madison Anne Aeling LaTourelle		

MASTER OF SCIENCE

Shelley E. Christianson	Gabriel Michael King	Betser Roney
William Clifford Ellwanger	Michal Bonnilyn Parker	Annie Mae Walsh
Crystal Spring Joseph		

MASTER OF SCIENCE IN EDUCATION

Brock Enderson	Jaynie Audra Spier	Megan Marie Winghart
Shianne Lacey Rosselli	Blake Franklin Wendt	Shalena Faye Zeller
Steven L. Schoenfish		

CANDIDATES FOR THE BACCALAUREATE DEGREES

BACHELOR OF ARTS

Antonio Lamar Frazier	Samuel James King	Makenzie Merritt
Brady Ethan Hamer		

BACHELOR OF GENERAL STUDIES

Rae Lynn Ford	Shannon N. Lynch	Scott Robert Senftner
Ross Jurgen Ulyse Lambley		

BACHELOR OF MUSIC EDUCATION

Tierra Kaye Cassens

BACHELOR OF SCIENCE

Adela Alinani	Haley Rose Hillstrom	Melanie Rae McGee
Micala Elsie Bishop	Skyler Laura Jermolenko	Annika Marie Padgett
Emily Elisabeth Charchuk	Eric Joseph Lacher	Amanda Kay Schneider
Beth Ray Ann Fjeldheim	Alexis Brooke Lau	Mallory Kate Schoenhard
Ellie Nicole Gess	Jasmine Jayde Louis	Avery Marie Terwilliger
Griffin Lewis Hieb	Alisha D. Maier	Delsie Ann Weise

CANDIDATES FOR THE ASSOCIATE DEGREES

ASSOCIATE OF ARTS

Kelly Kay Kraft	Yoe Kaw Paw	Elizabeth Schultze
Misty D. Litwiller		

ASSOCIATE OF SCIENCE

Karimaliz Zayas Negron

CANDIDATES FOR CERTIFICATES

Mallory Kate Schoenhard

South Dakota State University
Summer 2021 Candidates

DOCTOR OF PHILOSOPHY

Samuel Adjei	Sprih Harsh	Angelinah Rasoeu
Pius Agyemang	Jessie Hendricks	Mukesh Roy
Rami Altameemi	Yue Huang	Ranjini Sankaranarayanan
Subrata Bhadra	Matthew Hummel	Anyesha Sarkar
Brittany Brennan	Ibis Iser	Abdus Sobhan
David Clizer	Anil Kommineni	Haydee Torres
Abigail Donkor	Shun Lu	
Ailin Guo	Ayorinde Ogunyiola	

DOCTOR OF NURSING PRACTICE

Madison Alexander	Thomas Davies	Jennifer Morgan
Stephanie Bork	Kristin DeWeerd	Hillary Newborg
Emily Boysen	Logan Frank	Lea Niederbaumer
Nicholas Cain	Anna Gebhart	Molly Tschetter
Maggie Christ	Katherine Greenlee	
Camille Christian	Stefanie Hoffman	

DOCTOR OF PHARMACY

Sailin Lin
Lucas Mitzel

MASTER OF ARTS

Nujhat Azad	Haley Greer	Madison Van Walleghen
Beatrice Benson	Hussein Sanooh	

MASTER OF EDUCATION

Julie Bunt   Katey Krager

MASTER OF PUBLIC HEALTH

Ashley Gustafson	Taryn Hingst
Ashley Hanley	Gracie Wilson

MASTER OF SCIENCE

Richard Acquah-Sarpong   Kristen Altermatt   Joy Amajioyi

Taylor Andrews
Kenneth Annan
Sourabhdeep Arora
Matthew Berg
Abigail Blanchard
Brandee Bly
Jordan Bogenrief
Mucahid Bozkus
Lisa Carthel
Soohyeon Choi
Iftekhar Uddin Ahmed
Chowdhury
Alana Christianson
Linda Detwiler
Jennifer Dickerson
Ruchi Dubey
Kwadwo Dwomoh
Natalie Elkins
Amanda Ensrud
Amanda Erickson
Talia Everding
Juliana Fajardo Rueda
Nicole Feist
Stuart Fetherston
Laura Fodness
Anlly Fresno Rueda
Gina Fritz
Janessa Gross

Surbhi Gupta
Mahtab Hajebi
Joshua Holley
Jie Hu
Jie Hu
Cory Jacques
Youjeong Jang
Kevin Jerez Bogota
Bryce Johnson
Narapa Reddy
Jonnavarapu
Danielle Karber
Gunnar Kern
Neha Khadka
Prathana Khakurel
Joel Kirst
Wyatt Knobloch
Alison Kuch
Savannah Larson
Jamie Lascelles
Sarah Lechner
Sierra Lutz
Cade Lyon
Naga Madhavareddy
Camille Massmann
Jennifer Mayforth
Drue Miller
Collin Moen

Katie Moen
Sharnell Mora
Irakoze Naftari
Rosanna Novellino Suarez
Ravi Panchagnula
Bindu Paudel
Lesley Petree
Madelyn Ponto
Sarah Potthoff
Krista Radke
Trenton Rohrer
Jawata Saba
Natasha Scherber
Jaclyn Schermer
Ruth Schlueter
Laura Schoenfeld
Anuj Shrestha
Sarah Speck
Cassandra Stangeland
Dakota Steensma
Cecilia Streff
Stacie Strong
Charice Suomala
Nithin Tathineni
Austin Wieseler
Kelsey Woodford
Yiran Zhang
Rong Zhou

BACHELOR OF SCIENCE IN NURSING

Joshua Achuka
Lauren Allen
Ashton Auch
Katlyn Bartz
Allison Beranek
RoseMarie Blote
Julie Bolding
Dominic Buren
Spencer Burke
Ally Carpenter
Cari Cavanaugh
Ashley Christ

Cody Christian
Dylan Clevenger
Elliot Coughlin
Annelise Curran
Allison Dallmann
Kelli Danielson
Elizabeth Determan
MaKayla Disburg
Kennedy Dose
Evelyn Dosoo
Danielle Emmett
Kara Feistner

Eastlyn Fell
Renee Girtz
Kiara Glanzer
Ashton Goeden
Alissa Greenhaw
Michaela Hacker
Brooke Hankel
Kali Hansen
Payton Hardin
Ashley Harms
Michelle Heesch
Kayleigh Henderson

Natalie Higgins	Amanda Miles	Jacob Sobraske
Cory Hoffman	Meghan Mortenson	Chloe Spain
Jessica Houser	Jonathon Needham	Brionna Spurlin
Emma Hughes	Taylor Neumann	Ashley Stattelman
Baylee Ideker	Kenna Nighbert	Kaley Stoulp
Erin Isackson	Chelsy Passmore	Alaina Struwe
Allie Kingsbury	Madeline Patzer	Samantha Suek
Hannah Kloss	Emily Pincus	Dylan Tams
Sydney Klosterman	Jena Plagens	Rachael Tice
Wendy Kurtz	Destiny Price	Emily Tollefson
Kinsey Leonard	Emily Randall	Alaina Van Overbeke
Jodi Leonardi	Anna Renner	Leslie Vinderslev
Samuel Ling	Taylor Roemen	Damaris Waldner
Eleanor MacLeod	Peyton Roesch	Peyton Weis
Lilly Mallett	Jena Roiger	Keisha Westerman
Madeline Marks	Connor Shoop	Molly Wilkinson
Collin McEntee	Lexy Smith	Amy Wittrock
Cori McNamara	Sydney Smith	Tia Zutter
David Means	Stacia Snoozy	

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Rohit Mali   Eli VanRoekel

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Christian Molback

BACHELOR OF SCIENCE IN DATA SCIENCE

Dinithi Siriwardana Pathiranage

BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING TECHNOLOGY

Turki Alshahrani

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

Sujith Ellekuttige   Andrew Hoffman   Moustafa Khalifa

BACHELOR OF SCIENCE IN OPERATIONS MANAGEMENT

Joshua Belai

BACHELOR OF SCIENCE IN AGRICULTURE, FOOD & ENVIRONMENTAL SCIENCES

Andrew Becker	Samuel Jarman	Chase Olson
Derek Boekelheide	Madeleine Johnson	Brittney Ormberg
Payton Brower	Jess Karber	Reed Peterson
Mikenna Burke	Taylor Kindelspire	Courtney Pohlen
Morgan Busack	Reece Krueger	Ariana Schumacher
Katelyn Condon	Tristen Kwasniewski	Tanner Skorepa
Jacklynn Dressen	Dalton Larson	Levi Smith
Alexis Ann Esser	Madelyn Leqve	Jackson Walsh
Brooke Hendrickx	Joshua MacDonald	Tessa Wenner
Laura Holt	Gunner McGee	
Ivan Hoogland	Chase Mogck	

ASSOCIATE OF SCIENCE IN AGRICULTURE, FOOD & ENVIRONMENTAL SCIENCES

Steven Fief	Jacob VanRyswyk

BACHELOR OF SCIENCE IN NATURAL SCIENCES

Ovin Shenuka Balasooriya Balasooriya Mudiyanselage	Abigail Burkhart	Devindi Samarasinghe Arachchige D
	Scot Halko	Joseph Willaert
Connor Borgos	Micah Mather	Donovan Wilson
	Whitney Muck	

BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES

Carly Campbell	Jaelyn Kappes

BACHELOR OF SCIENCE IN RESPIRATORY CARE

Paige Hansen

BACHELOR OF SCIENCE IN MEDICAL LABORATORY SCIENCE

Alifu Aliaertonge	Steven Ettorre	Matthew Larson
Laxmi Bayalkoti Roka	Hailey German	Jaquelyne Martinez Olarte
Jenni Blue	Haley Gossen	Emily Mauss
Mary Cable	Chase Grode	Tracy Morganbesser
Kristyn Carson	Alex Lange	Hoon Nam

Stephanie Plooster   Katherine Schultz   Austin Venard
Cheyenne Prouty   Reese Simons   Victoria Vongsy
Cassie Renfeld   Stacy Stover   McKayla Wachlin

BACHELOR OF SCIENCE IN EDUCATION AND HUMAN SCIENCES

Dylan Abraham   Olivia Gaikowski   McKayla Mithun
Michael Allen   Sunita Gajmer   Mustapha Mohammed
Rebekah Allen   Camryn Ganje   Michelle Moore
Mackenzie Andrews   Caden Goodrich   Kirsten Paetow
Jada Barnes   Lyric Gruenhagen   Rachel Paskewitz
Brody Bates   Matthew Hartsfield   Lexia Peters
Paige Block   Hunter Harvey   Karley Pistulka
Jacob Brown   Justin Heitritter   Chantal Quezada
Elise Cardella   Elle Hiltunen   Da'Kayla Ratliff
Hannah Caress   Megan Hopp   Carter Roach
Adina Castillon   Bobbi Huber   Hannah Roberts
Rachel Christian   Morgan Jensen   Madison Rosenau
Madison Collins   Vladik Johnson   Lauren Sankey
Rori Conners   Jennifer Jones   Taylor Schlechter
Jillian DeBoer   Janna Julius   Karissa Schouten
Kalley Diercks   Spencer Kappenman   Frank Serrao
Christopher Dokken   Dayton Keyman   Austin Smenda
Dawson Duchesneau   Alec Krueger   Andrew Staufer
Isabelle Elrod   Luke Landwehr   Michael Stillson
Gretchen Erickson   Sara Lee   Megan VanMaanen
Nicole Fillyaw   Breanna McDermott   Brianna Veen
Stephen Fischer   Riley McSherry   Rashline Young
Briana Flemming   Makayla Meirick

ASSOCIATE OF SCIENCE IN EDUCATION AND HUMAN SCIENCES

Chelsey Bultje   Kyann Wallace   Debra Walsh

BACHELOR OF ARTS IN ARTS, HUMANITIES & SOCIAL SCIENCES

Momoka Kamada   Katie Swanson
Brittany Kruger   Jennifer Vargas

BACHELOR OF FINE ARTS

Fernando Arechiga   Anna Blechinger   Paige DeVries

Jordan Lutmer	Ngole Ndaku	Autumn Schlomer
Madeline Moorhouse	Jade Neeman	Matthew Wanetka
Victoria Murillo Bejarano	Keely Schild	

BACHELOR OF GENERAL STUDIES

Alan Uphoff	Avery Van Roekel

BACHELOR OF SCIENCE IN ARTS, HUMANITIES & SOCIAL SCIENCES

Taleel Malik Bannister	Mary Hendricks	Michael Romani
Ashlie Bartholomew	Bradley Herrmann	Cassidy Ruppert
Andrew Berends	Shannon Heyduk	Devan Schaefer
Niya Broveak	Derek Hills	Brody Schumaker
Allison Burgau	Derek Hills	Logan Slack
Shae Campbell	Whitney Hinker	Logan Slack
Yeni Carmona-Gonzalez	Alicia Jackson	Peyton Smith
Sierra Cerkoney	Imtiaz Uddin Mohammad	Abigail Solvie
Colton Cox	Junayed	Abbie Stotesbery
Grace Dangel	Alexandria Kelly	Montana Swenson
Eleanor Dick	Anna Kitto	Brooklin Vander Wal
LeNear Douglas	Colton Kunkel	Matthew VanErdewyk
Jenna Everson	Lauren Maddox	Danielle Watts-Boll
Fawn Fields	Courtney Middendorff	Molly White Bull
Karley Hale	Moki Ndobedi	
Fortina Hamadi	Claire Oelkers	
Christian Heilman	Onyinye Okpa	

ASSOCIATE OF ARTS IN GENERAL STUDIES

Thomas Carlson	Sarah Hunter	Jacob Walker
Vietoria Dokken	Ethan Kellett	Garret Wehking
Samuel Grove	Megan Lemme	Mikiah Zomer
Cierra Haas	Thomas McKeown	
Tanner Heim	Landon Peterson	

ASSOCIATE OF SCIENCE IN ARTS, HUMANITIES, AND SOCIAL SCIENCES

Katherine Bogue

The University of South Dakota
Summer 2021 Candidates for Degree

Doctor of Philosophy

Ellie J. Arndt
Catherine A. Flum
Erin R. Frink
Richard R. Galusha
Lindsey S. Hovrud
Yifeng Huo
David N. Levine
Sandra L. Melstad

Rachel J. Post
Grant A. Riedel
Rebecca E. Sistad
Raegan M. Skelton
Jamie L. Smith
Elie Tabet
Patrick M. Waugh

Doctor of Education

Molly R. Barari
Amanda G. Barton

Christian D. Pirlet

Specialist in Education

Matthew D. Alley
Ashley A. Anderson

Tonya J. Mullaney
Monica L. Waltman

Master of Arts

Kelly R. Ajmal
Mallory E. Amo
Devon T. Baker
Kirsten K. Biersbach
Conner J. Blosmo
Andrea D. Bookout
Sydney J. Busch
Chelsea N. Campbell

Sydney M. Carda
Kourtney L. Colpitts
Andrew Compton
Eoghan D. Daly
Amanda L. Dedula
Yodit T. Denu
Ian F. Dildine
Helen Falda

Kelli M. Finan
Hailey L. Freidel
Madison M. Gaffney
Chesney J. Garnos
Dalton V. Godfrey
Kylie R. Hagen
Kylee Q. Hanson
Maci R. Harrington
Rylee K. Hauck
Shota Hino
Thien Ho
Jennifer M. Hufnagle
Calvin E. Hunhoff
Emily A. Kalantar
Aliece M. Kardell
Kelsey M. Koupal
Laura L. Kraft
Jennifer Lange
Mason F. Lorber
Marlee A. Mack
Rachel D. Miller
Frances E. Myers
Laura R. Neff
Stephanie L. Ornelas

Kristi L. Palmer
Sophie M. Pettinger
Marissa A. Philips
Zoe A. Phillips
Noreen Plumage
Christian E. Pospisil
Steve E. Ritchie
Whitney A. Rosebrock
Amelia Saint
Taylor L. Schulz
Ashley M. Sehr
Blake M. Seier
Jared R. Shatto
Chad D. Smidt
Destiny L. Southwick
Darci L. Stevens
Laura A. Suing
John R. Trueblood
Thayme H. Watson
Elle R. Wegher
DeValon Whitcomb
Morgan L. Wieman
Zachary J. Wynia
Anthony J. Zeliadt

Master of Business Administration

Courtney P. Ahlers
Aaron C. Boese
Lauren G. Hayden
Steven Jones
Kayla G. Klassen
Eric M. Klein
Ezekiel Klosterman

Jyothi N. Krishna
Hunter C. Paugh
Daniel W. Pesicka
Lauren E. Rieck
Nicholas R. Rovang
Rebecca L. Zabel

Master of Fine Arts

Alexander B. Pikiben

Master of Music

Matthew L. Crockett

Master of Professional Accountancy

Charles A. Frizzell

Joshua W. Lacey

Ambur Moody

Tess X. Tran

Haya M. Vidal

Master of Public Administration

Christian V. Skunk

Master of Public Health

Anthony G. Brandner

Sara C. Husher

Sadie E. Klemme

Mary Lizakowski

Erica L. Miller

Rachel A. Molsberry

Tracy J. Thomes

Master of Science

Tania Akter

Rebecca A. Altman

Suja Basnet

Davis R. Bloemendaal

Carrie Cravens

Kunming Dong

Maggie L. Donovan

Zhangzhi Feng

Ann J. Flinn

Brady Fuchs

Nicole M. Gainey

Rebecca J. Garry

Rachel C. Goetz

Makenzie L. Haensel

Zachary M. Hakinson

Tanner D. Hall

Jacqueline M. Heisterkamp

Brady L. Hicks

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Joshua E. Hughes

Cheyanne Kauffman

Shaurya Khurana

Riley J. Knutson

Kyler T. Kooi

MacKenzie L. Langan
Cara A. Lemmon
Qingqing Li
Michele L. Lindner
Alex T. Lunneborg
Charith C. Madhamanchi
Eric P. Maeschen
Austin J. Michels
Tyler S. Miiller
Jennifer M. Murray
Taylor K. Murtha
McKenzie Neisen
Emma G. Nykamp
Sarah M. Olson
Carissa J. Origer
Osamakon B. Osemwenkhae
Kathleen A. Phillips

Casey J. Raaen
Ramina Rajbhandari
Stacie Rothrock
Haley A. Schroeder
Marie A. Severson
Prem K. Shrestha
Caitlyn A. Skuodas
Tremond L. Smith
Melissa M. Sorensen
Danielle E. Tesar
Md Tusar Uddin
Luxin Wang
Ronald D. Wheeler
Michael D. Whisler
Krishantha S. Wijewardhane
Lynn R. Wold
Hannah Zelek

Master of Social Work

Peyton J. Carr

Megan L. Murray

Bachelor of Arts

Jack K. Adam
Ingrid Cho
Jillian E. Cliff
Elle E. Findlay
Elena P. Freeman
Keith M. Grant
Isaiah M. McDaniels
Liam T. Parry
Khalil N. Pineda

Hannah E. Runneberg
Jackson E. Sokolowski
Alexander W. Stevenson
Miranda I. Stuckey
Mason C. Thompson
Megan R. Turner
Austin J. Wallace
Erin E. Weightman
Cristian Yanez Hernandez

Bachelor of Business Administration

TaMicah M. Allen
Jacob P. Alvine

Daniela M. Ancona
Faith M. Birdsell

Jordan C. Borns
Brianna R. Caskey
Olivia J. Emerson
Randa J. Fisher
Alexis M. Fredericksen
Firaoli Geda
Brooklyn J. Halverson
Tiffany M. Hein
Dawson E. Hill
Seth R. Iverson
Justin T. Kolb

Timothy A. Law
Tyler J. Moore
Sydney M. Novak
Bradley W. Ortner
Noah A. Rieber
Gracy M. Rohl
Gavin J. Salonen
Synthia J. Schuett
Samuel N. Wallin
Samantha Westrom
Christina G. Wheeler

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Lily B. Crooks
Tasha Ann Determan

Christopher A. Dupic

Bachelor of General Studies

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Craig A. Connell
Meghan E. Dietrich
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Tyler D. Haddix
Ashlyn E. Hanisch

Jennifer J. Jackson
Dayna R. Korthals
Tiffany N. Loredo
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Heather A. Redlightning
Spiering B. Sundblad

Bachelor of Music

Nicholas S. Mettler

Bachelor of Science

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Elina Bass
Kelsey L. Berberovic
Naomi K. Bingham
Brigit A. Blote

Nicole E. Bodine
Avery Aaron Brockberg
Tammy M. buck
Brittney J. Buss
Elbert Y. Chuang

Jalissa M. Connors

Jason D. Crumb

Kierstin R. Denning

Cassandria A. Echols

Kaleb M. Eich

Mark David Ellens

Jorgan A. Erdahl

Jackie L. Farris

Mitchell B. Fields

Rachel Leigh Fish

Grace C. Garcia

Nathnael S. Gizaw

Kaitlin M. Haas

Grace A. Hofer

Rainie E. Hoogendoorn

Thodah E. Hovor

Hiliary Blaire Huss

Nancy H. Hutto

Kinsey J. James

Mason T. Jensen

Lyric Shene Jones

Gabriel L. Josko

Cameron M. Jueden

Shovanjit Khatua

Mariah Kosidowski

Chloe A. Lamb

Jordan J. Lawrence

Jana Lazarevic

Isabelle M. Lehman

Janice M. Lund

Cheyenne S. Mallory

Bridget Marron

Lauren E. Matthey

CarLee S. Mechels

David S. Melanson

Valerie L. Merkwan

Mitchell L. Monif

Blake A. Nelson

Dung Nguyen

Tasia R. Ochs

Nolan M. Osburn

Jakob D. Parks

Kassie R. Peters

Joshua C. Prescott

Tayler E. Regnier

Holly S. Richardson

Kelsey P. Richter

Gage I. Rotnicke

Kaleb A. Rupert-Ellis

Cesar M. Saldana

Emma N. Salzwedel

Devon Kay Sand

Dawn Schaber-Goa

Synthia J. Schuett

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Shannon T. Sedlacek

Allison B. Snook

James T. Steinhaus

Gabrielle C. Stenzel

Kaitlyn M. Sterrett

Emma J. Top

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Kyle J. Van Der Stoep

Melanie Velasco

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Mitchell F. Waddell

Gracyn Jean Walter

Morgan L. Werner

Jordan T. Willis

Allison T. Wroblewski

Erik P. Wuestewald

Bachelor of Science in Nursing

Katelyn H. Anderson

Renee E. Hochhalter

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Associate of Arts

Bailey R. Bernal   Latrell A. Yancy
Joshua M. Callahan

Associate of Science

Thomas W. Mayo

Academic and Student Affairs
Consent

****

SUBJECT
> **BOR Policy 2:10 – Grades and Use of Grade Point averages (GPA) – Revisions to Minimum Progression Standards (Second Reading)**

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 2:10 – Grades and Use of Grade Point Averages (GPA)
> 34 CFR § 668.34 – Satisfactory Academic Progress

BACKGROUND / DISCUSSION
> Academic Affairs Council (AAC) created a committee that included academic leadership and staff from academic records, financial aid and the Board of Regents. This collaborative team discussed both academic standing and specifically academic probation as it relates to both academic and financial aid rules.
>
> The outcome of this work is displayed in the proposed revisions to BOR Policy 2:10 provided in Attachment I. AAC discussed the need to ensure that academic probation adheres to guidelines that can be used by both the academic and the financial aid departments where possible.
>
> Since the first reading of this policy, additional communications have surfaced. The academic affairs vice presidents met to further clarify the language in the policy. Meetings were held with the system advising team to discuss the proposed changes. The advising team members made several reporting recommendations to further student success needs. Academic records stakeholders had additional discussions regarding the implementation of this policy and will continue to work toward the reporting needs identified by the advising team.
>
> The following changes are being recommended:
>
> - Section 4.1.1. – Outlines that academic standing as provided will now be based on the number of credit hours completed. In the past, it was based on class designation and credit hours.

<div align="right">(Continued)</div>

****

DRAFT MOTION 20210803_6-B(1):
> I move to approve the second and final reading of the proposed revisions to BOR Policy 2:10, as presented.

- Section 4.1.1 – Also accommodates the needs of both academic and financial aid operational needs.

- Section 4.1.1 – Provides that the academic standing process will be processed at the end of the Spring term during the end of term processes.

- Section 4.1.2 – States that students will be evaluated for academic probation at the end of Spring academic term.

- Section 4.1.3. – Cleans up the class level based on changes in Section 4.1.1. to ensure consistent application of policy.

IMPACT AND RECOMMENDATION

This is the second reading of the proposed revisions to this policy. A few minor revisions have been made since the first reading at the May Board meeting and are highlighted in yellow within Attachment I.

The recommendation to adopt the proposed revisions was approved by the Academic Affairs Council and is supported by the System Vice President for Academic Policy and Planning.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:10

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Grades and Use of Grade Point Averages (GPA)

NUMBER: 2:10

A. PURPOSE

To define undergraduate and graduate level grades to be used at Board of Regents institutions, and to describe the use of grade point averages for the purposes of minimum progression, graduation standards, academic amnesty, and various academic honors.

B. DEFINITIONS

1. **External Transfer Student:** A degree or non-degree seeking student who transfers from a non-Regental institution.

2. **Internal Transfer Student:** A degree or non-degree seeking student who transfers among one of the six Regental institutions which results in the change to the students "home" designation.

3. **Dual Credit Student:** A student who has earned college credit prior to their high school graduation, where the credit is included on both the official high school and postsecondary institution transcript.

C. POLICY

1. **Undergraduate Grades**

   Undergraduate Grades will be assigned to the undergraduate academic level and to all courses and sections with course numbers ranging from 001 to 499. Plus and minus grades are not used.

A	Exceptional	4.00 grade points per semester hour
B	Above Average	3.00 grade points per semester hour
C	Average	2.00 grade points per semester hour
D	Lowest Passing Grade	1.00 grade points per semester hour
F	Failure	0.00 grade points per semester hour
S	Satisfactory	Does not calculate into any GPA
U	Unsatisfactory	Does not calculate into any GPA
RI	Incomplete (Remedial)	Does not calculate into any GPA
RS	Satisfactory (Remedial)	Does not calculate into any GPA
RU	Unsatisfactory (Remedial)	Does not calculate into any GPA
W	Withdrawal	Does not calculate into any GPA, no credit granted
WD	Withdrawal (First 6 Courses)	Does not calculate into any GPA, no credit granted

WW	Withdrawal (All Courses in a term)	Does not calculate into any GPA, no credit granted
WFL	Withdrawal (7th Course or higher)	0.0 grade points per semester hour
AU	Audit	Does not calculate into any GPA
I	Incomplete	Does not calculate into any GPA
IP	In Progress	Does not calculate into any GPA
SP	Satisfactory Progress	Does not calculate into any GPA
EX	Credit by Exam	Does not calculate into any GPA
CR	Credit	Does not calculate into any GPA
TR	Note for NSE/MEDT	Does not calculate into any GPA, no credit granted
LR	Lab grade linked to Recitation Grade	0 credit course
NG	No Grade	0 credit tracking course
NR	Grade not Reported by Instructor	Does not calculate into any GPA
Grade*	Academic Amnesty	Does not calculate into any GPA, no credit given

2. **Undergraduate Grade Descriptions, Uses, and Restrictions**

   2.1. <u>AU:</u> An audit (AU) grade may be granted only when the student has elected the AU option on or prior to the census date of the term.

   2.2. <u>CR:</u> A credit (CR) grade may be granted only for non-course credit that is not related to an examination or to equating transfer grades to the BOR grading system. This grade is not used for any Regental university course.

   2.3. <u>EX:</u> An examination for credit (EX) grade may be granted only for non-course credit validation obtained through a validation process. This grade is not used for any Regental university course.

   2.4. <u>I:</u> An incomplete (I) grade may be granted only when all of the following conditions apply:

   - A student has encountered extenuating circumstances that do not permit him/her to complete the course.

   - The student must be earning a passing grade at the time the Incomplete is necessitated. Anticipated course failure is not a justification for an incomplete.

   - The student does not have to repeat the course to meet the requirements.

   - The instructor must agree to grant an incomplete grade.

   - The instructor and student must agree on a plan to complete the coursework.

   - The coursework must be completed within one semester; extensions may be granted by the Chief Academic Affairs Officer.

   - If the student completes the course within the specified time, the grades that may be assigned are A, B, C, D, F, S, RS, RU, or U.

- If the student does not complete the course within the specified time, the grade assigned will be F (Failure) or U (Unsatisfactory) or RU (Remedial Unsatisfactory) if the student had requested S/U within the time specified in BOR Policy 2:6, section 9.

2.5. <u>IP:</u> An in progress (IP) grade may be granted only when all of the following conditions apply:

- The requirements for the course (for every student enrolled in the course) extend beyond the current term.

- The extension beyond the current term must be defined before the class begins.

- The instructor must request permission to award IP grades for a course from their Department Head and Dean, and then approval must be obtained from the Chief Academic Affairs Officer.

- A definite date for completion of the course must be established in the course syllabus.

2.6. <u>NG:</u> A grade of NG will be used only with those course sections that are designated as Tracking/Program Sustaining (Q) and those that are assigned the code for Master's Research Problems/Projects Sustaining, Thesis Sustaining, or Dissertation Sustaining (U).

2.7. <u>RI, RS, RU:</u> Remedial grades (RI, RS, RU) may be granted only for courses numbered 001 to 099.

2.8. <u>S/U:</u> A Satisfactory/Unsatisfactory (S/U) grade may be granted only when the entire course requires the S/U grade or the student has elected the S/U option on or prior to the census date of the term.

2.9. <u>SP:</u> A satisfactory progress (SP) grade may be granted only for students enrolled in MATH 095. If the grade of SP is awarded the following conditions apply:

- The grade is an alternative to RS and RU.

- The student must have made satisfactory progress during the course but the student did not develop mastery of all the required content. If the student successfully mastered the materials, the grade of RS should be assigned. If satisfactory progress was not made, the grade of RU should be assigned.

2.10. <u>WD:</u> Beginning with the Fall 2015 term, a grade of withdrawal (WD) may be assigned only six times during a student's undergraduate career. If the student drops additional classes, a grade of WFL will be assigned. Withdrawal grades assigned to continuously enrolled students prior to this term will not count against the limit. Additionally, those withdrawal grades assigned at a non-Regental institution prior to entry as a transfer student will not be counted against the six course limits. This limit does not include W grades assigned if a student withdraws from all classes in a given term, which will be assigned a WW grade. The campus Chief Academic Affairs Officer may make exceptions to this requirement in those cases where there are unique factors.

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3.   Definition and Calculation of Grade Point Averages

The following grade point averages are calculated each academic term (Fall, Spring, Summer):

3.1.   Institutional GPA: based on credits earned at a specific Regental university. Utilized to determine if degree requirements have been met and to determine Honors Designation at graduation.

3.2.   System Term GPA: based on credits earned at any of the six Regental universities within a given academic term (Fall, Spring, Summer). Utilized to determine minimum progression status.

3.3.   Transfer GPA: based on credits earned and officially transferred from an accredited college or university outside the Regental system. When a letter grade that normally calculates into the grade point average exists for a non-academic course (e.g., credit earned via examination), it will be included in the transfer GPA.

3.4.   Cumulative GPA: based on all credits earned by the student (transfer credit plus system credit). Utilized to determine minimum progression status and to determine if degree requirements have been met and to determine Honors Designation at graduation.

    3.4.1.   When a course has been repeated for credit, all attempts will be entered on the transcript, but the last grade earned will be used in the calculation of the cumulative grade point average (See also 2:5, section B.7).

4.   Minimum Progression Standards

4.1.   Minimum progression standards and related actions are based on the student's cumulative grade point average and system term grade point average.

    4.1.1.   Good Academic Standing: A student~~,~~ who meets or exceeds the cumulative grade point average requirements ~~listed below~~as listed~~,~~ is considered to be in good academic standing. The Academic Standing process is completed at the end of the Spring Term. ~~The GPA is monitored throughout the Fall and into the Spring term by the academic advising team to best position the student for success.~~ The required GPAs are based on ~~class level~~credit hour completion. Students who have taken more credit hours are expected to meet a higher GPA standard.

~~Class~~	Credit Hour Range	GPA Standard
~~Freshman~~	0-~~29.99~~44.99	1.8
~~Sophomore~~	~~30-59.99~~	~~1.8~~
~~Junior~~	~~60~~45-~~89.99~~90+	2.0
~~Senior~~	~~90+~~	~~2.0~~

    4.1.2.   Academic Probation: If a student's cumulative grade point average falls below the GPA standard for his/her designated class rank as listed in Section 4.1.1 ~~in any~~at the end of the Spring academic term ~~(i.e. fall, spring, summer)~~, the student is placed on academic probation for the following term.

4.1.2.1. While on academic probation the student must earn a system ~~term~~ grade point average that meets or exceeds the GPA standard required ~~for their class level~~. During this period, the student's academic success team (as determined by the institution) is expected to monitor and meet with the student to best position him or her for success.

4.1.2.2. When a student on academic probation achieves a cumulative grade point average that meets or exceeds the GPA standard ~~for his/her class level~~, the student is returned to good academic standing.

4.1.3. Academic Suspension: A student on academic probation who fails to maintain a term and/or cumulative grade point average that meets or exceeds the GPA standard required ~~for his/her class level~~ by the next Academic Standing process as described in Section 4.1.1 is placed on academic suspension for a minimum of two academic terms.

4.1.3.1. A student on academic suspension will not be allowed to enroll for any coursework at any Regental university except when an appeal has been approved by the Regental university from which the student is pursuing a degree. An approved appeal granted by one Regental university will be honored by all Regental universities. (Also refer to BOR Policy 2:3, Section C.9.7. Students on Probation/Suspension.)

4.1.3.2. Only Academic Suspension will be entered on the student's transcript. Academic probation will be noted in the internal academic record only.

4.2. Students enrolling in the Regental system for the first time with prior credit, including internal and external transfer students and dual credit students, shall not be placed on probation by their designated home institution until they have been enrolled at a Regental university for one (1) academic term.

5. Minimum Progression Standard Report

Each ~~year~~ Fall the Board of Regents will receive data on the minimum progression status for students in the Regental system. For each institution, data will be disaggregated to identify the number of undergraduate students in Good Standing, ~~Returning to Good Standing,~~ Placed on Probation, and Suspended for each admission classification.

6. Minimum Graduation Standards

To be awarded a baccalaureate degree, an associate degree or a certificate a student must at a minimum have a cumulative GPA of 2.0 or higher. With Board approval, additional requirements including more specific GPA requirements may be established for some programmatic offerings and these must be met.

7. Academic Amnesty

7.1. The goal of academic amnesty is to respond to the academic needs of individuals as they develop newly identified potential. Through the application of academic

amnesty, the student's prior academic record can be excluded from current work under certain conditions.

7.2. To be eligible for Academic Amnesty, the student must:

    7.2.1. Be an undergraduate, full-time or part-time, degree-seeking student at one of the universities in the South Dakota Regental system;

    7.2.2. Not have been enrolled in any postsecondary institution for a minimum of three consecutive terms (including only Fall and/or Spring terms) prior to the most recent admission to the home institution. Exceptions may be granted in rare cases only by the Board of Regents Vice President for Academic Affairs upon recommendation by the Chief Academic Affairs Officer;

    7.2.3. Have completed a minimum of twelve (12) graded credit hours taken at any Regental university with a minimum grade point average of 2.0 for the twelve (12) credit hours after the most recent admission to the home institution;

    7.2.4. Not have earned a baccalaureate degree from any university;

    7.2.5. Not have been granted any prior academic amnesty at any Regental university;

    7.2.6. Submit a formal Academic Amnesty Petition to his/her home university following the procedures established by that university.

7.3. Conditions of Academic Amnesty:

    7.3.1. Academic amnesty does not apply to individual courses.

    7.3.2. Academic amnesty may be requested for:

        7.3.2.1. All previous postsecondary education courses, or

        7.3.2.2. All previous postsecondary education courses at a specific postsecondary institution, or

        7.3.2.3. A specified time period not to exceed one academic year (Fall/Spring) completed at any postsecondary institution(s).

    7.3.3. Academic amnesty, if granted, shall not be rescinded.

    7.3.4. Courses for which academic amnesty is granted will:

        7.3.4.1. Remain on the student's permanent record;

        7.3.4.2. Be recorded on the student's undergraduate transcript with the original grade followed by an asterisk (*);

        7.3.4.3. Not be included in the calculation of the student's grade point average because no credit is given;

        7.3.4.4. Not be used to satisfy any of the graduation requirements of the current degree program.

7.4. Academic amnesty decisions will be made by the student's home institution, will be honored by all undergraduate programs within the home institution, and will be

honored by all undergraduate programs at other institutions within the South Dakota Regental system.

7.5. Universities outside of the South Dakota Regental system are not bound by the academic amnesty decisions made by the South Dakota Regental system.

7.6. Regental graduate programs and graduate professional schools may consider all previous undergraduate course work when making admission decisions.

8. Dean's List Designation

8.1. Undergraduate, full-time students may be designated for the Dean's List at the end of the fall and spring terms. The Dean's List designation is determined by the home university and is based on a student's total course registrations for academic credit for the term from any Regental university. The Dean's List designation does not appear on the transcript.

8.2. To be awarded Dean's List designation, students must meet the following guidelines.

8.2.1. Students must have earned a minimum of twelve (12) credit hours in courses numbered 100-699 during the term.

8.2.2. Students must achieve a System Term GPA of at least 3.50.

8.2.3. Students with F, I, U, RI, or RU grades are not eligible regardless of System Term GPA attained.

9. Academic Recognition for Undergraduate, Part-Time Students

9.1. Undergraduate, part-time students taking fewer than twelve (12) credits per term may be designated for Academic Recognition for Part-Time Students at the end of the fall and spring terms. The Academic Recognition for Part-Time Students designation is determined by the home university. The Academic Recognition for Part-Time Students designation does not appear on the transcript. To be awarded the Academic Recognition for Part-Time Students designation, students must meet the following guidelines:

9.1.1. Students must have completed at least twelve (12) credit hours prior to the current semester at one or more Regental institutions.

9.1.2. The student must have earned at least three (3) and up to eleven (11) credit hours of 100-699 level courses during the term.

9.1.3. Students must achieve a System Term GPA of at least 3.50.

9.1.4. Students with F, I, U, RI, or RU grades are not eligible regardless of System Term GPA attained.

10. Honors Designation at Graduation

10.1. Post-baccalaureate Degree: The institution granting the degree determines the Honors Designation for its post-baccalaureate graduates. Common practices of the academy and of the specific discipline shall be followed.

10.2. Baccalaureate Degree: The institution granting the degree determines the Honors Designation for its graduates. To earn an Honors Designation at graduation the

undergraduate student must meet both the following cumulative and institutional grade point averages:

Summa Cum Laude	equal to or greater than 3.9
Magna Cum Laude	equal to or greater than 3.7 and less than 3.9
Cum Laude	equal to or greater than 3.5 and less than 3.7

10.2.1. The undergraduate student must have completed a minimum of sixty (60) credit hours at the institution granting the degree. Courses that are part of a formal collaborative agreement among Regental universities are considered to be earned from the institution granting the degree. (Also refer to BOR Policy 2:29.)

10.3. Associate Degree: The institution granting the degree determines the Honors Designation for its associate-level graduates. To earn an Honors Designation at graduation, an associate-level graduate must meet both the following cumulative and institutional grade point averages:

With highest honor	equal to or greater than 3.9
With high honor	equal to or greater than 3.7 and less than 3.9
With honor	equal to or greater than 3.5 and less than 3.7

10.3.1. An associate-level graduate must have completed a minimum of thirty (30) credit hours at the institution granting the degree. Courses that are part of a formal collaborative agreement among Regental universities are considered to be earned from the institution granting the degree. (Also refer to BOR Policy 2:29.)

11. Graduate Grades

Graduate Grades will be assigned to the Graduate Academic Level and to all Courses and Sections with course numbers of 500 or greater. Plus and minus grades are not used.

A	Exceptional	4.00 grade points per semester hour
B	Good	3.00 grade points per semester hour
C	Average	2.00 grade points per semester hour
D	Unsatisfactory	1.00 grade points per semester hour
F	Failure	0.00 grade points per semester hour
S	Satisfactory	Does not calculate into any GPA
U	Unsatisfactory	Does not calculate into any GPA
W	Withdrawal	Does not calculate into any GPA, no credit granted
AU	Audit	Does not calculate into any GPA
I	Incomplete	Does not calculate into any GPA
IP	In Progress	Does not calculate into any GPA
NG	No Grade	0 credit tracking course
NP	Normal Progress	Does not calculate into any GPA
NR	Grade not Reported by instructor	Does not calculate into any GPA

EX	Credit by Exam	Does not calculate into any GPA
CR	Credit	Does not calculate into any GPA
TR	Note for NSE/MEDT	Does not calculate into any GPA, no credit granted
LR	Lab grade linked to Recitation Grade	0 credit course

12. Graduate Grade Descriptions, Uses, and Restrictions

12.1. <u>AU:</u> An audit (AU) grade may be granted only when the student has elected the AU option on or prior to the census date of the term.

12.2. <u>CR:</u> A credit (CR) grade may be granted only for non-course credit that is not related to an examination or to equating transfer grades to the BOR grading system. This grade is not used for any Regental university course.

12.3. <u>EX:</u> An examination for credit (EX) grade may be granted only for non-course credit validation obtained through a validation process. This grade is not used for any Regental university course.

12.4. <u>I:</u> An incomplete (I) grade may be granted only when all of the following conditions apply:

- A student has encountered extenuating circumstances that do not permit him/her to complete the course.

- The student must be earning a passing grade at the time the Incomplete is necessitated. Anticipated course failure is not a justification for an incomplete.

- The student does not have to repeat the course to meet the requirements.

- The instructor must agree to grant an incomplete grade.

- The instructor and student must agree on a plan to complete the coursework.

- The coursework must be completed within one calendar year; extensions may be granted by the Graduate Dean.

- If the student completes the course within the specified time, the grades that may be assigned are A, B, C, D, F, S, or U.

- If the student does not complete the course within the specified time, the Incomplete grade remains on the transcript.

12.5. <u>IP:</u> An in progress (IP) grade may be granted only when all of the following conditions apply:

- The requirements for the course (for every student enrolled in the course) extend beyond the current term.

- The extension beyond the current term must be defined before the class begins.

- The instructor must request permission to award IP grades for a course from their Department Head and Dean, and then approval must be obtained from the Chief Academic Affairs Officer.

- A definite date for completion of the course must be established in the course syllabus.

12.6. <u>NG:</u> A grade of NG will be used only with those course sections that are designated as Tracking/Program Sustaining (Q) and those that are assigned the code for Master's Research Problems/Projects Sustaining, Thesis Sustaining, or Dissertation Sustaining (U).

12.7. <u>NP:</u> A normal progress (NP) grade may be granted by an instructor when the instructor determines that a graduate student is making normal progress in a graduate Thesis/Dissertation course. If a graduate student does not enroll for a period of one calendar year, the NP grade may change to I (Incomplete) upon approval by the Graduate Dean. The NP grade calculates into attempted credits but does not calculate into completed credits or grade point averages.

12.8. <u>S/U:</u> A Satisfactory/Unsatisfactory (S/U) grade may be granted only when the entire course requires the S/U grade or the student has elected the S/U option on or prior to the census date of the term.

13. Last Date of Academic Activity

Each university must have in place a practice for determining and recording the Last Date of Academic Activity, whenever reporting a final grade of F, U, or RU.

FORMS / APPENDICES:

None

SOURCE:

BOR May 1996; BOR December 1998; BOR March 2002; BOR June 2002; BOR August 2002; BOR October 2002; BOR June 2003; BOR October 2003; BOR March 2004; BOR May 2004; BOR October 2004; BOR March 2005; BOR May 2005; BOR June 2005; BOR August 2005; BOR October 2005; BOR August 2006; BOR October 2006; BOR June 2009; BOR August 2009; BOR March-April 2011; BOR December 2011; BOR December 2013; BOR December 2014; BOR June 2015; BOR August 2015; BOR May 2018; BOR December 2020; BOR June 2021.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT

Revisions to BOR Policy 4:15 – Medical Leave and Leaves of Absence (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 4:15 – Faculty Evaluations
SDCL § 3-6E-8 – State contributions to health plan--Crediting and disbursement

BACKGROUND / DISCUSSION

This item addresses two minor revisions to BOR Policy 4:15 due to statutory changes related to employee paid premiums for the state health plan. Effective July 1, 2021, the employer no longer covers the entire costs of the health plan for employee only coverage for all health plan options, the language in Sections C.11.8 and C.12.4 has been updated to reflect that change.

IMPACT AND RECOMMENDATION

This is a first and final reading of this policy. The recommended revisions are non-substantive and are necessary to be in line with state statute. The staff recommends approving the first and final reading of proposed revisions to BOR Policy 4:15, as outlined in Attachment I.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 4:15

****

DRAFT MOTION 20210803_6-B(2):

I move to approve the first and final reading of the proposed revisions to BOR Policy 4:15, as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Medical Leave and Leaves of Absence

NUMBER: 4:15

A. PURPOSE

To outline the policy for employees on leave related to the Family and Medical Leave Act and other leaves of absence available to employees.

B. DEFINITIONS

1. **12-month period:** The 12-month period is defined as a measuring forward period from the date of an employee's first qualifying event.

2. **Health Care Provider:** A doctor of medicine or osteopathy who is authorized to practice medicine or surgery by the State of South Dakota, or any person determined by the U.S. Secretary of Labor to be capable of providing health care services.

3. **Intermittent Leave:** This is leave taken in separate periods of time due to a single illness or injury, rather than for a continuous period of time.

4. **Institution:** Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind and the Visually Impaired, State School for the Deaf, University of South Dakota, and the Office of the Executive Director.

5. **Parent:** The biological, adoptive, step or foster parent of an employee or an individual who stood in loco parentis to an employee when the employee was a son or daughter.

6. **Reduced Leave Schedule:** This is a leave schedule that reduces the usual number of hours per workweek or workday of an employee.

7. **Serious Health Condition:** This is defined as an illness, injury, impairment, or physical or mental condition that involves:

   7.1. Any period of incapacity or treatment in connection with or consequent to inpatient care in a hospital, hospice, or medical care facility;

   7.2. Any period of incapacity requiring absence from work, school, or other regular activities, of more than three calendar days, that also involves continuing treatment by a health care provider, or continuing treatment by a health care provider for a chronic or long-term health condition that is incurable or so serious that, if not treated, would likely result in a period of incapacity of more than three calendar days; and for prenatal care. The term is not intended to cover short-term conditions in which treatment and recovery are brief. These conditions are covered by the usual sick leave policy.

8. **Son or Daughter:** This is a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in for the parent, who is under 18 years of age. It includes others who may be older if the son or daughter is not capable of self-care due to a mental or physical disability. A person who stands in as a parent includes a person who has the day-to-day responsibility to care for and financially support a child. In the case of an employee, this includes the person who had that responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.

9. **Spouse:** A spouse is a husband or wife as defined or recognized under state law for the purposes of marriage. South Dakota does not recognize common law marriage.

C. <u>POLICY</u>

1. **Employee Eligibility Requirements**

   1.1. The employee must have worked at least twelve (12) months for the state.

   1.2. If the employee is subject to the overtime provisions of the Fair Labor Standards Act, the employee must have worked at least 1250 hours, excluding overtime, during the 12-month period immediately prior to the date the leave would begin

2. **Qualifying Events Eligible for Family Medical Leave**

   2.1. The birth or the care of the employee's newborn child;

   2.2. The placement with the employee of a child for adoption or foster care;

   2.3. The care of the employee's spouse, child, or parent with a serious health condition;

   2.4. The serious health condition of the employee that leaves the employee unable to perform the functions of his or her job; or,

   2.5. For any qualifying exigency arising out of the fact that a spouse, son, daughter or parent is a military member on covered active duty or call to covered active duty status.

3. **Length of Leave**

   3.1. Employees eligible for family medical leave are entitled to a total of twelve (12) weeks of family medical leave during the course of each 12-month period; however, employees utilizing family medical leave for the birth of a child, for the placement for adoption of a child in their home, or to provide foster care of a child can use only twelve (12) weeks for that purpose within one year of the date of birth or placement of the child.

   3.2. An eligible employee may also take up to 26 workweeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness when the employee is the spouse, son, daughter, parent, or next of kin of the service member.

      3.2.1. An eligible employee is limited to a combined total of 26 workweeks of leave for any FMLA-qualifying reasons during the single 12-month period.

   3.3. Employees are able to take leave through a reduced schedule or for intermittent periods for their personal serious health conditions or to care for the employee's sick family member.

3.3.1. If leave is taken due to the birth of a child or placement of a child for adoption or foster care, an employee may take leave intermittently or on a reduced schedule only with supervisory approval.

3.4. Employees are not eligible for more than twelve (12) weeks of protected leave status as required by FMLA,

3.4.1. With approval, additional leave may be granted to employees beyond the amounts mandated by the Family Medical Leave Act. However, Board policies, SD codified law (SDCL), and administrative rules (ARSD) \ governing leaves continue to apply.

4. Coordination of Family Medical Leave With Other Leave Benefits

4.1. Consistent with state law, Board policy, and the administrative rules governing leave usage, family medical leave is not necessarily paid leave. The Board requires all employees to use sick leave or annual leave, for the qualifying event of a serious health condition for self or for any other qualifying event. The use of paid leave must comply with SDCL Chapter 3-6C.

4.2. Full-time employees who have been employed by the state for a continuous period of six months are entitled to 24 hours of paid family leave per week for up to eight weeks following the birth or placement of a child for adoption. Part-time employees will receive prorated hours.

4.2.1. Sick or vacation leave may be used to supplement the remaining hours in the workweek.

4.2.2. Paid family leave must be taken within one year following the birth or placement of a child for adoption.

4.2.2.1. Employees ineligible for paid family leave may use sick and/or annual leave following the birth or adoption of a child.

4.2.3. When medically necessary, a birth mother may use additional accumulated sick leave upon providing documentation from a health care provider and provided to the human resources office at the institution.

4.3. In accordance with SDCL and ARSD, employees may be allowed to receive donated leave after all other leave has been exhausted.

5. Notification

5.1. Employees must provide their supervisor with at least 30 days notification if the family medical leave event is foreseeable. Typical foreseeable events are the birth or adoption of a child or the planned medical treatment for a serious health condition of the employee or the employee's family member. If the need for the leave is not foreseeable due to a change in circumstances or due to an emergency, the notice must be given as soon as practicable. Notice may be verbal, but a written request must be submitted to the supervisor to comply with record keeping requirements.

5.2. If an employee does not give timely advance notice of the need for family medical leave that is foreseeable, the employee's supervisor may deny the leave request until thirty (30) days after the employee provides the notice.

5.3. The institutional human resources office will inform the employee and supervisor when an FMLA event has been approved.

6. Medical Certification

6.1. In consultation with the human resources department, the institution may require that the employee certify through a physician that a serious health condition does exist. The employee will have a reasonable time period (in most cases 15 days) in which to supply such certification. Employee may lose eligibility of the Family Medical Leave Act if proper certification is not completed prior to onset of leave or within 15 days of the onset of the serious health condition. This certification shall contain the following:

6.1.1. The date when the serious health condition began,

6.1.2. The probable duration of the condition,

6.1.3. The appropriate medical facts within the knowledge of the health care provider regarding the condition,

6.1.4. If the leave is due to the employee's serious health condition, the certificate must include a statement that the employee is unable to perform the functions of his or her position,

6.1.5. If planned medical treatment is the reason for the leave and employee wants intermittent leave or leave on a reduced time schedule, the date when the treatment begins and the estimated duration of the treatment,

6.1.6. If the leave request is necessitated by a serious medical condition of the employee or the employee's child, spouse or parent, the certificate shall state that there is a medical necessity for the leave and an estimate of how long the leave will be, and

6.1.7. Date and Signature of Health Care Provider.

6.2. The employee may be required to obtain a second opinion at the institution's cost from a second health care provider of the institution's choice. If the second opinion conflicts with the first opinion, the institution may request a third opinion at the institution's cost. The institution and the employee must jointly agree on the person providing the third opinion. The third opinion is final and binding.

6.3. The institution may request additional medical certifications as deemed necessary and in compliance with FMLA.

6.4. The human resources department will review FMLA certification documents and issue approval notices.

7. Benefits

7.1. Employees utilizing family medical leave will be allowed to continue to participate in the state health insurance plan as if the employee were not on leave. The institution will continue to pay the amount necessary to continue the employee's personal health insurance coverage on the same basis while the employee is participating in the leave

program. However, the employee will be required to pay the amount needed to continue coverage beyond that provided as part of the institution paid health benefits.

7.2. If the state provides a new health plan or revises the health plan during the employee's family medical leave, the employee is entitled to change his/her benefit selections just as if the employee were continuously employed.

7.3. If an employee does not return from a family medical leave, the institution is entitled to recover the health premiums paid on behalf of the employee. However, an institution may not recover its share of the employee's health plan premium if the employee does not return to work due to the continuation, recurrence or onset of a serious health condition or other circumstances beyond the employee's control. The institution may not recover its share of health insurance premiums for any period of FMLA leave covered by paid leave.

7.4. Employees on an unpaid leave will not accrue sick or annual leave.

8. Returning From Family Medical Leave

8.1. Upon returning to work from a family medical leave, an employee is entitled to the same or equivalent position. An equivalent position must have the same pay, benefits and working conditions, including privileges, perquisites, and status. It must involve the same or substantially similar duties and responsibilities, which must entail substantially equivalent skill, effort, responsibility, and authority.

8.2. Employees on family medical leave have no greater entitlements to continued employment or benefits than they would have had if they remained continuously employed during the family medical leave period.

8.3. Institution may request a return-to-work certificate to ensure employee is able to perform the essential functions of the position.

9. Extended Leave of Absence

Leave of absence without pay may be granted to faculty or other Regental employees for one (1) year, with an allowable extension not to exceed one (1) additional year for educational reasons, employment, or experiences that would be of benefit to individuals, their disciplinary area, or administrative assignment at the institution, or in order to hold political office.

10. Institution-Paid Group Insurance for Employees on Leave Without Pay or Temporary Reduction to Less than Full-Time Employment

10.1. Employees granted leave without pay or a temporary reduction to less than full-time employment for one (1) month or more shall continue to have the employee's share of the group health/life/ADD (Accidental Death and Dismemberment) paid for by the institution for up to a total of three (3) months per leave without pay or temporary reduction. An employee granted a leave or temporary reduction that exceeds these conditions shall be required to continue group health/life/ADD coverage if they have not been allowed to opt out of the state of South Dakota group health insurance plan by the Bureau of Human Resources. If the employee has not opted out of the health plan, the institution has the option to pay the premiums on behalf of the employee or to require that the employee make the premium payments as a condition of granting the leave without pay request.

10.2. Nine, ten or eleven month employees who have contracts and/or letters of intent and/or letters of notification of employment for the following year shall continue to have their share of the premium paid for by the institution for the non-appointment period.

10.3. Only those leave without pay periods or temporary reductions to less than full-time employment that are of one (1) month or more duration are considered under this policy.

11. Sabbatical, Faculty Member Improvement and Career Redirection Leaves

11.1. At the discretion of the Board, a faculty member may be granted sabbatical leave after six (6) or more consecutive years of full-time employment in the system. A faculty member may be granted faculty member improvement or career redirection leave after three (3) consecutive years of full-time employment in the system. Approval for such leave shall be contingent upon the faculty member presenting plans for formal study, research, or other experiences which are designed to improve the quality of service of the faculty member to the institution, to the Board and to the State of South Dakota.

11.2. The number of all faculty member improvement, career redirection or sabbatical leaves granted by an institution during any fiscal year shall not exceed five percent (5%) of the faculty members or one (1) FTE, whichever is greater, in any one (1) year.

11.3. Sabbatical leave for nine (9) month faculty members shall be for not more than two (2) semesters at one-half the salary which would have been paid had the faculty member been on full-time employment, or not more than one (1) semester at the full salary which would have been paid had the faculty member been on full-time employment.

11.4. Sabbatical leave for twelve (12) month faculty members shall be for not more than twelve (12) months at one-half the salary which would have been paid on full-time employment, or not more than six (6) consecutive months at the full salary which would have been paid on full-time employment.

11.5. Faculty member improvement or career redirection leave for nine (9) month faculty members shall be for not more than two (2) semesters at eight percent (8%) of the salary which would have been paid on full-time employment for each full academic year of consecutive full-time service, up to a maximum of fifty percent (50%) of salary when considering all funding sources flowing to or through an institution, or not more than one (1) semester at sixteen percent (16%) of the salary which would have been paid on full-time employment, for each full academic year of consecutive full-time service, up to a maximum of one hundred percent (100%) of salary, for each year of consecutive service.

11.6. Faculty member improvement or career redirection leaves for twelve (12) month faculty members shall be for not more than twelve (12) months at eight percent (8%) of the salary which would have been paid on full-time employment, for each full year of consecutive full-time service, up to a maximum of fifty percent (50%) of salary, or not more than six (6) consecutive months at sixteen percent (16%) of the salary which would have been paid on full-time employment, for each full year of consecutive service up to a maximum of one hundred percent (100%) of salary.

11.7. All faculty members receiving faculty member improvement, career redirection, or sabbatical leave are required to return to the institution granting the leave for at least two

(2) academic years of full-time service or to refund the full salary and institutional costs of fringe benefits received while on leave. If a faculty member returns, but fails to perform the full two (2) years return-to-service obligation, then the repayment obligation shall be prorated. Should the faculty member return but fail to fulfill the full two-year service requirement, the amount to be reimbursed shall be pro-rated and shall be due one (1) calendar year from termination. Any repayment obligation which remains unpaid after falling due shall accrue interest at an annual rate equal to the monthly average prime rate of interest offered by the Wells Fargo Bank System, or its successor, during the leave period plus two percentage points. A faculty member who cannot perform return-to-service obligations due to death or permanent and total disability or reduction in force shall be released of all repayment obligations. Determination of whether a faculty member is to be considered disabled shall be made by the Board.

11.7.1. At the request of the faculty member and the president of the university supporting the sabbatical, faculty member improvement, or career redirection leave, the Board may transfer all or part of the repayment obligation to another campus within the system.

11.7.2. Universities recruiting faculty members may not expend funds to assist faculty members in meeting financial commitments related to sabbatical, faculty member improvement, career redirection, or similar leave service repayment obligations.

11.7.3. At the request of the president of the university, the Board may waive some or all of the return-to-service obligations or some or all of the repayment obligation when the Board determines that such waiver is in the best interest of the institution.

11.8. All faculty members, upon return from faculty member improvement, career redirection, or sabbatical leave shall be returned to their former positions or be assigned to positions of like nature and status and shall be granted increment increases that were given during their leave. They may be considered for merit increases as if they had served at the institution during such period. They shall maintain tenure, insurance benefits, accumulated sick leave, and all other accrued benefits. While employees are on sabbatical, improvement or career redirection leaves the following policies shall apply:

11.8.1. Employees shall neither accrue nor use sick and/or annual leave.

11.8.2. The ~~full cost of~~employer premiums for health and life insurance shall continue to be paid by the Regents for the employee. Applicable premiums for employee health, ~~D~~dependent health and life and supplemental life may be continued if paid by the employee.

11.8.3. Participation in the South Dakota Retirement System. Employees should refer to the South Dakota Retirement System for information. Employees can go to the following web site for participation information: www.sdrs.sd.gov or the employee can refer to SDCL 3-12-85.l

11.9. The following criteria shall be considered in selecting the candidates for faculty member improvement, career redirection or sabbatical leave:

11.9.1. The merit of the objectives as they relate to improving the instructional program and enhancing the professional growth of the applicant, and where other institutions are involved, evidence of acceptance of the faculty member's program or project by the institution offering the advanced study or research.

11.9.2. Years of experience in the system.

11.9.3. Previous leaves.

12. Exempt Employee Professional Development Leave

12.1. An exempt employee may be granted a professional development leave after (3) consecutive years of full-time employment in the system. Approval for such leave shall be contingent upon the employee presenting plans for formal study, research, or other experiences which are designed to improve the quality of service of the employee to the institution, the Board and the State of South Dakota. For purposes of this section, an exempt employee is a person who is exempt from the Civil Service system and who does not carry continuing faculty rank.

12.2. Exempt employee professional development leave shall be for not more than twelve months (12) at eight percent (8%) of the salary which would have been paid on full-time employment for each full year of consecutive full-time service, up to a maximum of fifty percent (50%) of salary, or not more than six months (6) at sixteen percent (16%) of the salary which would have been paid on full-time employment for each year of consecutive full-time service, up to a maximum of one hundred percent (100%) of salary.

12.3. All exempt employees receiving professional development leave are required to return to the institution granting the leave for at least two (2) years of full-time service or to refund the full salary and institutional costs of fringe benefits received while on leave. If an employee returns, but fails to perform the full two (2) years return-to-service obligation, then the repayment obligation shall be prorated. Should the employee return but fail to fulfill the full two-year service requirement, the amount to be reimbursed shall be pro-rated and shall be due one (1) calendar year from termination. Any repayment obligation which remains unpaid after falling due shall accrue interest at an annual rate equal to the monthly average prime rate of interest offered by the First Bank system during the leave period plus two percentage points. An employee who cannot perform return-to-service obligations due to death or permanent and total disability or reduction in force shall be released of all repayment obligations. Determination of whether an employee is to be considered disabled shall be made by the Board.

12.4. All exempt employees, upon return from professional development leave, shall be returned to their former positions or be assigned to positions of like nature and status and shall be granted increment increases that were given during their leave. They may be considered for merit increases as if they had served at the institution during such period. They shall maintain insurance benefits, accumulated leave, and all other accrued benefits. While employees are on leave the following policies shall apply:

12.4.1. Employees shall neither accrue nor use sick and/or annual leave.

12.4.2. The ~~full costs of~~employer premiums for health and life insurance shall continue to be paid by the Regents for the employee. Applicable premiums for employee health, ~~D~~dependent health, life, and other optional benefits may be continued if paid by the employee.

12.4.3. Participation in the South Dakota Retirement System. Employees should refer to the South Dakota Retirement System for information. Employees can go to the following web site for participation information: www.sdrs.sd.gov or the employee can refer to SDCL 3-12-85.

12.5. The following criteria shall be considered in selecting the candidates for professional development leave:

12.5.1. Needs of the department and institution.

12.5.2. The merit of the objectives as they relate to the enhancement of the professional growth of the applicant.

12.5.3. Years of experience in the system.

12.5.4. Previous leaves.

FORMS / APPENDICES:

None

SOURCE:

BOR August 1979; BOR February 1980; BOR August 1987; BOR August 1979; BOR August 1987; BOR August 1987; April 1988; September 1992; BOR October 1992; BOR May 1993; BOR October

1993; BOR March 1994; BOR June 1994; BOR March 1997; BOR March 2004; BOR October 2004; BOR May 2006; BOR August 2016; BOR June 2020; BOR August 2021.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Program: SDSMT Minor in Biomaterials

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
AAC Guideline 2.8 – New Baccalaureate Minor

BACKGROUND / DISCUSSION
South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a minor in Biomaterials. Biomaterials is a broad field that encompasses materials that can be natural or synthetic and how they interact with biological systems. The minor in Biomaterials will provide a pathway for students in a more traditional engineering degree to explore the field of biomaterials. The proposed minor would require an exception to AAC Guideline 2.8, which limits minors to 18 credit hours, including prerequisites. While the proposed minor in Biomaterials will require 18 credit hours, there are further credit hours in prerequisites required. This highly specialized minor will be targeted to related engineering majors, as well as Biology and Chemistry majors who will already take those prerequisite courses as part of their major.

IMPACT AND RECOMMENDATION
SDSMT plans to offer the minor in Biomaterials on campus. SDSMT does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS
Attachment I – New Program Request Form: SDSMT – Minor in Biomaterials

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DRAFT MOTION 20210803_6-C(1):
I move to authorize SDSMT to offer a minor in Biomaterials, 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:	SDSM&T
TITLE OF PROPOSED MINOR:	**Biomaterials**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**B.S. in** Metallurgical Engineering Biomedical Engineering, Mechanical Engineering, Industrial Engineering, Biology, and Chemistry
EXISTING RELATED MAJORS OR MINORS:	**Materials Engineering & Science**
INTENDED DATE OF IMPLEMENTATION:	**Spring 2021**
PROPOSED CIP CODE:	**14.2001**
UNIVERSITY DEPARTMENT:	**Materials and Metallurgical Eng.**
BANNER DEPARTMENT CODE:	**MMET**
UNIVERSITY DIVISION:	**4E**
BANNER DIVISION CODE:	**4E**

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

- The individual preparing this request has read AAC Guideline 2.8, which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

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

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

1. **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 and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**
    Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	*SDCL § 13-59*	*BOR Policy 1:10:4*
DSU:	*SDCL § 13-59*	*BOR Policy 1:10:5*
NSU:	*SDCL § 13-59*	*BOR Policy 1:10:6*
SDSMT:	*SDCL § 13-60*	*BOR Policy 1:10:3*
SDSU:	*SDCL § 13-58*	*BOR Policy 1:10:2*
USD:	*SDCL § 13-57*	*BOR Policy 1:10:1*

    Board of Regents Strategic Plan 2014-2020

    Although the program does not exist at an undergraduate level, many of the biomaterials related courses proposed for this minor are already being offered at an undergraduate level. There will be no additional classes needed, just an organization to the courses already being offered at an undergraduate engineering level.

3. **What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.**
    The purpose of the proposed minor is to provide students with an interest in biological materials an opportunity to explore this field. Biomaterials is a broad field that encompasses materials that can be natural or synthetic and how they interact with biological systems. Biomaterials can include cellulose (derived from wood) as a filler to strengthen plastics. Another example is a titanium rod used in a hip joint, and the complexities of the interaction between the material and human body.

4. **How will the proposed minor benefit students?**
    This program will offer an opportunity for students who have a related interests in biomaterials the opportunity to earn a minor in this field of study. For students with a more traditional engineering degree, who have had interests in biological systems, this minor offers a pathway for them to pursue. Upon completion of the minor, the students would be better prepared for a job in bio-industry, further education (graduate school), or potentially medical school. Adding this minor to their degree would set the students apart when pursing a job in bio-related fields.

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. Please cite any sources in a footnote.*

The work force for graduates in related fields would include scientists and engineers from a variety of disciplines including, but not limited to Environmental Engineers, Health and Safety Engineers, Industrial Engineers, Medical Scientists, Environmental Scientists, and many more. Biomaterials related fields are of growing interests in many areas from concerns of recycling and deforestation to life expectancy and quality of life. Biomaterials spreads a wide path for a large area of disciplines.

According to the U.S. Bureau of Labor Statistics, South Dakota has approximately 2,100 individuals currently employed in South Dakota in careers related to Biomaterials, which correlates to approximately 5 individuals per 1,000 jobs.[1] On a national scale, there are approximately 1.2 million jobs in the Biomaterials field.[1]

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

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 2021	FY 2022	FY 2023	FY 2024
Students enrolled in the minor (fall)	2	4	7	10
Completions by graduates	0	1	2	4

*Do not include current fiscal year.

6. **What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**
    The curriculum required courses are set to establish a fundamental understanding materials (MET 233) and build to investigate biomaterials (BME 401). The elective courses provide the opportunity for further investigation, expansion, and potential application for biomaterials. The student outcomes for these courses and the student outcomes listed below align with ABET Accreditation requirements for Engineering programs.

7. **Complete the tables below. Explain any exceptions to Board policy requested.**
    Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, <u>including</u> prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

    A. **Distribution of Credit Hours**

Biomaterials	Credit Hours	Percent
Requirements in minor	6	33.33%

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[1] Occupational Employment Statistics. (n.d.). Retrieved October 05, 2020, from https://data.bls.gov/oes/

Electives in minor			12	66.67%
		Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title *(add or delete rows as needed)*	Prerequisites for Course *Include credits for prerequisites in subtotal below.*	Credit Hours	New (yes, no)
MET	233	Properties of Biomaterials	MATH 123 (4 cr), CHEM 112 (3 cr)	3	No
BME	401	Biomaterials	MET 232 (3 cr)	3	No
			Subtotal	13	

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

Prefix	Number	Course Title *(add or delete rows as needed)*	Prerequisites for Course *Include credits for prerequisites in subtotal below.*	Credit Hours	New (yes, no)
IENG	331	Safety Engineering	Junior Standing	3	No
MET	432/532	Advanced Materials and Processes	MET 330 (3 cr)	3	No
BME	303	Introduction to Biomechanics	MATH 125 (4 cr), EM 214 (3 cr)	3	No
ME/MET	443	Composites	ME 316 (3 cr) or ME 440 (3 cr)	3	No
MET	445/545	Oxidation and Corrosion of Metals	MET 320 (4cr) or CBE 222 (3 cr) or ME 211 (3 cr)	3	No
MET	450/550	Forensic Engineering	MET 231 (1cr), MET 232 (3cr), ME 216 (3cr) or EM 321 (3cr)	3	No
BIOL	331	Microbiology	BIOL 151 (3 cr)	3	No
BIOL	438/538	Industrial Microbiology	BIOL 331(3 cr) or BIOL 341 (3 cr)	3	No
BIOL	480/580	Bioinformatics	BIOL 331 (3 cr), BIOL 341 (3 cr),	3	No

			OR BIOL 371 (3 cr), CHEM 464 (3 cr)		
CHEM	326	Organic Chemistry I	CHEM 114 (3 cr)	3	No
CHEM	464/564	Biochemistry I	CHEM 328 (3 cr)	3	No
CHEM	465/565	Biochemistry II	CHEM 464/564 (3 cr)	3	No
CBE/MES/ NANO	475/575	Advances in Processing and Nanoengineering of Polymers	CHEM 114 (3 cr), CHEM 114L (1 cr)	2	No
CBE/MET	489/589	Composites Manufacturing		1	No
CBE	474/574	Polymer Technology	Senior Standing	2-3	No
EM	321	Mechanics of Materials	EM 214 (3 cr)	3	No
MET	231	Structures and Properties of Materials Lab	MET 232 (3 cr)	1	No
NANO	445/545	Introduction to Nanomaterials	EM 321 (3 cr), MET 232 (3 cr)	3	No
ME	444/544	Mechanics of Viscoelastic Solids	ME 322 (3 cr), MATH 373 (3 cr)	3	No
ME	316	Solid Mechanics	ME 216 (3 cr), Math 321 (3 cr)	3	No
			Subtotal	12 + pre-requisites[1] ranging from 0-36 credits = 12-48 credits	

These classes could be required or electives courses counting towards their Metallurgical Engineering Biomedical Engineering, Mechanical Engineering, Industrial Engineering, Biology, and Chemistry.

1. Students majoring in MET, BME, ME, Biology, and Chemistry, the majors most likely to be interested in biomaterials, would have the needed pre-requisites as part of their required coursework. Students from other majors might have even more pre-requisite requirements as some of the pre-requisites have pre-requisites.

Using Metallurgical Engineering, Biomedical Engineering, and Mechanical Engineering as specific examples, students would have the prerequisite for the required courses MET 233, BME 401, and they would already have 13 pre-requisites completed as part of their major.

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

Modify the table as necessary to provide the requested information for the proposed program.

	Program Courses that Address the Outcomes	
Individual Student Outcome (Same as in the text of the proposal)	MET 233	BME 401
Ability to communicate effectively with a range of audiences	X	
Ability to acquire and apply new knowledge as needed, using appropriate learning strategies	X	X
Ability to recognize ethical and professional responsibilities in engineering situations	X	X
Ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	X	X
Ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare	X	X

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

9. 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.*

The instructional approaches will be a compilation of lectures and notes, powerpoint slides, some hands-on learning modules, interactive software available for free on the internet, and some courses will incorporate a design component.

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

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	**Spring**	**2021**

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

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in AAC Guideline 5.5.*	*Intended Start Date*

Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

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

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

11. **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."*

We request a waiver to BoR AAC Guideline 2.8, which states that, "Minors typically consist of eighteen (18) credit hours, including prerequisite courses." The proposed minor in Biomaterials will require 18-21 (depends on electives selected) credit hours of coursework for students pursuing a Bachelor of Science in MET, BME, ME, Biology, and Chemistry at South Dakota Mines. This will be an "in-program" minor for students in these majors. However, those students pursuing other engineering majors may pursue this minor and will have additional credit hour requirements due to the pre-requisites for the named courses in the minor. This is unavoidable because certain disciplines may not have the pre-requisite background for a diverse, but complex technological field; students must take the foundational courses as part of or related to their respective course studies (e.g., Introduction to Biomaterials, Mechanics of Viscoelastic Solids, Corrosion, Properties of Materials, etcetera) as preparation to pursue the Biomaterials minor.

Substituting MET 232 as a course in lieu of BME/MET 233 as a required course will be allowed. Historically, Dr. Katrina Donovan has delivered both courses. The two courses are very similar, however, BME/MET 233 has emphasis on soft and biomaterials, whereas MET 232 covers more metallic material properties which are also vital for a Biomaterials background.

12. **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.*
There will be no changes in cost, budget, or resources as faculty are set to deliver these courses regardless of minor put forth in this form.

13. 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.

14. 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

****

SUBJECT
New Program: USD Minor in Medical Laboratory Practices

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 minor in Medical Laboratory Practices. The proposed minor will introduce students to the key theories, procedures, and skills utilized in a medical laboratory. The basic understanding of how a medical laboratory functions will impact the healthcare workforce and enhance the quality of healthcare practice. More skilled laboratory workers are needed due to technological advances leading to a surge in new laboratory tests, as well as more public awareness of laboratory tests and results, particularly since the COVID-19 pandemic. The need for individuals with medical laboratory knowledge continues to climb, and students who learn the skills in the Medical Laboratory Practices minor will help fill that need. The program will not lead to certification, as the accrediting body requires a bachelor's degree and a clinical internship for certification.

IMPACT AND RECOMMENDATION
USD plans to offer the minor in Medical Laboratory Practices on campus. USD does not request new state resources. No new courses will be required since all courses in the minor are part of current programs at USD.

Board office staff recommends approval.

ATTACHMENTS
Attachment I – New Program Request Form: USD – Minor in Medical Laboratory Practices

****
DRAFT MOTION 20210803_6-C(2):
I move to authorize USD to offer a minor in Medical Laboratory Practices, as presented.

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

UNIVERSITY:	USD
TITLE OF PROPOSED MINOR:	Medical Laboratory Practices
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	Medical Laboratory Science
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	51.1005
UNIVERSITY DEPARTMENT:	Medical Laboratory Science (UMLS)
UNIVERSITY DIVISION:	School of Health Sciences (2H)

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

- The individual preparing this request has read AAC Guideline 2.8, which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

	6/23/2021
President of the University	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 and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

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

BHSU:	SDCL § 13-59	BOR Policy 1:10:4
DSU:	SDCL § 13-59	BOR Policy 1:10:5
NSU:	SDCL § 13-59	BOR Policy 1:10:6
SDSMT:	SDCL § 13-60	BOR Policy 1:10:3
SDSU:	SDCL § 13-58	BOR Policy 1:10:2
USD:	SDCL § 13-57	BOR Policy 1:10:1

   Board of Regents Strategic Plan 2014-2020

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

The minor in Medical Laboratory Practices (MLP) will introduce students to the key theories, procedures, and skills utilized in a medical laboratory. A basic understanding of how a medical laboratory functions will impact the healthcare workforce and enhance the quality of healthcare practice in many ways such as improving patient safety and outcomes. Additionally, the didactic and laboratory skills developed through the minor will provide a foundation that is transferrable to many health professions as well as those in research and science education.

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

Recent technological advances led to a surge in the development of new laboratory tests, with thousands of options now available for providers, requiring additional training in order to ensure safety and improve patient outcomes. Additionally, the COVID-19 pandemic increased the interest and knowledge base of the general public, which in turn, requires healthcare providers to communicate effectively with patients about their lab tests and results.

The minor in Medical Laboratory Practices will provide students with a better understanding of the methods utilized in the medical laboratory to obtain the results necessary to aid in the diagnostic process. This is especially important for healthcare professionals who interpret laboratory results such as nurses, physicians, physician assistants, physical therapists, occupational therapists, pharmacists, and veterinarians. The laboratory activities accompanying the courses promote the development of skills necessary for nearly any laboratory setting, such as research, biological, veterinary, forensic, or educational labs.

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. Please cite any sources in a footnote.*

The proposed minor in Medical Laboratory Practices will not lead to MLS certification because one cannot practice without a bachelor's degree and completion of a clinical internship through a NAACLS-accredited MLS program. However, the need for individuals with medical laboratory knowledge continues to climb. The US Bureau of Labor and Statistics predicts a growth of 24,700, a 7% increase, in medical laboratory professionals from 2019-2029.[1] Related laboratory fields in which the MLP minor would be beneficial such as phlebotomy (+17%), biological technicians (+5%), and forensic science technicians (+14%) are expected to grow faster than the average occupation in the same time frame.[1] According to SD Department of Labor and Regulation, South Dakota's projections for medical laboratory professionals are a 10% growth from 2018-2028, with significant growth in phlebotomy (+19%), biological technicians (+9%), and forensic science technicians (+7%).[2]

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[1] U.S. Bureau of Labor Statistics. Occupational Outlook Handbook. https://www.bls.gov/ooh/
[2] South Dakota Department of Labor & Regulation. Statewide South Dakota Employment Projections by Occupation. 2018-2028. https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY22	FY23	FY24	FY25
Students enrolled in the minor (fall)	**10**	**13**	**16**	**20**
Completions by graduates	**5**	**10**	**14**	**18**

*Do not include current fiscal year.

The initial number of enrollees is a conservative estimate based on student interest in health science and laboratory. It is anticipated that approximately half of the students enrolled in the MLP minor will be seniors and graduate with the minor in FY22. Within the fourth year of offering, we believe the minor will reach an enrollment of approximately 20 students and anticipate 90% completing the minor.

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

As technology advances, medical laboratories are offering a more robust testing menu with new options that require additional training of health care providers. The proposed curriculum will complement the majors already offered within the School of Health Sciences to better prepare future health care providers and improve patient care as they gain a more comprehensive understanding of the laboratory testing available and appropriate interpretation of the results obtained. Additionally, the techniques and skills obtained transfer to many other types of laboratories, such as research, forensics, or educational laboratories. The proposed curriculum includes three required courses totaling 9 credit hours:

- MLS 332/L: Intro to Medical Laboratory Procedures introduces essential topics of a medical laboratory including clinical chemistry, clinical lab microscopy/urinalysis and body fluids, blood banking, and phlebotomy (4 cr).
- MLS 239: Clinical Quality/Data to Decisions covers the quality assurance aspects of these departments and introduces basic operations of the analyzers (2 cr).
- MLS 228/L: Medical Lab Parasitology presents introductory information on the topic of human parasitology. The purpose is to inform the student about the symptoms, diagnosis, and treatment of human parasites (3 cr).

These courses were selected to better educate those interested in health care with the theories, principles, and techniques utilized in a medical laboratory as well as analysis and interpretation of the results obtained from laboratory testing procedures. The remaining 9 hours will be elective and can come from a combination of prerequisite courses, MLS courses, and/or upper-division sciences courses.

Because one cannot practice as a medical laboratory scientist without a bachelor's degree and completion of a NAACLS-accredited MLS clinical internship experience, there are few programs in the nation who offer a minor related to medical laboratory science. The proposed minor would be the first of its kind in a regental institution but aligns with the curriculum for comparable minors at Ohio State University and Nazareth College.

a) Ohio State University offers a minor in Medical Laboratory Science
https://hrs.osu.edu/~/media/Files/HRS/Academics/Minors/Med-Lab-Science-Minor.pdf?la=en and includes the following courses:
- o Required Prerequisite courses: Biology 1113, Chemistry 1210 and 1220, and Math 1150 or higher.
- o For those students electing to take MEDLBS 5000, Microbiology 4000 is an additional prerequisite.
- o For those students electing to take MEDLBS 5300, Chemistry 2510 and Biochemistry 4511 are additional prerequisites.
- o Students may select from the list of courses below (for a minimum of 12 credit hours):
  - MEDLBS 5000 Clinical Lab Microbiology I (3 cr.)
  - MEDLBS 5050 Clinical Lab Hematology (5 cr.)
  - MEDLBS 5100 Clinical Lab Microbiology II (3 cr.)
  - MEDLBS 5150 Clinical Lab Microscopy (2 cr.)
  - MEDLBS 5200 Clinical Lab Immunology (3 cr.)
  - MEDLBS 5300 Clinical Lab Chemistry (5 cr.)

b) Nazareth College in Rochester, NY offers a minor in Clinical Laboratory Science
http://catalog.naz.edu/preview_program.php?catoid=89&poid=10841&returnto=2430 and includes the following courses:
- o Required:
  - BIO.Q 103/L- Biological Systems 1/Lab (4 cr.)
  - CHM.Q 140/L- General Chemistry: Molecules, Matter and Mayhem/Lab (4 cr.)
  - CLS 201- Laboratory Medicine (3 cr.)
- o Electives- students must complete 8 credits from the following courses:
  - CLS 301/L- Clinical Chemistry 4 cr.)
  - CLS 302/L- Diagnostic Microbiology (4 cr.)
  - CLS 305/L- Clinical Blood Banking (4 cr.)
  - CLS 306/L- Clinical Hematology (4 cr.)

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

A. Distribution of Credit Hours

Medical Laboratory Practices	Credit Hours	Percent
Requirements in minor	13	72%
Electives in minor	5	28%
Total	18	

B. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites for Course *Include credits for prerequisites.*	Credit Hours	New (yes, no)
BIOL*	151/L	General Biology I	None	4	No
MLS	239	Advancing Clinical Quality/Turning Data into Decisions	None	2	No
MLS	332/L	Introduction to Medical Laboratory Procedures/Lab	None	4	No
MLS	228/L	Medical Laboratory Parasitology/Lab	None	3	No
			Subtotal	**13**	

*BIOL 151/L will fulfill the prerequisite to the following optional electives: MLS 325, MLS 415, MLS 331/L.

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

5 credit hours minimum required; additional hours earned will count towards the 120-hour baccalaureate electives (courses that require a prerequisite are paired in the list below). Courses with the MLS prefix are preferred by the department however all electives in the list below fulfill this requirement.

Prefix	Number	Course Title	Prerequisites for Course .	Credit Hours	New (yes, no)
BIOC	310/L	Biological Chemistry	None	5	No
MLS	111	Intro to Medical Lab Science	None	1	No
The following 3 courses already meet the prerequisite of BIOL 151/L that is a required course in the core:					
MLS	325	Medical Laboratory Molecular Diagnostics and Genetics	BIOL 151 with min C or higher	3	No
MLS	331/L	Introduction to Hematology and Hemostasis in the Medical Laboratory	BIOL 151 or PHGY 220 with min. D or higher	4	No
MLS	415	Communicable Diseases and Public Health	Biology Gen Ed, Microbiology, HSC 280, or Physiology PHGY 220 with min. grade C	3	No
Courses paired with required prerequisites:					
Combination 1					
MICR	420/422	Microbiology and Infectious Diseases	BIOC 310/L, BIOC 430, or BIOL 475 with min grade D	5	No
AND BIOC 310 (5 cr.) with min. grade of D **OR** BIOC 430 (3 cr.) with min. grade of D AND CHEM 326 (4 cr.) AND CHEM 330 (3 cr.) OR BIOL 443 (3 cr.) with min. grade of D **OR** BIOL 475 (3 cr.) with min. grade of D AND BIOL 151 (3 cr.) AND BIOL 153 with min. grade of C (3 cr.)					
Combination 2					
CHEM*	112/L	General Chemistry I	MATH Gen Ed with min. grade of D	4	No
AND MATH Gen Ed (3-5 cr.)					
Combination 3					
PHGY*	220/L	Human Physiology and Integrated Anatomy I	CHEM 106 or CHEM 112 with min. grade of C	4	No
AND CHEM 106 or CHEM 112 **(see prerequisites for CHEM 112) with min. grade of C (3 cr.)					
			Subtotal	**5 minimum**	

*Denotes courses that are prerequisites to other elective courses
**Denotes prerequisite courses that require additional prerequisite courses

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

Individual Student Outcome (Same as in the text of the proposal)	*BIOL 151/L	*MLS 228/L	*MLS 239	*MLS 332/L	MLS 111	MLS 325	MLS 331/L	MLS 415	BIOC 310/L	MICR 420/422	CHEM 112/L	PHGY 220/L
Gain a basic understanding about the medical laboratory and its role in health care.		x	x	x	x	x	x	x				
Learn the fundamental principles, generalizations, and theories in the medical laboratory.		x	x	x	x	x	x	x				x
Develop the basic laboratory skills required to successfully perform laboratory procedures and evaluate subsequent results for accuracy.	x	x	x	x			x		x	x	x	
Identify appropriate diagnostic laboratory tests and correlate to disease processes.		x	x	x		x	x	x	x	x		x
Perform mathematical calculations used in routine laboratory protocols.			x	x		x	x		x		x	
Evaluate and interpret data for accuracy and troubleshoot appropriately as necessary.	x	x	x	x		x	x	x	x	x	x	

AAC Form 2.8 – New Baccalaureate Degree Minor
(Last Revised 05/2019)

10. 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.*

All of the proposed courses are primarily offered F2F and will use Smart Classroom technology to provide an appropriate learning environment to facilitate access for presentations, class discussion, and research. Laboratory activities will utilize technological principles comparable to those found in a medical laboratory.

11. Delivery Location

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

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 2021**

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

	Yes/No	*If Yes, identify delivery methods* Delivery methods are defined in *AAC Guideline 5.5*.	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

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

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

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy.
None

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 minor.

No additional budget or resources are needed- all courses are already being offered at USD and should be within the instructors' workload.

14. 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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
> **Intent to Plan: SDSMT BS in Ceramic Engineering**

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

BACKGROUND / DISCUSSION
> South Dakota School of Mines & Technology (SDSMT) requests authorization to develop a proposal to offer a BS in Ceramic Engineering. Ceramic Engineering is the science and technology of creating objects from inorganic, non-metallic materials. The term includes the purification of raw materials, the study and production of the chemical compounds concerned, their formation into components, and the study of their structure, composition, and properties.
>
> SDSMT intends to offer the BS in Ceramic Engineering on campus.

IMPACT AND RECOMMENDATION
> SDSMT does not request new state resources, and will instead reallocate existing resources and apply for other external resources. SDSMT expects that most students in the proposed program will be new to the university. SDSMT also anticipates enrolling 15 students in the program after five years.
>
> 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 curriculum,

(Continued)

****

DRAFT MOTION 20210803_6-D:
> I move to authorize SDSMT to develop a program proposal for a BS in Ceramic Engineering, as presented.

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: SDSMT – BS in Ceramic 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:	**Ceramic Engineering BS**
INTENDED DATE OF IMPLEMENTATION:	**Fall** Choose an item. **2022**

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

- The individual preparing this request has read AAC Guideline 2.4, which pertains to new intent to plan requests for new programs, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval
To the Board of Regents and the Executive Director: I certify that I have read this 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

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

1. **What is the general nature/purpose of the proposed program? Please include a brief (1-2 sentence) description of the academic field in this program.**
   The general purpose of this proposed program is to train students in ceramic engineering. Ceramic engineering is the science and technology of creating objects from inorganic, non-metallic materials. The term includes the purification of raw materials, the study and production of the chemical compounds concerned, their formation into components and the study of their structure, composition and properties.

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.)? *Please cite any sources in a footnote.*

Ceramic engineering demand largely follows that for materials science graduates and other specialized materials graduates such as metallurgical engineering. According to the latest information from the US Bureau of Labor Statistics overall employment materials scientists is projected to grow 5 percent from 2019 to 2029, faster than the average for all occupations.[1]

Relevant SD industries that have a need for ceramic engineers include cement/refractory (GCC Dakota), porcelain producers (Pacer Corp.) as well as the biomedical device industry.

[1] https://www.bls.gov/ooh/life-physical-and-social-science/chemists-and-materials-scientists.htm

3. **How would the proposed program benefit students?**

A Ceramic Engineering degree would be of benefit to all STEM majors on the SD Mines campus as it would broaden the school's technical portfolio of courses available and help move the campus toward a comprehensive STEM offering.

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

BHSU:	SDCL § 13-59	BOR Policy 1:10:4
DSU:	SDCL § 13-59	BOR Policy 1:10:5
NSU:	SDCL § 13-59	BOR Policy 1:10:6
SDSMT:	SDCL § 13-60	BOR Policy 1:10:3
SDSU:	SDCL § 13-58	BOR Policy 1:10:2
USD:	SDCL § 13-57	BOR Policy 1:10:1

   Board of Regents Strategic Plan 2014-2020

University Mission: A Ceramic Engineering degree would directly support the mission of the South Dakota School of Mines and Technology, specifically serving to enhance the school's mission as the state's technological university.

SDBoR Strategic Plan: A Ceramic Engineering degree would directly support the SDBOR Strategic Plan as follows.

Goal 1: Student Success. A Ceramic Engineering Program fits with

   a. increasing the number of graduates;
   b. Encouraging campuses to create innovative programs to attract and retain in SD, more non-resident students.

Goal 2: Academic Quality and Performance. A Ceramic Engineering Program fits with

   a. Increase the number of accredited programs
   b. Grow participation in undergraduate research

Goal 3: Research and Economic Development. A Ceramic Engineering Program fits with

    a. Growing the number of STEM graduates

    And could fit with

    b. Increase grant and contract expenditures.
    c. Increase the number of invention disclosures.
    d. Increase the number of signed license agreements.
    e. Increase the number of licenses signed with start-up companies.

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? *A list of existing system programs are available through the university websites and the* <u>*RIS Reporting: Academic Reports Database*</u>*. If there are no related programs within the Regental system, enter "None."*

The only other related program in South Dakota is the B.S. degree program in Metallurgical Engineering at the South Dakota School of Mines and Technology. The Metallurgical Engineering program, like the Ceramic Engineering program, is a specialized form of Materials Science. In fact, the two programs would be entirely complimentary and share significant existing coursework and infrastructure. In addition, the Ceramic Engineering program would support the existing multi-disciplinary graduate (M.S. and Ph.D.) program in Materials Engineering and Science (MES). In this regard, the MES program has a long track record of successful collaboration with SDSU (chemistry), USD (chemistry) and DSU (information technology), and the Ceramic Engineering program would be expected to augment this collaboration.

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.*
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	none	
North Dakota	none	
Montana	none	

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?

Students enrolling in the Ceramic Engineering program would be expected to 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.

We expect that the program will enroll over the course of the first five years 5, 7, 9, 11, 13 and 15 students, respectively. After the first five years the program will reach 'steady state' and graduate 15 students per year.

The methodology used for these estimates are two-fold. First, they are based upon data from one of the two ABET accredited Ceramic Engineering programs in the US (Alfred University), and the other extant program in which the Ceramic Engineering program will be paired (SDSM&T, Metallurgical Engineering).

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., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?
Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	***Intended Start Date***
On campus	Yes	Fall 2022

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

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in* [*AAC Guideline 5.5*].	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
Does another BOR institution already have authorization to	No	**If yes, identify institutions:**	

offer the program online?		

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 *If checking this box, please provide examples of the external funding identified below. (pending IUSE proposal with Nat. Sci. Foundation)*	Yes	Yes
Ask Board to seek new State resources *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.*	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**.

Missouri Science and Technology (MS&T) has one of the two ABET accredited Ceramic Engineering programs in the US. The MS&T Ceramic Engineering program is within a Department that includes the MS&T Metallurgical Engineering degree program. Thus, we offer the MS&T Ceramic Engineering curriculum as a model that will be followed: http://catalog.mst.edu/undergraduate/degreeprogramsandcourses/ceramicengineering/#bachelorstext

12. Additional Information: *Additional information is optional. Use this space to provide information not specifically requested above. Delete this item it is not used.*

ABET CRITERIA

— Materials (1), Metallurgical (2), Ceramics (3) and Similarly Named Engineering Programs

(1,2) Lead Society for Materials and Metallurgical Engineering Programs: The Minerals, Metals & Materials Society (3) Lead Society for Ceramics Engineering Programs: American Ceramic Society (1) Cooperating Societies for Materials Engineering Programs: American Ceramic Society, American Institute of Chemical Engineers, and American Society of Mechanical Engineers (2) Cooperating Society for Metallurgical Engineering Programs: Society for Mining, Metallurgy, and Exploration (3) Cooperating Society for Ceramics Engineering Programs: The Minerals, Metals & Materials Society

These program criteria apply to engineering programs including "materials," "metallurgical," "ceramics," "glass", "polymer," "biomaterials," and similar modifiers in their titles.

1. Curriculum

The curriculum must prepare graduates to apply advanced science (such as chemistry, biology and physics), computational techniques and engineering principles to materials systems implied by the program modifier, e.g., ceramics, metals, polymers, biomaterials, composite materials; to integrate the understanding of the scientific and engineering principles underlying the four major elements of the field: structure, properties, processing, and performance related to material systems appropriate to the field; to apply and integrate knowledge from each of the above four elements of the field using experimental, computational and statistical methods to solve materials problems including selection and design consistent with the program educational objectives.

2. Faculty

The faculty expertise for the professional area must encompass the four major elements of the field.

There are two ABET accredited Ceramic Engineering programs in the U.S.
- Missouri University of Science and Technology (joint Dept. with Metallurgical Engineering)
- Alfred University (private university, ~2000 undergrads)

Example Enrollment Data

Alfred University   REQUEST INFO   VISIT US   APPLY TODAY   MENU
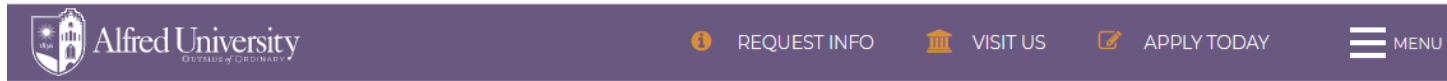
Undergraduate Full-Time Enrollment (from Fall Census)

Major	2017	2016	2015	2014	2013	2012	2011
Biomat. Eng./Biomed Mat. Eng.	33	34	41	31	32	30	31
Ceramic Engineering	68	63	72	63	57	49	45
Electrical Engineering	N/A	N/A	0	4	10	12	24
Glass Engineering Science	15	15	13	9	15	15	15
Materials Science and Engineering	48	48	50	46	44	42	44
Mechanical Engineering	182	185	165	160	137	121	100
Renewable Energy Engineering	30	44	42	35	15	N/A	N/A
Undecided	26	37	35	44	39	48	32
Non-degree	4	4	12	9	6	4	3

Ceramic Engineering Curriculum/Checklist

Freshman Year

First Semester

- MATH 123 Calculus I **Credits: (4-0) 4** (Goal 5) [1]
- CHEM 112 General Chemistry I **Credits: (3-0) 3** (Goal 6) [1]
- CHEM 112L General Chemistry I Lab **Credits: (0-1) 1** (Goal 6) [1]
- ENGL 101 Composition I **Credits: (3-0) 3** (Goal 1) [1]
- General Education Goal 3 or 4 Elective(s) **Credits: 6** [1]

Total: 17

Second Semester

- MATH 125 Calculus II **Credits: (4-0) 4**
- CHEM 114 General Chemistry II **Credits: (3-0) 3** (Goal 6) [1]
- CHEM 114L General Chemistry II Lab **Credits: (0-1) 1**
- PHYS 211 University Physics I **Credits: (3-0) 3**
- CSC 170/170L Programming for Engineers and Scientists **Credits: (3-0) 3**
- General Education Goal 3 or 4 Elective(s) **Credits: 3** [1]

Total: 17

Sophomore Year

First Semester

- MET 232 Properties of Materials **Credits: (3-0) 3** *
- MET 231 Structures and Properties of Materials Lab **Credits: (0-1) 1**
- MATH 321 Differential Equations **Credits: (3-0) 3**
- PHYS 213 University Physics II **Credits: (3-0) 3**
- **Geol 212/212L Mineralogy and Crystallography Credits: 3** [2]
- EM 214 Statics **Credits: (3-0) 3**

Total: 17

Second Semester

- MATH 225 Calculus III **Credits: (4-0) 4**
- EM 321 Mechanics of Materials **Credits: (3-0) 3**
- **OR**
- ME 216 Introduction to Solid Mechanics **Credits: (3-0) 3**
- **C1 Credits: (3-0) 3 ****
- **C1L Credits: (0-1) 1**
- ENGL 279 Communication in the STEM Workplace **Credits: (3-0) 3** (Goal 1) [1]

- General Education Goal 3 or 4 Elective(s) **Credits: 3** [1]

Total: 17

Junior Year

The courses on the checklist correspond with the first semester of junior year beginning in an <u>EVEN</u>-numbered year. Course offering cycle information for Sets A, B, C, and D are provided in below.

First Semester

- ENGL 289 Explorations in STEM Communications **Credits: (3-0) 3** (Goal 2) [1]
- MET 320 Metallurgical Thermodynamics **Credits: (4-0) 4**
- Free Elective **Credits: 1**

Set A- Fall Even Years or Set C- Fall Odd Years

- MET 422 Transport Phenomena **Credits: (4-0) 4**
- Directed **CE** Elective **Credits: 3** [3]

Total: 15

Second Semester

- **C2 Principles CE Design Credits: (2-0) 2**
- MATH 373 Introduction to Numerical Analysis **Credits: (3-0) 3**
- Directed MET Elective **Credits: 3** [3]

Set B- Spring Odd Years or Set D- Spring Even Years

- MET 321/321L High Temperature Extraction, Concentration, and Recycling/Lab **Credits: (3-1) 4**
- EE 301/301L Introduction to Circuits, Machines, and Systems/Lab **Credits: (3-1) 4**

Total: 16

Senior Year

The courses on the checklist correspond with the first semester of senior year beginning in an <u>ODD</u>-numbered year. Course offering cycle information for Sets A, B, C, and D are provided in below.

First Semester

- **C3 Senior Design I Credits: (0-2) 2**
- IENG 301 Basic Engineering Economics **Credits: (2-0) 2**
- Free Elective **Credits: 3**
- Upper Level (300/400) Humanities or Social Sciences Elective(s) **Credits: 3** [4]

Set A- Fall Even Years or Set C- Fall Odd Years

- **C4 Credits: (3-0) 3**
- **C4L Credits: (0-1) 1**
- **C5 Credits: (3-0) 3**

Total: 17

Second Semester

- <u>MET 433 Process Control</u> **Credits: (3-0) 3**
- <u>**C6 Senior Design II**</u> **Credits: (0-1) 1**
- **Chem 352 Inorganic Chemistry Credits: 3** [2]

Set B- Spring Odd Years or Set D- Spring Even Years

- **C7 Credits: (3-0) 3**
- **C7L Credits: (0-1) 1**
- **C8 Credits: (3-0) 3**
- **C8L Credits: (0-1) 1**

Total: 15

Human Resource Needs (New Faculty)

Instructor
Fall A
C4 (3-1)
C9 400/500 elective (3)

Spring A
C2 (2)
C1 (3-1)

Fall B
C3 (2)
C10 400/500 elective (3)

Spring B
C1 (3-1)
C2 (2)
C8 (3-1)

Tenure Track

Fall A
C3 (2)
C5 (3)

Spring A
C6 (1)
C11 MES1 (3)

Fall B
C3 (2)
C12 MES2 (3)

Spring B
C7 (3-1)
C6 (1)

Possible Areas for Campus Collaboration

- Cement chemistry (CEE)
- Bio-ceramics (BME)
- Oxide fuel cells (CHE)
- Semiconductors (PHYS)

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – E
DATE: August 3-5, 2021

****

SUBJECT
> **Inactive Status and Program Termination Requests – BHSU**

CONTROLLING STATUTE, RULE, OR POLICY
> AAC Guideline 2.12 – Programs on Inactive Status
> AAC Guideline 2.13 – Program Termination

BACKGROUND / DISCUSSION
> Black Hills State University (BHSU) has submitted a request asking that the following program be terminated (see Attachment I).

> - Degree Program: BSED in Mathematics & Science Ed – Composite (Terminate)
>   *Justification: The revision of the BSED Mathematics program that was recently approved consists of merging the current BSED Mathematics and BSED Mathematics & Science Education – Composite major into a single program with areas of emphasis and adding an emphasis in Mathematics & Computer Science Education. Since this revision includes a Mathematics & Science Education Emphasis with requirements that are identical to the current BSED Mathematics & Science Education - Composite major requirements, this composite program is not needed. Students will have the same opportunity through the revised BSED Mathematics program.*

IMPACT AND RECOMMENDATION
> Since the revised BSED Mathematics program includes an emphasis in Mathematics and Science Education with the same requirements, BHSU does not anticipate any cost savings or changes with the attached termination request nor does BHSU anticipate any implications on staffing.

> Board staff recommends approval.

ATTACHMENTS
> Attachment I – BHSU Program Termination Request

****
DRAFT MOTION 20210803_6-E:
> I move to approve BHSU request to terminate the BSED in Mathematics & Science Ed – Composite major, as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
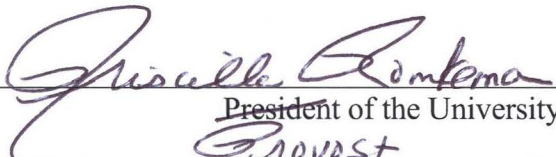
Program Termination or
Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). 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 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:	BSED Mathematics & Science Ed. - Composite
CIP CODE:	13.1311, 13.1316
UNIVERSITY DEPARTMENT:	School of Mathematics/Social Science
BANNER DEPARTMENT CODE:	
UNIVERSITY DIVISION:	College of Education and Behavioral Sciences
BANNER DIVISION CODE:	

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.

_____   6/14/21
President of the University   Date
Provost

1. **Program Degree Level** (*place an "X" in the appropriate box*):

   Associate ☐   Bachelor's ☒   Master's ☐   Doctoral ☐

2. **Category** (*place an "X" in the appropriate box*):[1]

   Certificate ☐   Specialization ☐   Minor ☐   Major ☒

3. **The program action proposed is** (*place an "X" in the appropriate box*):[2]

   Inactive Status ☐   Termination ☒
   See question 4   *See questions 5 and 6*

---

[1] Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

[2] Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

B.S.Ed. Mathematics & Science Education – Composite   June 8, 2021

4. **INACTIVE STATUS**

   A. **Provide a justification for inactivating the program:**

   B. **If there are current students in the program, what are the implications of placing the program on inactive status?**

   C. **What is the last date (day/month/year) by which a student can graduate in the program?**

   D. **What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?**

5. **TERMINATION WITH ENROLLED STUDENTS**

   A. **Provide a justification for terminating the program:**
       The revision of the BSED Mathematics program that was recently approved consists of merging the current BSED Mathematics and BSED Mathematics & Science Education - Composite major into a single program with areas of emphasis and adding an emphasis in Mathematics & Computer Science Education. Since this revision includes a Mathematics & Science Education Emphasis with requirements that are identical to the current BSED Mathematics & Science Education - Composite major requirements, this composite program is not needed. Students will have the same opportunity through the revised BSED Mathematics program.

   B. **What is the plan for completion of the program by current students?**
       Since the requirements of the BSED Mathematics with Mathematics and Science Education emphasis are identical to the BSED Mathematics and Science Education – Composite major requirements, any students on a catalog from the last few years will be able to move over to the revised BSED Mathematics program without any change in requirements. Students in the Mathematics and Science Education – Composite major will be encouraged to voluntarily switch to the revised BSED Mathematics program. Students on an older catalog or students who choose not to switch will have two years to complete the program.

   C. **What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?**
       15 August 2021

   D. **What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**
       15 August 2021

B.S.Ed. Mathematics & Science Education – Composite   *June 8, 2021*

E. **What is the last term or date (day/month/year) by which a student can graduate from the program?**
15 May 2023

F. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
None. The revised BSED Mathematics program includes and emphasis in Mathematics and Science Education with the same requirements so there are no cost savings or changes in cost.

G. **What are the resulting employee terminations and other possible implications including impact on other programs?**
None. The revised BSED Mathematics program includes and emphasis in Mathematics and Science Education with the same requirements so there are no staffing implications or impact on other programs.

6. **TERMINATION WITHOUT ENROLLED STUDENTS**

   A. **Provide a justification for terminating the program:**

   B. **What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?**

   C. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?**

   D. **What are the resulting employee terminations and other possible implications including impact on other programs?**

B.S.Ed. Mathematics & Science Education – Composite   *June 8, 2021*

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – F (1)
DATE: August 3-5, 2021

****

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, South Dakota State University (SDSU) seeks approval to enter into an agreement on academic cooperation with the following institutions:

- Carlow College (Ireland)
  Faculty-Led study abroad program to enhance the educational experience and the faculty and learners of SDSU and the faculty of Carlow College (CC). The areas of cooperation include, subject to mutual consent, provision of pre-agreed educational activities and accommodation by CC to learners and staff of SDSU. CC will send an invoice to SDSU for the cost of the required pre-agreed fees related to the faculty-led summer program, and SDSU will be responsible for payment of its study abroad students' fees to CC.

- Kaya Responsible Travel
  An agreement meant to provide quality, culturally-immersive, experiential programs abroad for SDSU students and to promote student interest in these educational programs and services.

- Work the World
   An MOU that provides SDSU students with opportunities to participate in clinical experiences abroad.

(Continued)

****

DRAFT MOTION 20210803_6-F(1):
    I move to approve South Dakota State University's agreements on academic cooperation with Carlow College (Ireland), Kaya Responsible Travel, Work the World, and Lakeland Tours LLC dba Worldstrides, as presented.

- <u>Lakeland Tours, LLC dba Worldstrides</u>
  An agreement to provide SDSU students greater opportunities and incentives to experience quality study abroad experiences through the educational programs and services of the WorldStrides programs.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: SDSU & Carlow College
Attachment II – Agreement on Academic Cooperation: SDSU & Kaya Responsible Travel
Attachment III – Agreement on Academic Cooperation: SDSU & Work the World
Attachment IV – Agreement on Academic Cooperation: SDSU & Worldstride

MEMORANDUM OF AGREEMENT FOR

FACULTY-LED STUDY ABROAD

between

CARLOW COLLEGE, ST. PATRICK'S
COLLEGE STREET
CARLOW, CO. CARLOW
R93 A003
REPUBLIC OF IRELAND

represented by the President, Fr Conn Ó Maoldhomhnaigh

AND

OFFICE OF INTERNATIONAL AFFAIRS
SOUTH DAKOTA STATE UNIVERSITY
BRIGGS LIBRARY 119, BOX 2115
BROOKINGS, SD 57007
UNITED STATES OF AMERICA

represented by President Barry H. Dunn, Ph.D.

October 13, 2020

A. PREAMBLE

Carlow College, St. Patrick's (hereafter referred to as Carlow College), and South Dakota State University (hereafter referred to as SDSU) referred to collectively as the "Institutions" and individually as the "Institution", hereby agree upon the following terms and conditions as set out in this Agreement below. The Purpose of this agreement is to enhance the educational experience and the faculty and learners of SDSU and the faculty of Carlow College.

B. SCOPE OF UNDERSTANDING

The areas of cooperation include, subject to mutual consent, provision of pre-agreed educational activities and accommodation by Carlow College to learners and staff of SDSU.

C. RESPONSIBILITIES OF CARLOW COLLEGE

Carlow College will provide the following support to study abroad students as outlined in the facilities agreement:

- accommodations;
- program(me) activities;
- lectures; and
- transportation and on-site logistics.

D. RESPONSIBILITIES OF SDSU

SDSU will:

- screen and accept applicants to participate in the study abroad program and ensure that the students meet SDSU's program eligibility criteria; and
- enroll students in the required SDSU comprehensive sickness and accident insurance for study abroad, which includes coverage for medical evacuation and repatriation, before travel to Ireland.

E. RESPONSIBILITIES OF STUDY ABROAD STUDENTS

Study Abroad students will be responsible for:

- complying with any registration and/or visa requirements of the Immigration Bureau;
- adhering to the relevant policies and procedures of Carlow College (i.e. Lennon House Handbook, *IT Policy*, *Smoking Policy* and *CCTV Policy*); and
- adhering to the home institution's standards of conduct while on the study abroad program(me).

F. FINANCES – PROGRAM(ME) FEES

Carlow College will send an invoice to the SDSU for the cost of the required pre-agreed fees related to the faculty-led summer program(me). Pursuant to receipt of an invoice prepared by Carlow College, SDSU will be responsible for payment of their study abroad students' fees to Carlow College.

G. LEGAL INDEMNITIES AND POLICIES

1.   Copyright

1.1   Nothing in this Agreement shall be construed to limit copyright protections available to either Institution for published works fairly attributable to the Institution responsible for developing the work. Copyright ownership in its proprietary sense shall devolve upon the Institution whose personnel have carried out the work to be published, while giving due recognition to those who have collaborated in the execution development of the said work.

1.2   Joint Publications of various kinds, including but not limited to (articles, and, pamphlets, etc.) as well as joint and other intellectual endeavours / projects, that may be generated or jointly created as a result of this instrument by the Institutions, will only commence by mutual consent after mutual consent has been evidenced in writing signed by the signatories for each Institution.

1.3   The copyright protections above also allow the Institution, whose personnel are responsible, to use the results authorised by this agreement in their future works.

2.   Intellectual Property

2.1   Intellectual property (IP) ownership shall be defined in the following manner: Patents, trademarks, and / or other published works that include claims for subject matter developed solely by the faculty of Carlow College would be owned solely by the Host Institution.

2.2   Patents, trademarks, and / or other published works that include claims for subject matter developed solely by the Home Institution's faculty would be solely owned by the Home Institution.

2.3   Patents, trademarks, and / or other published works that include claims for subject matter developed jointly by the Host Institution's faculty and the Home Institution's faculty would be jointly owned by the Host Institution and the Home Institution, in proportion to the work contributed by each respective Party.

3.   Monetary Considerations

3.1   No monetary consideration will be exchanged between the two Institutions, nor are there any indemnities, reimbursements for expenses, or sharing of fees or profits arising from the faculty-led study abroad programme.

4.   Equality

4.1   Both Institutions subscribe to a policy of equal opportunity and will not discriminate on the basis of race, gender, age, marital or civil status, ethnicity, religion, national origin, sexual orientation, membership of the travelling community, disability, family status or veteran status.

5.   Data Protection

5.1   Any data protection agreement which is required for the processing of personal data will be agreed separately.

H. CHOICE OF GOVERNING LAW

This Agreement and all related documents, and all matters arising out of or relating to this Agreement, are governed by, and construed in accordance with the laws of the aforementioned sovereignties.

If the parties are unable to reach agreement on any issue concerning this Agreement within 14 days after one party has notified the other of that issue, they will refer the matter to their respective Vice Chancellors (or equivalent rank) of the Institution, in an attempt to resolve the issue within 14 days after the referral.

I. TERM OF CONTRACT, MODIFICATIONS AND TERMINATION

If either Institution wishes to modify the Agreement, it will propose changes in writing for consideration by the other party. If both Institutions agree to the modification, a written record of such modification (agreed to and signed by the same parties who approved this Agreement) will be attached as an Addendum.

This Agreement shall take effect from the date after it has been signed by both Institutions and will continue from that date for a period of five (5) years unless and until terminated by either Institution on six (6) months prior notice in writing.

1.0   Any notice required to be given under this Agreement, shall be in writing and shall be delivered personally, or sent by recorded delivery or by commercial courier, to each party required to receive the notice at its address as set out below:

(a) Carlow College, St. Patrick's, College Street, Carlow, Co. Carlow, R93 A003, Republic of Ireland

(b) Office of International Affairs, South Dakota State University, Briggs Library 119, Box 2115, Brookings, SD 57007, United States of America
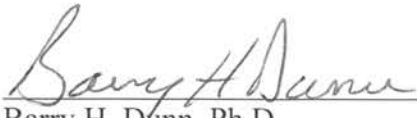
or as otherwise specified by the relevant party by notice in writing to each other party and such notice shall be deemed received immediately if delivered personally or within 5 working days if sent by recorded delivery or commercial courier.

Signed for and on behalf of Carlow College, St. Patrick's

Signed for and on behalf of South Dakota State University

_____
Fr Conn Ó Maoldhomhnaigh
President

_____
Barry H. Dunn, Ph.D.
President

_____
Date

06-07-2021
_____
Date

Agreement of Cooperation between South Dakota State University
and Kaya Responsible Travel

South Dakota State University enters into an Agreement of Cooperation with the **Kaya Responsible Travel (Kaya)** to provide quality overseas programs for students attending South Dakota State University.

Goals of collaboration: The purpose of the agreement between South Dakota State University and Kaya is to provide quality, culturally-immersive, experiential programs abroad for South Dakota State University students, and to promote student interest in these educational programs and services.

I.   To achieve the goals outlined, Kaya will act in good faith in promoting its programs in compliance with relevant South Dakota State University, federal and state laws, and will:

- Advise students from South Dakota State University on programs and placements available in order to align with academic and interest requirements.
- Work with faculty and Study abroad staff to customize placements, where possible, in line with academic needs for fulfilling credit requirements.
- Process all application-related documentation for Kaya programs.
- Where study programs are provided, liaise with host universities in the Kaya programs on all matters relevant to the program including course information, enrollment, credit, prerequisites, subject offerings, and class timetables for subjects in which the student is intending to enroll.
- Provide publicity for Kaya's programs through marketing mediums such as brochures, posters, advertisements in school publications, and on-campus visits, etc.
- Provide pre-departure information and advisory services including academic counseling, travel advice (for booking airline tickets, medical requirements, and cultural customs and norms, etc.).
- Provide in-country orientation and airport pickup.
- Provide in-country accommodation.
- Ensure that all service-based activities have been vetted for ethical best practices in alignment with NAFSA, Forum on Education Abroad, and GlobalSL guidelines.
- Ensure secure storage and management of any personal or confidential information provided by South Dakota State University or its student, with the assurance that such details will only be shared with individuals that require the information for the safe and efficient delivery of Kaya programs.

For all study & service, volunteer or intern programs, Kaya will:

- Notify South Dakota State University of all new Kaya applicants from their university.
- Provide South Dakota State University students with preferred enrollment and program discounts as follows:
  - $200 discount per student accepted into a semester-long study & service program
  - $100 discount per student accepted into a summer study & service program.
  - $50 discount per student accepted into a volunteer or internship program of 6 weeks or more.
  - Opportunities for Kaya social media scholarships available for certain locations and projects.
  - Kaya Returning Participants grant: 5% discount for students signing up for an individual placement following participation in a group program or a previous individual Kaya placement provided by Kaya through South Dakota State University
  - Give South Dakota State University first notification for familiarization tours and be available to arrange site visits to any Kaya locations upon request.

For all customized, faculty-led programs, Kaya will:

- Support faculty and/or the study abroad office with the development of group program proposals.
- Provide participants with a pre-departure orientation before any Kaya customized program, in conjunction with the faculty leaders and/or study abroad staff.

All parties agree to adhere to Kaya's Privacy Policy (https://www.kayavolunteer.com/privacy-policy/) and Terms and Conditions (https://www.kayavolunteer.com/terms-of-use/).

II.   To achieve the goals outlined, South Dakota State University will:

- Advise students of the opportunities made available through this agreement.
- Provide reasonable access to Kaya staff for students interested in participating in a Kaya program (i.e., allow promotional visits, invite to study abroad fairs, if applicable, etc.).
- Add Kaya programs to the South Dakota State University website.
- Assist students interested in Kaya programs with enrollment, course selection, advising, and related services;
- Certify that any credits earned at the host institution are transferable to South Dakota State University.
- Evaluate the academic performance and course credit for each student upon successful completion of the student's academic program.
- Award qualified financial aid to eligible students.
- Advise the name(s) of contact personnel in the areas of Financial Aid, Registrar, and Study Abroad through which Kaya can work to ensure that the student is well-serviced.
- Agree, during or after the term of this agreement, not to reveal confidential or personally identifying information of participants, or Kaya officers, agents, and employees, to any person, firm, corporation, or entity. South Dakota State University will also agree not to seek more of the same sensitive information than is reasonably necessary to safely and efficiently provide services, and will not hold onto the information any longer than legally necessary. The provider will take all reasonable steps to ensure the safety of the information, provide it to the student if requested, and allow the student to correct any mistakes in their information, if needed.

III.   Where Kaya contracts with overseas institutions to deliver course content, the host institution will:

- Maintain sole responsibility for the provision of instruction to its Study Abroad students in all nominated academic disciplines.
- Use regular teaching faculty for instruction, qualified according to host country standards.
- Provide South Dakota State University with a copy of the student's academic transcripts.
- Provide the same guarantee of security and privacy of sensitive personal information.

IV.   South Dakota State University and Kaya agree to designate the following individual(s) to oversee implementation of this affiliation agreement in cooperation with other appropriate administrators within both organizations:

Agreement Contacts:
For South Dakota State University: Sally Gillman, Ph.D.
Office of International Affairs
Director of Study Abroad
Briggs Library, 119
1300 North Campus Dr.
Brookings, SD 57007

For Kaya:

Heilwig Jones
Managing Director
17 New South Street
Suite #303
Northampton, MA 01060
413-275-5267
heilwig@kayavolunteer.com

V. The period of this contract is ongoing from the date of signing, but shall be subject to a 5 year review. Either party may terminate the agreement without penalty with six (6) months written notice.

_____ ___06-07-2021___
Barry H. Dunn, Ph.D. President   Date

_____ _____
Heilwig Jones, Kaya Responsible Travel   Date

WORK THE WORLD

This Memorandum of Understanding made on   06/03/2021

between: **SOUTH DAKOTA STATE UNIVERSITY** (hereinafter called the "University")
and: **WORK THE WORLD LTD** (hereinafter called the "Organization)

for the purpose of providing an opportunity for UNIVERSITY's students to undertake an international elective, maintain the Organization's high standard of service, and provide the necessary Clinical Experience to the University's students. This Memorandum of Understanding ("MOU") sets forth the essential provisions and agreed terms between the parties to provide the Clinical Experience opportunities.

In consideration of the mutual covenants, conditions and agreement set forth in this MOU, the parties agree as follows:

I	DEFINITIONS

In this Memorandum of Understanding:

1.   **"Confidential Information"** means information and physical material not generally known or available outside the Organization or University and information and physical material entrusted to the either party in confidence by third parties. Confidential Information includes, without limitation: (i) technical data, inventions, trade secrets, know-how, product or service ideas or plans, agreements with third parties, information relating to employees and consultants, information relating to contracts or arrangements with third-parties used for the Clinical Experience, marketing plans, business plans, or other business information disclosed to one party by another party either directly or indirectly, in writing, electronically, orally, or by observation.

2.   **"Clinical Experience"** means the teaching and learning situations provided to the students of the University as part of the University curriculum under the academic jurisdiction of the University.

3.   **"Organization"** means Work the World, Incorporated and any employees, officers, members appointed to staff, directors, committees, or committee members appointed by the Organization to assist in the Clinical Experience, regardless of their location.

4.   **"University"** means "The University" as defined above and includes any employees of the University, officers, directors, committees, or committee members who have been appointed by the University to assist in the Clinical Experience.

5.   **"Faculty"** means the teaching staff of the University.

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6.   **"Party" and "Parties"** mean the two (2) parties to this Memorandum of Understanding. The identification of individuals in the definition of Organization and University are to facilitate the carrying out of this Memorandum and does not bind those individual parties to this Memorandum.

7.   **"Personal Information"** means any information about an individual from which that person can be identified.

8.   **"Students"** means the individuals registered in good standing in education programs at the University.

II   BACKGROUND

1.   The Parties acknowledge that it is part of the University's curriculum that Students have an opportunity to engage in this Clinical Experience.

2.   The Organization agrees to assist the University in providing this Clinical Experience subject to the terms of this Memorandum of Understanding.

III   OBLIGATIONS OF THE ORGANIZATION

1.   The Organization shall:

a.   Designate a representative or contact person from the Organization to oversee and coordinate the administration of the Clinical Experience and notify the University in the event of any emergency or if there is a change in the designated representative/contact person.

b.   Through separate agreements with partner hospitals, ensure adequate space and facility for a Clinical Experience, with a variety of learning experiences appropriate to the setting, which meet the specific objectives of the University's educational programme.

c.   Appoint a qualified medical practitioner(s) within the designated partner hospital/departments as a named Supervisor(s) for the Student. The Supervisor(s) will have a thorough understanding of the purpose and nature of the Clinical Experience and be willing to provide supervision and guidance to the Student.

d.   Provide to Students an orientation to Organization's work, rules, regulations and policies as well as those of the Organization's partner hospitals.

e.   Ensure the partner hospitals retain full and final responsibility for the supervision of patient care and allow the sharing of patient care objectives with the Students.

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f.   Ensure emergency medical care is available to the Students for situations arising through a result of exposure during the Clinical Experience. The Student is responsible for obtaining suitable insurance, including but not limited to coverage for medical, travel, medical malpractice liability and indemnity, to cover all costs incurred for any injury or other loss while engaged in the activities under the Clinical Experience or this Memorandum of Understanding.

g.   Retain the right to intervene in circumstances where the Organization considers, in its absolute discretion, that a Student of the University may be functioning in a manner which creates a potential danger to the well-being of the patients of the Organization's partner hospitals or contrary to the Standards of the Organization.

h.   Notify the University when a Student's clinical performance is deficient and is not improving or when the Student's level of performance may result in safety concerns for patient care, or in the event of any situation deemed an emergency by the Organization or partner hospital.

i.   The Organization undertakes to the extent reasonably practical and within its control to provide a safe location for Clinical Experience activities ("Facility") that are without risks beyond those ordinarily encountered in a hospital or clinical experience environment in their location. The Organization will request that entities controlling the Facility:

    (a)   provide and maintain safe work systems;

    (b)   provide and maintain all protective equipment, training and supervision necessary for the placement to be conducted in a manner that, so far as reasonably practicable, is safe and without risks to the health of the Student;

    (c)   provide the Students with Facility orientation that includes relevant information, training, instruction or supervision necessary to protect the Students from risks to their health and safety arising in the course of work, study or research as part of Clinical Experience;

    (d)   monitor the health of the Students and the conditions at the Facility for the purpose of preventing illness or injury;

    (e)   provide and maintain emergency and hazardous response plans, first aid procedures and appropriate first aid and hazardous response supplies; and

    (f)   ensure that all accidents, incidents and hazards are appropriately recorded and/or monitored.

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j. The Organization, to the extent reasonably practicable, will assist the University in monitoring and ensuring the health and safety of its Students, this may include assistance in completing risk assessments and development of controls to eliminate or mitigate risks to health or safety.

k. The Organization will notify the University in writing within 24 hours of receiving notice of any accident, incident or injury which affects a Student.

l. The Organization shall provide pre-departure orientation or post-arrival orientation. Further, the Organization monitors and governmental warnings, such as from the U.S. CDC, U.S. Department of State and the U.K. government, regarding reasonably foreseeable risks in the local area where the Clinical Experience occurs. The Organization will endeavor to notify the Student of important warnings such as advice not to travel notices from said governmental bodies.

IV   OBLIGATIONS OF THE UNIVERSITY

1. The University shall:

    a. Determine the nature of the experience required for all its Students according to its curriculum plan and ensure the Organization is provided with adequate written information for each discipline in advance.

    b. Designate a University representative to oversee and coordinate the administration of the Clinical Experience and promptly notify the Organization when there is a change in the designated representative. The University may request site visits by any faculty member at the University's expense, provided such optional visits are coordinated with and approved by the Organization in advance.

    c. In cooperation and with assistance of the Organization, ensure that students are oriented to and are familiar with the Organization's rules, regulations, and policies and adhere to the rules, regulations and policies during the Clinical Experience.

    d. Require Students to strictly observe the patient's legal rights to confidentiality and the Organization's responsibilities to preserve this confidentiality in respect to all information, to which the Students may have access.

    e. After consulting with the Organization and Student, accept the decision to withdraw any Student from the Organization's program when the student is deemed to be unacceptable to

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the Organization or their partner hospitals for reasons of health, performance or any other reasonable causes.

f. In cooperation with the Organization, periodically, and as needed, review the experience of Students, Supervisors and the Organization to evaluate whether objectives of the University, the Organization and this MOU are attained.

g. The University acknowledges that various documents are or may be required by the Organization, partner hospital, or relevant government agency or regulatory body to ensure the success of the Clinical Experience for the Student and University undertakes to provide all requested documents within the time frame requested.

h. The University will ensure that ensure that all students participating in a Clinical Experience under this Agreement are covered at all times by a malpractice liability insurance policy with a minimum of $2,000,000 / $5,000,000 limits. The University shall list Organization as an "additional Insured" and include provision that coverage under such policies cannot be amended or cancelled without first providing Organization with thirty (30) days written notice of such change.

i. The University acknowledges that in the event any local government in the Clinical Experience location imposes a requirement for the payment of any wage, stipend, tax or other fee associated required for the Student to participate in the Clinical Experience, the Student and alternatively the University shall retain responsibility and liability for such payment directly, or if required to be paid by the Organization, shall reimburse the Organization for any amount paid.

V   LIABILITY

1. The Organization confirms that it carries sufficient liability insurance and the partner hospitals are self-insured public bodies and therefore covered for any and all general liability for claims, damages and/or injuries to persons or property of whatever nature arising from its activities.

2. Students must present proof of appropriate medical malpractice insurance in order to participate in the Clinical Experience. The University confirms that Students will be responsible for securing liability and medical malpractice insurance coverage during their international elective placement with the Organization.

3. Neither the Organization nor the University assumes any liabilities to each other. Furthermore, to the extent permitted by law, each party to this Agreement agrees only to be responsible for its own acts

and omissions and those of its officers, employees and agents. To be clear, it is specifically agreed that neither party shall indemnify the other party and each party agrees to be responsible for its own defense.

VI   CONFIDENTIALITY AND INTELLECTUAL PROPERTY

1   A Party will not, except as expressly authorized by the other Party or required by law, disclose to any third party any Confidential Information provided by the other Party in the course of or in connection with a Clinical Experience.

2   The Parties acknowledge and agree that any Intellectual Property created by a Student during the Clinical Experience will remain the property of the Student unless otherwise agreed in writing with the Student.

3   The Organization acknowledges and agrees that any documentation belonging to the University in relation to a Clinical Experience or its conduct (student manual, assessment forms) remains the property of the University and will not be copied or distributed without the prior written consent of the University.

4   The University acknowledges that any documentation belonging to the Organization in relation to a Clinical Experience or its conduct (induction and training materials) remains the property of the Organization and will not be copied and/or distributed without the prior written consent of the Organization.

VII   TERM

1.   This Memorandum of Understanding shall be effective for a period of **five (5) years** after all signatures are completed.

2.   Unless either party gives notice to the other in writing of its intention to terminate this Memorandum of Understanding not less than one hundred and eighty (180) days prior to the expiry of the term outlined above, this Memorandum of Understanding shall be automatically renewed for a further term of two (2) years on the same terms and conditions including this provision for automatic renewal.

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VIII	MISCELLANEOUS

1. This Memorandum of Understanding may be amended only by an agreement in writing signed by the parties.

2. This Memorandum of Understanding is not assignable by either party without the consent of the other party. Subject to the foregoing, this Memorandum of Understanding continues to the benefit of and is binding upon the Parties, their successors and assigns.

3. This Memorandum of Understanding constitutes the entire agreement among the parties and except as herein stated, and there are no oral representations or warranties among the parties of any kind.

4. The parties confirm that they each required this Memorandum of Understanding and all documents and notices in connection therewith be drawn up in English.

5. No employment or agency relationship is created by this Memorandum of Understanding or the Clinical Experience, and Students shall not be deemed employees of the Organization under any circumstances or law based on their Clinical Experience participation.

6. The laws of the State of South Dakota shall govern this Memorandum of Understanding without giving effect to any principles of conflicts of laws. The Parties hereby consent and agree to the non-exclusive personal jurisdiction of the courts of South Dakota.

7. No delay, failure, or default will constitute a breach of this Memorandum of Understanding to the extent caused by acts of war, terrorism, hurricanes, earthquakes, other acts of God or nature, strikes or other labor disputes, riots or acts of civil disorder, embargoes, or other causes beyond the performing party's reasonable control.

8. Agreement Contacts:

South Dakota State University	Work the World
Sally A Gillman, Ph.D. Office of International Affairs Briggs Library, Suite 119 Brookings, SD 57007 USA sally.gillman@sdstate.edu 1-605-688-4122	Adam Persson 31 Union Square Somerville, Boston, MA 02143 USA info@worktheworld.com 1-877-879-8811

WORK THE WORLD

IN WITNESS WHEREOF the University and the Organization have executed this Memorandum of Understanding on the date first written above.

Signed, Sealed and Delivered
In the presence of:

_____   _____
Witness Name   Witness Signature
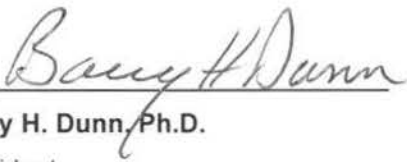
South Dakota State University   Work the World

_____   _____
Barry H. Dunn, Ph.D.   **Faye Clonan**
President   Director
South Dakota State University   Work the World Ltd

WorldStrides
Educational Travel & Experiences

Affiliation Agreement

This Agreement is made between the **South Dakota State University** (hereinafter referred to as ("University") and **Lakeland Tours, LLC dba WorldStrides** and all associated business entities, to include Lakeland Tours, LLC dba International Studies Abroad, LLC and The Education Abroad Network (collectively "WorldStrides"), having its corporate office located at 218 West Water Street, Suite 400, Charlottesville, VA, 22902.

Purpose of the Agreement: To define the terms and conditions of an affiliation between WorldStrides and University.

Purpose of the Affiliation: To provide University students greater opportunities and incentives to experience quality study abroad programs; to promote student interest in the educational programs and services of the WorldStrides programs; to facilitate enrollment of students in these programs; and to provide services to students that are in compliance with relevant federal and state laws.

Terms and Conditions of the Affiliation:

I.   WorldStrides commitments and promises:

A.   WorldStrides will (*please select one of the following*)

☐   Give a $200 discount to any University student who applies to an International Studies Abroad ("WorldStrides") or The Education Abroad Network ("TEAN") program after the signing of this affiliation agreement. The discount does not apply to University students who participate on EuroScholars undergraduate research programs.

☒   Designate $200 towards a grant fund for each University student who participates on an ISA or TEAN program after the signing of this affiliation agreement. Calculation of student participants will begin with the date of signing of this affiliation and deposits to the grant fund will be made at the end of each calendar year. When calculating the amount to be deposited into the grant fund, only students who have paid in full for their program at that time will be included in the calculations. Students who applied to a program prior to the signing of this affiliation agreement will not be included in the calculations. Students who participate in EuroScholars undergraduate research programs will not be counted.

Up to 25% of the grant fund balance may be applied to a WorldStrides Custom Program, but that grant fund allocation may not exceed $5000 in a calendar year. The grant does not apply to University students who participate in EuroScholars undergraduate research programs.

When University has identified the students that will receive a portion of the grant fund, WorldStrides must be notified before the payment deadline for each student's program, allowing the grant amount to be applied to the student's final balance.

☐   Not offer any special discounts or grants for students, being that University will not allow for any special discounts or funds to be allocated specifically to students from University.

B.   WorldStrides will periodically invite a University representative to participate in a site visit. The details of the site visits will be included at the time the invitation is extended.

C.   University advisors will be granted access to the Advisor Portals, web-based resources that allows advisors to find information about University students participating in ISA or TEAN programs.

D.   WorldStrides will waive the standard late-fee for any University students who apply to an ISA or TEAN program after the expiration of the published deadline. WorldStrides does reserve the right to reject a student's application; nonetheless, if the application is accepted, the late fees will be waived. Once the late application is accepted, the student will be given 10 days in which to submit all supporting documentation, forms, and full

payment (or financial aid documentation). If the late applicant does not meet this special 10-day deadline, late fees will once again be applicable.

E. WorldStrides will provide University with a supply of WorldStrides materials. WorldStrides will inform the University Director of Study Abroad of any modification of the academic content, services or sites that appear in the WorldStrides materials.

F. WorldStrides will monitor the participation of University students in the program and inform University immediately if a student withdraws from the program or otherwise fails to make satisfactory progress toward completion of course work or when a student is in danger of being dismissed from the program.

G. Students who complete an ISA or TEAN program will earn an official transcript from the host university where they complete their coursework. The possible exception to this rule would be that of students participating in a Service-Learning or Internship program. Service-Learning and Internship participants often do not complete any coursework in addition to their placement. For all participants completing coursework abroad, the official transcripts of student's work will be forwarded to the University registrar upon completion of the program.

H. WorldStrides agrees not to award any Title IV financial assistance to University students and to inform University if a student receives an WorldStrides scholarship. WorldStrides will work with the University Financial Aid Office to ensure that any University student who needs financial aid to pay for their WorldStrides program can complete the necessary financial aid paperwork in a timely manner. Furthermore, if a University student does not plan to receive his/her necessary financial aid disbursement until after the beginning of his/her WorldStrides program, WorldStrides will allow that University student to begin participation in the program without having paid WorldStrides the full program fees. However, this permission will only be granted to the student if and when the student provides WorldStrides with copies of the necessary financial aid documentation.

I. WorldStrides agrees to follow the requirements of the Family Educational Rights and Privacy Act (20 USC 1232g).

J. The Terms & Conditions of WorldStrides Custom Programs are independent of those outlined in this agreement. WorldStrides Custom Programs Terms & Conditions are program specific and are outlined in the customized program proposal.

II. University commitments and promises:

A. University will allow an WorldStrides representative to visit campus at least once every semester. University will announce the campus visit before the WorldStrides representative's arrival.

B. University will invite an WorldStrides representative to attend study abroad fairs hosted by University.

C. University will list WorldStrides, and/or specific associated business entities, as an affiliate on University's study abroad or international office website and on any handout, brochure and relevant program materials available to University students.

D. University will allow WorldStrides to include University in its list of universities that have affiliations with WorldStrides. WorldStrides is free to distribute this list to anyone who inquires about this type of information. Furthermore, WorldStrides reserves the right to include this list in its official materials.

E. University will provide a link to the WorldStrides, and/or specific associated business entities, website on the University website in any section where affiliated programs are listed.

F. University will allow any University student to utilize federal financial aid for participation on WorldStrides programs if enrolling as a full-time student while abroad and if all appropriate financial aid procedures have been followed by the student. University agrees to continue the enrollment of students at University while

participating in the program. Students shall be subject to the rules and regulations of the University Office of Financial Aid and Title IV financial assistance regulations, including those regulations regarding full-time student status and progress toward a degree.

G.   University agrees to accept credit for the course work provided under this agreement as per federal regulations governing Title IV student assistance programs.

Effective Dates:

This agreement shall continue in effect for one (1) year after the date that the agreement is signed. After this initial term, this agreement shall continue from year to year unless one party shall give the other one hundred and eighty (180) days prior written notice of intention to terminate. If such notice is given, this agreement shall terminate: (a) at the end of such one hundred and eighty (180) days; or (b) when all University students enrolled in the WorldStrides program at the time such notice is given have completed their respective courses of study under the WorldStrides program, whichever event occurs last. In the event of a change in affiliation benefits, any and all benefits that have accumulated and remain unused at the time of resigning, such as grant funds or contributions, will be completely nullified at the point of resigning, and will not be available for future use. Additionally, any and all benefits that have accumulated and remain unused at the time of termination will be completely nullified at the point of termination, and will not be available for future use.

Confidential Information:

During the term of this Agreement, each party may have access to confidential, proprietary, and trade secret material of the other party in order for the parties to be able to perform their respective obligations under this Agreement. The proprietary and confidential information of the parties may include, but is not limited to, lists of current and former customers and schools, names of group leaders and school contacts, vendors and supplier lists, program designs and itineraries, information on business contacts within itinerary or briefing meeting packets (including names, titles, phone numbers, email addresses and place of business), and other data and specifications used in each party's business (collectively the "Confidential Information"). Confidential Information shall be considered confidential, proprietary, and trade secret material of the parties.

a) Each party shall maintain the Confidential Information in the strictest confidence and shall not disclose to any person any of the Confidential Information without the other party's prior written approval during the Term of this Agreement and for a period of 2 years following termination by either party. Each party agrees to use the Confidential Information only for the specific purposes authorized herein. Each party acknowledges that the Confidential Information must be held in confidence in order to enable the parties to preserve their respective trade secrets and marketing advantages. Each party agrees that upon the completion of its services or termination of this Agreement (and in any event upon the request of the other party), it will immediately return all Confidential Information, together with any additional materials developed related specifically and only to the Confidential Information, including without limitations, customer lists, sales data, written materials, memoranda, computer disks, and photocopies. Each party shall advise its employees, representatives, and agents who will have access to Confidential Information of each party's obligations and restrictions set forth above and shall take reasonable steps to ensure that such employees, representatives, and agents comply with such obligations. Each party agrees to use measures to protect the security of paper records containing PII (as defined below) that are reasonable in the circumstances. Each party agrees to notify the other party within forty-eight (48) hours of learning of any event that creates a substantial risk of unauthorized acquisition or use of PII or of other harm to any person whose PII is involved in the event;

b) Confidential Information shall not be deemed to include any information that (i) is or becomes publicly available without breach of this Agreement, (ii) can be shown by documentation to have been known by that party prior to its receipt from the other party, (iii) is received from a third party who did not acquire or disclose such information by a wrongful or tortious act, or (iv) can be shown by documentation to have been independently developed by that party without reference to any of the other party's Confidential Information.

c) Each party may, in the process of performing under this Agreement, have access to personally identifiable information ("PII") about Group's customers, student customers, parent customers, employees, prospective student customers, and other third parties. PII may include, but is not limited to, name, e-mail address, phone number, mailing address, health information and records, and payment information including credit or debit card information.

d) Each party agrees to use Confidential Information and PII only as necessary to perform its obligations under this Agreement. Each party shall ensure that its employees, agents and contractors use Confidential Information and PII only as necessary to perform its obligations under this Agreement.

e) Each party agrees to maintain appropriate security measures to protect the confidentiality and security of Confidential Information and PII, and will require its agents and contractors to maintain appropriate security measures to protect such Confidential Information and PII. Each party agrees to comply with all applicable laws and regulations that govern the collection and processing of Confidential Information and PII, including all applicable information security and security breach notification laws, and shall require its agents and contractors to comply with all applicable laws and regulations, including information security and security breach notification laws, that govern the collection and processing of Confidential Information and PII.

f) Each party will notify the other party in writing immediately upon learning of: (i) any breach of the obligations set forth in this section, and (ii) any breach or compromise of the security, confidentiality or integrity of the Confidential Information or PII. Each party will cooperate fully with the other party to investigate the incident and mitigate and remediate the adverse effects of any such incident, and will provide to the other party, all information, at the expense of the breached party, reasonably requested that is necessary to take appropriate action in response to the incident. To the extent required by law, the breached party shall reimburse the other party for actual costs incurred by the non-breached party in responding to, and mitigating damages caused by any breach or security incident, including all costs of notice or remediation.

Intellectual Property:

Except for rights expressly granted under this Agreement, nothing in this Agreement will function to transfer any of either party's Intellectual Property rights to the other party, and each party will retain exclusive interest in and ownership of its Intellectual Property developed before this Agreement or developed outside the scope of this Agreement. Any Intellectual Property developed by a party under this Agreement will remain the sole and exclusive property of the developing party.

Indemnification and Insurance:

Worldstrides agrees to indemnify and hold the State of South Dakota, SDSU, its officers, agents, and employees, harmless from and against any and all actions, suits, damages, liability, or other proceedings that may arise as the result of performing services hereunder. This section does not require Worldstrides to be responsible for or defend against claims or damages arising solely from errors or omissions of the State, SDSU, its officers, agents, or employees as set forth by SDCL Ch. 3-21 and its related coverage documents.

Each party will maintain insurance coverage in an appropriate form and amount sufficient to cover all of its obligations under this Agreement. University's participation in state liability pool coverage shall be considered sufficient insurance coverage under this Agreement.

Force Majeure:

Neither University nor WorldStrides shall be responsible for any delays or failure to perform any obligation under this Agreement due to causes beyond the reasonable control of such Party, including (but not limited to) health epidemics, pandemics, terrorist acts, war, insurrection, embargoes, governmental restrictions, decrees or other acts of governmental authorities beyond the control of such Party (hereinafter referenced as a "Force Majeure Event"). Notwithstanding the foregoing, the Parties agree to cooperate in good faith to mitigate the effect of any such delays or failures to perform, with

the goal of achieving, to the extent possible, the objectives of this Agreement. In the event that either party is unable to perform any of its obligations under this Agreement or to enjoy its benefits because of to a Force Majeure Event, the party who has been so affected shall immediately give notice to the other party and shall do everything possible to resume performance. Upon receipt of such notice, all obligations under this Agreement shall be immediately suspended. If the period of nonperformance exceeds thirty (30) days from the receipt of notice of the Force Majeure Event, the party whose ability to perform has not been so affected may, by giving written notice, terminate this Agreement with immediate effect. University is only responsible for payment obligations of all costs and fees earned or incurred prior to the uncontrollable events, including but not limited to unrecoverable 3rd party fees, expenses incurred by WorldStrides in carrying out its obligations under the agreement.

Relationship of the Parties:

With regard to this Agreement, WorldStrides and University are independent and distinct contracting parties and WorldStrides and University are not officers, agents, partners, joint ventures, or employees of each other. Neither WorldStrides nor University shall, at any time, or in any manner represent that it or any of its agents or employees are in any manner agents or employees of the other.

Program Representatives:

The following individuals are designated to facilitate implementation of this agreement:

For University:
Dr. Barry H. Dunn
President, South Dakota State University
222 Morrill Hall
Brookings, SD 57007
Ph. (605) 688-4111
Barry.Dunn@sdstate.edu

For WorldStrides:
Susan Farley
Vice President, Institutional Agreements & Financial Affairs
5301 Southwest Parkway, Suite 200
Austin, TX 78735
Ph. (512) 480-8522
sfarley@worldstrides.com

In witness whereof, the parties hereto have caused this Agreement to be executed as and of the day and year first written below.

For South Dakota State University:

_____
Signature

Dr. Barry H. Dunn
_____
Name

President, South Dakota State University
_____
Title

06-07-2021
_____
Date

For WorldStrides:

_____
Signature

Susan Farley
_____
Name

Vice President, Institutional Agreements & Financial Affairs
_____
Title

_____
Date

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
> Agreements on Academic Cooperation – USD

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 University of South Dakota (USD) seeks approval to enter into an agreement on academic cooperation with the following institutions:

> - University of Oldenburg (UOL) – *renewal of existing agreement*
> - Otaru University of Commerce, Japan

IMPACT AND RECOMMENDATION
> The agreements result in the opportunity for joint research, faculty collaboration, and potential student exchange. Regarding student exchange, students will pay tuition and fees to their home institution (with exceptions noted in Article 11 of the UOL agreement and Article 5 of the Otaru agreement). Students will be responsible for paying for their own housing, meals, travel, health insurance, and any other incidental costs.

> Board staff recommends approval.

ATTACHMENTS
> Attachment I – Agreement on Academic Cooperation: University of Oldenburg
> Attachment II – Agreement on Academic Cooperation: Otaru University of Commerce

****

DRAFT MOTION 20210803_6-F(2):
> I move to approve the University of South Dakota's agreements on academic cooperation with the University of Oldenburg and Otaru University of Commerce, as presented.

AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
THE UNIVERSITY OF SOUTH DAKOTA
AND
THE UNIVERSITY OF OLDENBURG, GERMANY

After a history of cooperation and student and faculty exchange reaching back to 1983, a new formal memorandum of understanding between the two institutions will be signed. Once signed, this new agreement shall replace all previously signed agreements. On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial academic contacts, The University of South Dakota (USD) and the University of Oldenburg (UOL) agree to the following:

I. Scope of the Cooperation

Article 1.   The institutions agree to exchange experience and information on questions of pedagogy, organization and contents of instruction, and the training of faculty and students, as appropriate.

Article 2.   The institutions agree to exchange research papers, teaching materials, syllabi, curricula, as well as exhibitions and other materials, as appropriate, illustrating the activities and achievements of both institutions.

Article 3.   The institutions agree to exchange students and faculty members.

Article 4.   The institutions agree, as appropriate, to help faculty member of both parties conduct joint research projects.

Article 5.   The area of exchange shall cover academic disciplines to be determined and negotiated by both parties.

Article 6.   The area of exchange, to the extent feasible, shall include the exchange of students for internship programs.

II. Exchange of Students

Article 7.   Participants remain students of the home institution throughout the period of the exchange.

Article 8.   The total number of students exchanged per year will be determined by mutual agreement of the two institutions. It is expected that efforts will be made to have equal numbers of students exchanged from each institution over the period this agreement is valid. Summer Course on German Language and Culture: 2 participants equal 1 exchange spot.

Article 9.   Students will only be accepted on a non-degree basis.

Article 10.   Each institution shall be responsible for the selection of students participating in the exchange with academic good standing being the primary criterion for the selection. A further criterion is the student's perceived ability to deal effectively with the challenges of the exchange situation. Exchange candidates will be nominated by their home institution and approved by the host institution. The home institution will only select students who possess requisite language skills for the classes they will be undertaking at the host institution. USD exchange students have to prove a minimum Level B1 (CEFR) to attend courses offering at the University of Oldenburg in German. Otherwise a Level B1 in English is necessary. Proof can be confirmed by a language certificate or by the exchange coordinator. Exception: For the Summer course on German language and culture, minimum Level A1 in German is acceptable.

Article 11.   Exchange students will pay tuition and fees to the home institution.

        Section A.   Students from UOL studying at USD will pay all applicable incidental fees, the International Student Fee, and appropriate room and board fees. A list of these fees may be found at: http://www.usd.edu/financial-affairs/business-office/tuition-and-fees/fees. Note that UOL students will not have to pay discipline or course fees.

        Section B.   Students from UOL that enroll in a self-support course (i.e. online or distance education course) at USD will pay all self-support tuition and delivery fees associated with the course.

        Section C.   If regular exchange spots are not available, UOL students are eligible to still attend USD but will pay regular tuition and fees as required by USD.

        Section D.   Students from USD studying at the UOL will pay the Oldenburg student semester fee.

Article 12.   Exchange students are responsible for paying their own housing accommodations and meals throughout the exchange.

Article 13.   Exchange students are responsible for all travel costs and any incidental costs/fees at the host institution.

Article 14.   All exchange students are required to carry adequate health insurance during the period of exchange, and show proof thereof. All students studying at USD will be required to purchase the Board of Regents mandated insurance for the entire term of study upon arrival. However, UOL students may seek a waiver of this requirement if they purchase a policy from their home country that meets USD requirements. All students studying at UOL must purchase adequate medical health insurance that is valid during their exchange in the host country.

Article 15.   Exchange students are responsible for purchasing books and other academic supplies.

Article 16.   Academic credits received by the students will be recognized by each university. Academic transcripts will be provided to the home institution upon completion of the students' period of study at the host institution.

Article 17.   Exchange students will pre-register for courses at the host university with the guidance and advice of their academic advisors. Each institution undertakes to provide information on courses, including course descriptions and syllabi/course handbooks.

Article 18.   Exchange students will be free to choose courses from the full range of courses available at the host institution, provided that they satisfy the individual course prerequisites, and that space is available.

Article 19.   UOL students going to USD will not be required to provide a TOEFL score to commence study. The UOL will certify its candidates for the exchange as sufficiently proficient in English that they will be able to participate successfully in typical U.S. university classes.

Article 20.   Participants in the exchange must have their proposed program of studies at the host institution approved by their home institution prior to the exchange.

    Section A.   Students participating in the exchange must maintain full-time enrollment for the duration of the exchange. The host institution agrees to monitor the participation of students in its programs and inform the home institution immediately if a student withdraws from the program or when a student is in danger of being dismissed from the program. For these purposes, USD considers full-time enrollment each semester as 12 U.S. credits for undergraduates and 9 U.S. credits for graduate students. UOL considers full-time enrollment to be 30 Kreditpunkte (credits).

Article 21.   Students will be assigned an advisor for academic, social and practical matters by the host institution. Academic and/or behavioral problems will be dealt with by the host institution for the duration of the exchange.

Article 22.   Exchange students will abide by the rules and regulations formally documented by the host institution and be subject to all due processes in the enforcement of said rules and regulations.

III. Exchange of Faculty

Article 23.   Both institutions shall encourage the exchange of faculty members who may conduct research, teach classes, deliver lectures, or give special programs such as workshops. Activities will be negotiated prior to the exchange.

Article 24.   Both institutions shall provide, as appropriate, a list of members of the faculty interested in and qualified for the exchange. The number of exchange faculty members shall be determined by the two institutions. A final decision on accepting a visiting faculty member rests with the host institution. The term of the exchange shall be negotiated and determined by the needs of the two institutions.

Article 25.   The cost of salaries and other fringe benefits shall be the responsibility of the home institution.

Article 26.   Housing costs, cost of traveling, health insurance and other incidental costs are the responsibility of the individual faculty member.

Article 27.   Both institutions shall assist the exchange faculty members in locating funds from various international scholar programs or such individual granting agencies as are available.

Article 28.   Each institution shall provide support to exchange faculty members to locate suitable housing.

Article 29.   Participation of exchange faculty members in conferences shall be the responsibility of the host institution to the same extent as its own faculty.

Article 30.   Host institutions shall offer opportunities for visiting faculty to integrate fully into the life of the community, including invitations to campus-based professional development opportunities.

Article 31.   Faculty members and administrators of both institutions are welcome to make professional visits to their sister campus for familiarization with their counterparts and possible development of mutually beneficial programs.

Article 32.   Exchange faculty will abide by the rules and regulations formally documented by the host institution for all faculty members.

IV. Joint Research Activities, Publications and Other

Article 33.   The two institutions agree to undertake joint academic research, deploying their faculty members and facilities and drawing upon the strength of respective experiences in overseas programs.

Article 34.   Both institutions agree to discuss other proposals relating to future collaborations and exchange, including the possibility of brief exchange visits, joint publication of research, and other similar projects as appropriate.

V. Appointment of Coordinators

Article 35. Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for coordinating the specific aspects of the program as well as advising and assisting students.

The following individuals at each institution will be responsible for coordinating this exchange:

The University of South Dakota	The University of Oldenburg
OUTGOING STUDENTS Name: Jessica Winterringer Title: Study Abroad Advisor Office: Gallagher Center Email: Jessica.Winterringer@usd.edu Telephone: 605-658-3594 Fax: 605-677-8848 PRIMARY CONTACT AND AS TO INCOMING STUDENTS Name: Patrick Morrison Title: Associate Director Office: International Office Email: Patrick.Morrison@usd.edu Telephone: 605-658-6255	HEAD Name: Jenka Schmidt Title: Head of the International Office Office: International Office Email: jenka.schmidt@uol.de Telephone: +49 (0)441-798-2479 STUDENT EXCHANGE Name: Ann-Kristin Schuling Title: Regional Coordinator North and Latin America Office: International Office Email: ann-kristin.schuling@uol.de Telephone: +49 (0)441-798-4668

Article 36. The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

VI. Terms of Agreement

Article 37. This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other institution six months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun an exchange under its provisions.

Article 38. Matters not provided in this agreement shall be decided by mutual agreement between the two institutions.

Article 39. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.

Article 40. Nothing in the above agreement shall be construed as being legally binding.

Article 41.   This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the State. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

In the spirit of international friendship and cooperation, we hereby set our signatures:

for the University of South Dakota   for the University of Oldenburg

_____   _____
Sheila K. Gestring, President   Prof. Dr. Dr. Hans Michael Piper,
                                                       President

_____   _____
Date: Date:

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE UNIVERSITY OF SOUTH DAKOTA, U.S.A.
AND
OTARU UNIVERSITY OF COMMERCE, JAPAN

University of South Dakota, The United States of America and Otaru University of Commerce, Japan desiring to establish collaborative relations between the two institutions to promote friendship and to co-operate in a mutually beneficial association, have agreed that:

1. The two institutions shall encourage co-operation in any discipline which is studied in both institutions.

2. The two institutions shall seek to promote:

    (1) exchange of information and materials that are of mutual interest
    (2) exchange between the two institutions of:
       ・academic and administrative staff

       ・research staff

       ・visiting scholars

       ・students

       ・other staff mutually agreed upon
    (3) provision of briefing services by each institution for visitors from the other institution
    (4) other forms of co-operation which the two institutions may jointly arrange.

    Details of any such activities will be subject to a separate Agreement that will be attached to this as an annexure.

3. The two institutions shall decide through consultation the specific areas and details of co-operation within the framework of this Agreement, and shall consult from time to time at the request of either institution for the purpose of reviewing the operation of this Agreement.

4. The financial arrangements involved in the implementation of this Agreement shall be settled through consultation between the two institutions in respect of each programme of co-operation.

5. The Memorandum shall remain in force indefinitely after the date of the last signature indicated hereunder.

6. This Memorandum may be amended and supplemented by agreement between the two institutions. Amendments and or supplements will be appended as an annexure.

7. Either institution may terminate this Agreement by giving six (6) months notice in writing to the other institution.   Any projects, training, or exchanges that may have commenced at either institution before the date of termination may be completed by special agreement between the two institutions. For conditions not covered by this Agreement, or for problems that arise during the course of this Agreement, both parties undertake to refrain from unilateral action and to consult and negotiate mutually acceptable decisions.

8. The institutions shall confer concerning the renewal of this Memorandum of Understanding six (6) months prior to the date of expiration.

For, and on behalf of,   For, and on behalf of,
University of South Dakota   Otaru University of Commerce

Sheila K. Gestring   Makoto Anazawa
President   President
University of South Dakota   Otaru University of Commerce

On this date_____   On this date_____

STUDENT EXCHANGE AGREEMENT
BETWEEN
THE UNIVERSITY OF SOUTH DAKOTA, U.S.A.
AND
OTARU UNIVERSITY OF COMMERCE, JAPAN

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial academic contacts, University of South Dakota (USD), USA, and Otaru University of Commerce, Japan, agree to the following:

Article 1.   **Purpose**
                 The purpose of this agreement is to make possible and to institute the exchange of undergraduate and/or graduate students between The University of South Dakota and Otaru University of Commerce on a continuing basis.

Article 2.   **Number of Students**
                 The total number of student participants per year will be determined by mutual agreement of the two institutions. It is expected that efforts will be made to have equal numbers of student participants from each institution over the period this agreement is valid.

Article 3.   **Admission of Students**
                 The two institutions agree to nominate students of good academic standing at the time of their nomination for the exchange program. The host institution retains the right to review the students nominated for exchange and to make final decisions concerning admission. In admitting students, neither institution will discriminate on the basis of race, color, creed, national origin, ancestry, citizenship, gender, sexual orientation, religion, age, or disability.

Article 4   **Standard Provisions**
                 Exchange students shall have access to all university facilities, enjoy all privileges, and abide by all rules and regulations of the host university in the same manner as any other student paying full tuition and fees.

Article 5   **Costs of Attendance**
                 Students participating in academic activities under this agreement will pay tuition and fees to their home institution.

    Section A.   Students from Otaru University of Commerce studying at USD will pay the International Student Fee only for each semester of study at USD, appropriate room and board fees, and international student health insurance.

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Section B.   Students from Otaru University of Commerce studying at USD will not be permitted to take courses delivered online or off-campus (distance courses).

Section C.   Students from USD studying at Otaru University of Commerce will be eligible to receive funding through the JASSO scholarship program provided funding availability assessed annually. Otaru University of Commerce will confirm the JASSO award or any other funding possibilities to USD each year in April, or as soon as possible once funding availability is confirmed.

Section D.   Students from USD studying at Otaru University of Commerce will pay room and board, overseas student health insurance, Japanese National Health Insurance, and any other applicable costs.

Article 6.   **Travel Expenses**
Students participating in academic activities under this agreement are responsible for all travel costs and any incidental costs/fees at the host institution.

Article 7.   **Health Insurance**
All students participating in academic activities under this agreement are required to carry adequate health insurance during the period of international study, and show proof thereof. All students studying at USD will be required to purchase the Board of Regents mandated insurance for the entire term of study upon arrival.

Article 8.   **Issue of Visa Documents**
Each host institution shall issue the appropriate documents for visa purposes in accordance with applicable laws and regulations, although it is the responsibility of the individual student to obtain a visa.

Article 9.   **Orientation**
Each sending institution shall provide a pre-departure orientation for its students to inform them of the terms and conditions of this agreement. A post-arrival orientation will be provided for each student by the receiving institution.

Article 10.   **Counseling**
Both institutions shall provide appropriate academic counselors for exchange students and whatever other counseling assistance is necessary.

Article 11.   **Evaluation**
Each year, each institution shall evaluate the exchange student. An official transcript of the student's performance will be provided to the student and the sending institution. Each institution shall accept credits based on the official transcript according to provisions in policies of the two universities.

Article 12.   **Dismissal and Student Conduct**
Each institution reserves the right to dismiss any participating student at any time for academic or personal misconduct in violation of its established regulations. The dismissal of a participant shall not abrogate the arrangement regarding other participants.

Article 13.   **Implementation**
Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for coordinating the specific aspects of the program as well as advising and assisting students.

The following individuals at each institution will be responsible for coordinating this partnership agreement:

The University of South Dakota	Otaru University of Commerce

Name: Patrick J. Morrison, J.D.
Title: Associate Director
Office: University of South Dakota
            International Office
Email: Patrick.Morrison@usd.edu
Telephone: +1-605-658-6219
Fax: +1 605-677-8848
	Name: Tomoya Matsumoto
	Title: Year at Otaru University of
	            Commerce Program Coordinator
	Office: Department of Economics
	Email: inljimu@office.otaru-uc.ac.jp
	Telephone: +81-134-27-5263
	Fax: +81-134-27-5264

Article 14.   **Duration**
This agreement shall remain in force until terminated by either Party. This Agreement may be terminated upon written notice to the other institution six months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun study exchange under its provisions.

Article 15.   **Amendments and Modifications**
Nothing in the above agreement shall be construed as being legally binding.

Section A: Matters not provided in this agreement shall be decided by mutual agreement between the two institutions.

Section B: Modifications of this agreement shall be made in the form of a written addendum signed by both parties.

Article 16.   **Continuation of Agreement**
This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the State. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

Issued in duplicate in the English and Japanese languages, both texts being equally authentic.

For, and on behalf of,   For, and on behalf of,
University of South Dakota   Otaru University of Commerce

_____   _____
Sheila K. Gestring   Makoto Anazawa
President   President
University of South Dakota   Otaru University of Commerce

Date: _____   Date:_____

SOUTH DAKOTA BOARD OF REGENTS

<u>Academic and Student Affairs</u>
<u>Consent</u>

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SUBJECT
> **Articulation Agreements – BHSU**

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, Black Hills State University (BHSU) requests approval for the following articulation agreements:

> - Students who have completed coursework in the Associate of Science degree in Exercise Science at Laramie County Community College (LCCC) can apply credit toward the Bachelor of Science degree in Exercise Science at BHSU.

> Board staff recommends approval.

ATTACHMENTS
> Attachment I – BHSU Articulation Agreements: LCCC

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DRAFT MOTION 20210803_6-G(1):
> I move to approve Black Hills State University's articulation agreement with Laramie County Community College, as presented.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

LARAMIE COUNTY COMMUNITY COLLEGE (LCCC)

and

BLACK HILLS STATE UNIVERSITY (BHSU)

Agreement with Respect to Applying the

ASSOCIATE OF SCIENCE DEGREE IN EXERCISE SCIENCE

toward the

BACHELOR OF SCIENCE DEGREE IN EXERCISE SCIENCE

OVERVIEW

This formal program articulation agreement is made and entered into by Laramie County Community College, hereinafter referred to as LCCC, and Black Hills State University, hereinafter referred to as BHSU. By this agreement LCCC and BHSU express a shared commitment to increasing opportunities for student access to and success in higher education.

PURPOSE

This agreement provides students who have completed an **Associate of Science degree in Exercise Science**, the opportunity to complete a **Bachelor of Science degree in Exercise Science** at BHSU. Any LCCC student who has earned an Associate of Science degree in Exercise Science with coursework that adheres to the guidelines within this agreement is guaranteed that BHSU will accept designated major related credits and that all general education credits will apply to the Bachelor of Science degree in a manner consistent with the treatment of current BHSU students and given junior status in the major.

CONDITIONS OF TRANSFER

Section I: Admissions and Matriculation

A. LCCC students maintaining continuous enrollment under this agreement will be afforded the same treatment and protection as BHSU Exercise Science students enrolled under the current catalog.

B. Criteria for acceptance in BHSU School of Behavioral Sciences, Department of Exercise Science will be consistent with the criteria outlined in the institutional articulation agreement between LCCC and BHSU.

C. LCCC, upon request of students, will provide official verification of completed courses to BHSU through its Office of Registration and Records.

D. Transfer students from LCCC will have access to financial aid, scholarships, and student services with adherence to all federal, state, and South Dakota Board of Regents policies.

E. BHSU will apply the same academic progress and graduation standards to LCCC transfer students as those applicable to current BHSU students.

Section II: Program Plan

A. The Exercise Science Program at BHSU requires 30 general education credits, 55 credits for the Exercise Science Core, and 15 credits of specialization requirements. In addition, students need to earn a total of 120 credits, complete a minimum of 36 upper level (i.e., 300/400) courses, and complete a minimum of 60 credits from four-year institutions to earn their degree.

B. The tables on the following pages indicate which courses completed at LCCC will directly transfer into BHSU and meet graduation requirements for the B.S. in Exercise Science Core and Specialization. Students falling under this program articulation agreement will be responsible for successfully completing the additional prescribed requirements. No minor is required.

C. Students must earn 30 credit hours towards system general education. The number of credit hours required may be reduced if general education courses completed at LCCC are accepted in transfer.

Table 1. EXERCISE SCIENCE MAJOR REQUIREMENTS

Credits	Prefix	Number	Title		Credits	Prefix	Number	Title
BLACK HILLS STATE UNIVERSITY					**LARAMIE COUNTY COMMUNITY COLLEGE**			
1	HLTH	251	First Aid & CPR		2	HLED	1221	Standard First Aid & Safety
3	HLTH	422	Nutrition		2	HOEC	1140	Nutrition
2	EXS	101	The Exercise Science Major		3	KIN	2135	Personal Trainer Education
3	EXS	130	Basic Medical Terminology					
4	EXS	250/L	Human Anatomy and Physiology/Lab		4	ZOO	2010	Anatomy and Physiology I
					AND			
					4	ZOO	2020	Anatomy and Physiology I
3	EXS	280/L	Fitness Assessment/Lab					
3	EXS	285	Exercise and Chronic Disease					
4	EXS	350/L	Exercise Physiology					
4	EXS	353/L	Kinesiology		3	KIN	1100	Kinesiology: The Science of Human Movement
3	EXS	354/L	Care & Prevention of Athletic Injuries		2	PEPR	2050	Care and Prevention of Athletic Injuries
3	EXS	425/L	Exercise Programing for Special Populations/Lab					
2	EXS	462	Exercise Leadership					
4	EXS	454/L	Biomechanics					
3	EXS	482	Theory of Strength & Conditioning					
3	EXS	300	Intro to Research					
3	EXS	452	Motor Learning & Development					
2	EXS	489	Applied Human Performance					
5	EXS	494	Internship					
55	**Total Required Core Credits**				**20**	**Total Possible Credits in Transfer**		

Table 2A. SCIENCE SPECIALIZATION

Credits	Prefix	Number	Title		Credits	Prefix	Number	Title
BLACK HILLS STATE UNIVERSITY					**LARAMIE COUNTY COMMUNITY COLLEGE**			
8	BIOL	101/L	Biology Survey I/Lab					
	BIOL	103/L	Biology Survey II/Lab					
		OR						
8	BIOL	151/L	General Biology I/Lab		4	BIOL	1010	General Biology
	BIOL	153/L	General Biology II/Lab					
4	CHEM	106/L	Chemistry Survey/Lab		4	CHEM	1000	Introductory Chemistry
		OR					OR	
4	CHEM	112/L	General Chemistry/Lab		4	CHEM	1020	General Chemistry I
3	MATH	281	Introduction to Statistics					
		OR						
3	PSYC	371	Statistics in Psychological Research					
15	**Total Required Credits, Science Specialization**				**8**	**Total Possible Credits in Transfer**		

Table 2B. MANAGEMENT SPECIALIZATION

BLACK HILLS STATE UNIVERSITY					LARAMIE COUNTY COMMUNITY COLLEGE			
Credits	Prefix	Number	Title		Credits	Prefix	Number	Title
3	BADM	334	Small Business Management					
3	BADM	336	Entrepreneurial Studies I					
3	BADM	370	Marketing		3	MKT	2100	Principles of Marketing
3	OE	376	Interpretive Media					
3	BADM	360	Organization & Management		3	MGT	2100	Management and Organization
			OR					
3	BADM	438	Entrepreneurial Studies II					
			OR					
3	BADM	369	Organizational Behavior & Theory					
15	**Total Required Credits, Management Specialization**				**6**	**Total Possible Credits in Transfer**		

Additional Requirements

A. According to South Dakota Board of Regents policy, students must earn a minimum of 60 credits toward a degree from a four-year institution.

B. Students will complete the requirements for the Exercise Science major (including specialization) and any other general education requirements that remain unsatisfied. Students must earn 30 credit hours towards system general education.

C. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

D. Students transferring coursework from LCCC must have a cumulative GPA of 2.0 on a 4.0 scale.

TERMS OF AGREEMENT

A. This agreement is made and entered into the academic year 2020-2021 and remains in force unless a new articulation agreement is signed by all parties. The agreement is subject to annual review to assure currency with respective degree requirements, and may be amended at any time via written request by either LCCC or BHSU. All parties will be made aware of an intent to revise curriculum prior to the one-year advance notification requirement.

B. This agreement may be terminated by Black Hills State University upon one year's written notice to Laramie County Community College. Student(s) enrolled in the program at that time shall be allowed to complete the program.

C. This agreement is in effect at the start of the fall 2020 term at BHSU and LCCC. The agreement applies to students who graduated from Laramie County Community College in 2000 or later.

ACCEPTANCE OF AGREEMENT:

Laramie County Community College and Black Hills State University hereby enter into this program articulation agreement leading from the Associate of Science in Exercise Science degree with articulated coursework into the Bachelor of Science in Exercise Science by affixing of signatures of the academic officers of both institutions.

_____   _____

Dr. Laurie Nichols   Date
President
Black Hills State University

_____   _____

Dr. Priscilla Romkema   Date
Vice President for Academic Affairs
Black Hills State University

_____   _____

Dr. Betsy Silva   Date
Dean for School of Education and Behavioral Sciences
Black Hills State University

_____   _____

Dr. Joe Schaffer   Date
President
Laramie County Community College

_____   _____

Starla Mason   Date
Dean of School of Health Sciences and Wellness
Laramie County Community College

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
Articulation Agreements – DSU

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, Dakota State University requests approval for the following articulation agreements:

- Students who have completed coursework in the Associate of Applied Science degree in Cybersecurity, Virtualization, & Networking at Alexandria Technical and Community College (ATCC) can apply credit toward the Bachelor of Science degree in Network and Security Administration at DSU.

Board staff recommends approval.

ATTACHMENTS
Attachment I – DSU Articulation Agreement: ATCC

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DRAFT MOTION 20210803_6-G(2):
I move to approve Dakota State University's articulation agreement with Alexandria Technical and Community College, as presented.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between the
DAKOTA STATE UNIVERSITY
and
Alexandria Technical and Community College

Agreement with Respect to Applying to the

Bachelor of Science in
Network and Security Administration

I.   Parties

The parties to this agreement are Alexandria Technical and Community College (ATCC) and Dakota State University (DSU).

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 at Alexandria Technical and Community College who have completed Alexandria Technical and Community College, AAS Cybersecurity, Virtualization, & Networking
C. Extend and clarify educational opportunities for students;
D. Provide Alexandria Technical and Community College students who have completed, or who are currently enrolled in, the Alexandria Technical and Community College, AAS an opportunity to earn a Bachelor of Science Degree in Network and Security Administration at DSU.

III.   Academic Program

A. Upon successful completion of the Alexandria Technical and Community College, AAS Dakota State University will accept 60 credits from Alexandria Technical and Community College prior to transferring to Dakota State University. Students must meet all other Board of Regents policies and DSU admission and graduation requirements to receive a degree.
    a. Alexandria Technical and Community College students take 15 credits at the General Education level and these courses will be equated on a course by course basis but are already included in the 60 credits transferred.
B. Requirements to be completed at Dakota State University to earn a Bachelor of Science degree with a major in Network and Security Administration are outlined in Appendix A.

IV.   **Additional Requirements**

   A.   Students must take the Exit Exam prior to graduation, as required of all students graduating with the BS.
   B.   DSU will waive the admissions requirement that a student is to provide their high school transcript or GED with scores based on military admissions requirements.
   C.   DSU allows degree-seeking students who are currently enrolled to earn academic credit for non-traditional learning experience when those experiences are equivalent to coursework provided at DSU. DSU awards credit for external certifications through non-traditional learning. Appendix A contains a non-exhaustive list. Others will be mapped on a case-by-case basis.
   D.   Credits earned through nationally normed exams (AP, CLEP, DSST, etc.) are accepted. The permanent record will show the equivalent course name and a grade of EX for the specified number of credits.
   E.   DSU allows transfer of formal classwork from accredited institutions in partial or complete fulfillment of the General Education requirements. DSU requires official transcripts from any accredited college or university, or military service-affiliated college office paperwork, for coursework to be transcripted.
   F.   The DSU Admission Policy can be found here:
        https://catalog.dsu.edu/content.php?catoid=31&navoid=1481

V.   **Obligations**

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VI.   **Modification**

This agreement may be modified from time to time by the South Dakota Board of Regents and ATCC. 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.

VII.   **Effective Date of Agreement**

Start date of the Fall 2021 terms at Alexandria Technical and Community College and DSU.

VIII.   Acceptance of Agreement:

<u>For Dakota State University:</u>

_____ Date: _____
Dr. James Moran
Interim Provost and VP of Academic Affairs

<u>For Alexandria Technical and Community College</u>

_____ Date: _____
Gregg Raisanen
Academic VP

_____ Date: _____
Michael Seymour
President

Appendix A

Articulated Alexandria Technical and Community College Associate of Applied Science Cybersecurity, Virtualization, & Networking Crosswalk to Dakota State University Bachelor of Science in Network and Security Administration					
DSU Course Number	**Dakota State Course Title**	**Credits**	**ATCC Course Number**	**Course Title**	**Credits**
CIS 484	Database Mgmt. Systems	3			
CSC 105	Introduction to Computers	3			
CSC 150	Computer Science I	3	CVNP 2646	Python/JSON	4
CSC 134/CSC 145	Intro to Cyber Operations/ Information Security Fundamentals	3	CVNP 2615	Security Fundamentals	3
CSC 163	Hardware, Virtualization & Data Comm	3	CVNP 2601 CVNP 2626	Virtual Computing Computer Hardware	3 3
CSC 234	Software Security	3			
CSC 250	Computer Science II	3			
CSC 285	Networking I	3	CVNP 1603 CVNP 1612	Cisco I Cisco II	3 4
CSC 321	Information Security Management	3			
CSC 328	Operating Environments	3	CVNP 1601 CNVP 1606	Linux Administration Supporting Windows Operating Systems	3 3
CSC 334	Web Development	3			
CSC 385	Networking II	3	CVNP 2606	Cisco III	4
CSC 387	Routing and Switching	5			
CSC 388	Computer Forensics	3			
CSC 407	Advanced Routing and Switching	3			
CSC 430	Windows Administration	3			
CSC 431	Linux/Unix Admin	3			
CSC 436	Offensive Network Security	3			
CSC 437	Survey of Network Administration	3			
CSC 438	Defensive Network Security	3			
CSC 439	Threat Hunting & IR	3			
CSC 443	Scripting for Network Administration	3			
CSC 494/498	Internship or UG Research	3			
MATH 281	Introduction to Statistics	3			
Elective	Elective	16		ATCC credits not directly applied	15
ENGL 101	Composition I	3	ENGL 1460	Technical Writing	3
ENGL 201	Composition II	3			
CMST 101	Fundamentals of Speech	3			
	Social Science	3			
	Social Science	3			
	Arts and Humanities	3	PHIL 1410	Technology Ethics	3
	Arts and Humanities	3			
MATH 114	College Algebra	3			
	Natural Science	3			
	Natural Science	3			
				Other General Education Credits	9
	Total DSU Credits	**120**		**Total Transfer Credits**	**60**

DSU Courses after AAS Transfer		
DSU Course Number	**Course Title**	**Credits**
CIS 484	Database Mgmt. Systems	3
CSC 105	Introduction to Computers	3
CSC 234	Software Security	3
CSC 250	Computer Science II	3
CSC 321	Information Security Management	3
CSC 334	Web Development	3
CSC 387	Routing and Switching	5
CSC 388	Computer Forensics	3
CSC 407	Advanced Routing and Switching	3
CSC 430	Windows Administration	3
CSC 431	Linux/Unix Admin	3
CSC 436	Offensive Network Security	3
CSC 437	Survey of Network Administration	3
CSC 438	Defensive Network Security	3
CSC 439	Threat Hunting & IR	3
CSC 443	Scripting for Network Administration	3
CSC 494/498	Internship or UG Research	3
MATH 281	Introduction to Statistics	3
	General Education Credits	15
Degree Transfer Credits:		**60**
DSU Credits after AAS Degree:		**71**
Total Credits:		**131**

Academic and Student Affairs
Consent

****

SUBJECT
> **Extension Forestry Joint Powers Agreement Addendum – SDSU & SD Department of Agriculture & Natural Resources**

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

BACKGROUND / DISCUSSION
> The South Dakota Department of Agriculture and Natural Resources (DANR) has contracted with South Dakota State University (SDSU) for a number of years to establish and continue an Extension Forester position at SDSU within the Cooperative Extension Service. The current Joint Powers Agreement, which was originally approved by the Board at its August 2020 meeting, runs through September 30, 2023. DANR will provide up to $80,000 to SDSU in year 2 (October 1, 2021 through September 30, 2022), with SDSU providing non-federal matching funds, as provided for in Attachment I.
>
> BOR Policy 5:3 ("Contracts Requiring Board Action…D. Joint powers agreements"), requires Board approval of Joint Powers Agreements (JPA). As such, Board of approval of the JPA set forth in Attachment I is necessary.

IMPACT AND RECOMMENDATION
> The attached work plan will allow SDSU to continue to receive funding from DANR to maintain the Extension Forester position within the Cooperative Extension Service at SDSU under the existing JPA.
>
> Staff recommends approval.

ATTACHMENTS
> Attachment I – JPA Exhibit A – Work Plan

****

DRAFT MOTION 20210803_6-H:
> I move to approve the Year 2 Work Plan to the existing Joint Powers Agreement set forth in Attachment I.

EXHIBIT A OF THE
JOINT POWERS AGREEMENT
BETWEEN
SD DEPARTMENT OF AGRICULTURE AND NATURAL RESOURCES
RESOURCE CONSERVATION AND FORESTRY DIVISION
AND
SOUTH DAKOTA STATE UNIVERSITY

This annual work plan for the extension forestry position assigned to Dr. John Ball is in effect from October 1, 2021 until September 30, 2022 and supersedes any previous work plans or addendums to the Joint Powers Agreement (JPA) between the South Dakota Department of Agriculture and Natural Resources, Resource Conservation and Forestry Division (DANR) and South Dakota State University, Cooperative Extension Service (SDSU).

This annual work plan also addresses the financial assistance that will be provided by DANR in support of the extension forestry efforts provided by SDSU within the parameters of the work plan listed below.

1. **Financial Assistance to be Provided By DANR**
    a. DANR agrees to provide an amount not to exceed $80,000 in federal funds to SDSU.
    b. DANR will make payments only on a reimbursement basis.
    c. DANR will make quarterly reimbursements upon receipt of an appropriate reimbursement claim with supporting documentation.

2. **Match Requirements for SDSU**
    a. SDSU must match all funds provided by DANR. Each dollar provided by DANR must be matched by non-federal funds or qualifying in-kind expenses incurred by SDSU.
    b. SDSU must provide adequate documentation of the required match before payment is made.
    c. SDSU may charge an administrative fee or indirect charge equal to the indirect rate allowed by the United States Forest Service for federal grants provided to DANR. This rate is negotiated by DANR each year with the United States Forest Service. For this work plan, **the indirect rate is 13 percent**. The difference between the University's administrative fee and the allowed indirect rate for DANR may be used as in-kind match.
    d. SDSU must provide quarterly progress and accomplishment reports before reimbursement claims will be paid.
    e. SDSU must submit final reimbursement claims by no later than October 31, 2022.

3. **Work Plan for the Extension Forester Position** – based on 50% of Dr. Ball's work year (130 workdays).
    a. **General Forest Health Assistance to DANR** (*Anticipated workload – 20 workdays*)
        i. Provide advice and assistance to the Forest Health (FH) Administrator and the State Forester about insect and disease issues within the state.

    ii. Monitor potential and existing insects and diseases that may affect trees in South Dakota.

    iii. Assist in the planning and development of forest insect and disease suppression efforts as directed by the State Forester.

    iv. Conduct appropriate reviews of applicable research that will enable DANR to attack infestations in the most effective manner.

b. **Western Bark Beetle (WBB) on Private Lands** *(Anticipated workload – 5 workdays)*

    i. Conduct workshops and public forums on WBB at the request of DANR

    ii. Assess the extent and severity of WBB outbreaks

    iii. Attend and participate in public forums, hearings, and other events as a Forest Health Specialist for DANR as directed by the State Forester.

c. **Custer State Park (CSP) WBB Monitoring** *(Anticipated Workload – 5 workdays)*

    i. Assist DANR to conduct monitoring of beetle activity in CSP and prepare a written report of findings to be submitted to the State Forester and CSP *(Workload – Schedule 2 trips to CSP*

    ii.   Each field trip should be scheduled with the FH Administrator and SDSU at least 2 weeks in advance.

d. **Emerald Ash Borer Project (EAB)** *(Anticipated Workload – 20 workdays)*

    i. Assist DANR to maintain the state readiness plan to slow the spread of any EAB infestations within the state.

    ii. Assist DANR to plan one EAB readiness field exercise in a community with an EAB readiness plan.

    iii. Assist DANR to implement the EAB readiness plans as necessary.

    iv. Conduct workshops and public forums on EAB at the request of DANR.

    v. Assess the extent and severity of EAB infestations.

    vi. Attend and participate in public forums, hearings, and other events as a Forest Health Specialist for DANR as directed by the State Forester.

e. **Urban Forestry Volunteer Coordinator for DANR** *(Anticipated Workload – 5 workdays)*

    i. Continue to conduct a statistically valid urban tree inventory system for the entire state using volunteers from the local communities.

    ii. Assist division personnel to conduct regional tree care workshops.

f. **Training Sessions, Workshops, and Conferences** *(Anticipated Workload – 15 workdays)*

    i. Assist DANR to plan and conduct forest health training sessions for DANR personnel and others as directed by the State Forester.

    ii. Assist DANR to plan and conduct training sessions on forest management, agro-forestry, and other topics as directed by the State Forester.

    iii. Workshops may be live and/or recorded and posted on the internet.

g. **Insect and Disease Identification and Diagnostic Services** *(Anticipated Workload – 15 workdays)*

    i. Review Insect & Disease reports, e-samples, and samples submitted by DANR personnel or staff and follow-up with a written report on each submitted sample *(Anticipated Workload – 36 samples)*. Copies of the written report should be provided to the Forest Health Administrator.

    ii. Provide lab diagnostics when needed to identify a sample *(Anticipated Workload – 20 samples).*

    iii. Conduct an on-site field investigation when identification <u>cannot</u> be made from a sample *(Anticipate Workload – 20 field investigations).* All field visits will be approved and scheduled through the Forest Health Administrator.

   h. **Publish Pest Alerts, Pest Bulletins, and communications using other forms of media** *(Anticipated Workload – 35 workdays)*

    i. Publish pest updates weekly throughout the growing season and at least bi-weekly throughout the rest of the year *(Anticipated Workload – 21 updates – 10 workdays).*

    ii. Review existing pest bulletins and update 12 per year that are older than 5 years *(Anticipated Workload 12 bulletins – 10 workdays).*

    iii. Develop new pest bulletins on common tree and shrub pests that can be used by the general public and other natural resource professionals *(Anticipated Workload – 10 workdays).*

    iv. Review any pest bulletins prepared by DANR personnel *(Anticipated Workload – 5 workdays).*

4. **Reporting Requirements** *(Anticipated Workload – 10 workdays)*

   a. Prepare and submit a detailed monthly report to the State Forester and FH Administrator on all activities covered by this work plan. The report will consist of a short narrative and a completed spreadsheet report provided by the FH Administrator.

   b. Prepare and submit annual federal reports to the State Forester and the Forest Health Supervisor as requested. DANR will submit all federal reports to the US Department of Agriculture, Forest Service (USFS).

   c. Provide an updated weekly schedule (each Friday) via email to the FH Administrator and the State Forester.

   d. Participate in weekly staff conference calls, division meetings, tours, official program reviews, and other meetings as directed by the State Forester.

5. **Recognition**

SDSU agrees to provide recognition of the contribution DANR and USFS has made to the extension forester position within SDSU by acknowledging all work accomplished through this work plan. SDSU must acknowledge DANR and USFS support in all published media including written, video, audio, electronic or other media developed as a result of this award. Work performed by SDSU outside of the work plan is not to be attributed to DANR without prior authorization.

6. **Signatures**

The parties signify their agreement to this work plan by the signatures affixed below.

IN WITNESS WHEREOF, the parties signify their agreement effective the date first written by the signatures affixed below.

SDSU

STATE OF SOUTH DAKOTA

_____
(Date)

_____
(Date)

_____
(Print/ Signature)

_____
Hunter Roberts
Secretary
South Dakota Department of
Agriculture and Natural Resources

_____
(title)

Budget and Finance
Consent

AGENDA ITEM: 6 – I
DATE: August 3-5, 2021

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SUBJECT
Maintenance & Repair (M&R) Projects

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 6:6 – Maintenance and Repair

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 over $250,000, other than funding realignments and transfers to approved projects, must be submitted for BOR approval. Below is the list of projects submitted by the Regental institutions.

Northern State University requests approval of the following items:
McArthur-Welsh Hall – Digital Demand Controls Upgrade: NSU requests approval to utilize an additional $140,000 to complete the update of the Digital Demand Controls in McWelsh Hall. This project was approved by the Board in December 2020, item 5-N, as an approved Auxiliary System M&R Project for $150,000. The information provided to NSU for the original project cost was the cost for the controls only, not the related electrical work. These additional funds will come from local maintenance and repair cash.
Technology Center – Renovation: NSU requests approval for an additional $50,000 to complete the renovation of the Technology Center. The renovation was approved at the December 2020 Board meeting, item 5-M; the additional funds are to address the high bids and come from remaining funds from a previous year's project.

South Dakota State University requests approval of the following items:
Parking Lot 163 – P163 Mill and Overlay: SDSU requests approval to use an additional $70,000 of Vehicle Registration Fees to finish the Parking Lot 163 Mill and Overlay. This project was originally approved at the April 2020 Board meeting for an original cost of $330,500, to be funded from Vehicle Registration Fees. The additional funds requested will cover the additional work for the mill and overlay

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DRAFT MOTION 20210805_6-I:
I move to approve the requested maintenance and repair projects as described in this item.

of the entire lot. SDSU requests this project be delegated to the campus because SDSU Facilities and Services have the project contracting and management services needed to complete this project and would accomplish the project more economically than if additional outside design and or management services were included.

IMPACT AND RECOMMENDATIONS
Staff recommends approval of this project.

ATTACHMENTS
None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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AGENDA ITEM: 6 – J
DATE: August 3-5, 2021

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SUBJECT
>   FY22 Minnesota Reciprocity Agreement

CONTROLLING STATUTE, RULE, OR POLICY
>   SDCL 13-53-6.2 – Reciprocal Agreements between South Dakota and Minnesota Boards
>   BOR Policy 1:16 – Interstate Tuition Agreements
>   BOR Policy 5:5:1 – Tuition and Fees: On-Campus Tuition

BACKGROUND / DISCUSSION
>   During the 1978 legislative session, the Board of Regents was given authority through SDCL 13-53B to execute a tuition reciprocity agreement with the state of Minnesota "with the specific aims of enhancing accessibility to programs, expanding the range of programs available, and promoting the greater economy of state finances." The Board of Regents ratified their first agreement with Minnesota at the May 1978 Board meeting.
>
>   Each year the Board approves the rates for the program based on the current agreement. That agreement provides that the visiting student will pay the higher of their home-state tuition and fees or the campus attended. The rates approved are for fall/spring/summer as compared to other tuition rates that are summer/fall/spring.
>
>   ***Minnesota Students Enrolled in South Dakota Undergraduate or Graduate Program:***
>   The Administrative Memorandum of Understanding (MOU) with Minnesota Higher Education Service Office (MNHESO) states that Minnesota students attending a South Dakota university pay the higher of the following two rates:
>   - **Rate 1:** The resident undergraduate or graduate tuition and fee rate at the university attended; or
>   - **Rate 2:** The weighted undergraduate or graduate average of resident tuition and fee rates of nine Minnesota universities (UM Twin Cities and UM Morris are excluded.)
>
>   When determining which rate is paid we include the General Activity Fee (GAF) and the laptop fee at DSU and SDSM&T. The Minnesota weighted undergraduate and graduate averages include tuition, Student Services Fee, and GAF. Minnesota Higher Education Service Office (MNHESO) has calculated the average rate to be $345.93 per credit hour for undergraduates for the 21-22 school year. The rate a Minnesota undergraduate will pay will depend on the institution attended. The Minnesota weighted undergraduate rate is

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(Continued)

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DRAFT MOTION: 20210803-6_J:
>   I move to approve the Minnesota reciprocity rates for FY22 and authorize the Executive Director to execute the Memorandum of Understanding.

higher than the in-state rate at all schools.

Minnesota Undergraduate Student Attending a South Dakota University

South Dakota Resident Tuition and Fee Rate					
21-22 School Year Cost per Credit Hour					
	Tuition	Fees	Total	MN Student Will Pay	
Black Hills State University	$ 253.85	$ 38.25	$ 292.10	$	345.93
Dakota State University	$ 253.85	$ 67.23	$ 321.08	$	345.93
Northern State University	$ 253.85	$ 40.95	$ 294.80	$	345.93
SD School of Mines & Tech	$ 260.55	$ 78.35	$ 338.90	$	345.93
South Dakota State University	$ 259.10	$ 50.85	$ 309.95	$	345.93
University of South Dakota	$ 259.10	$ 55.30	$ 314.40	$	345.93

The Minnesota combined rate for graduate tuition and fees of $566.79 is higher than the tuition and fees at any of the South Dakota schools, therefore, a Minnesota graduate student will pay $566.79 per credit hour at all South Dakota public universities.

Minnesota Graduate Student Attending a South Dakota University

South Dakota Resident Tuition and Fee Rate					
21-22 School Year Cost per Credit Hour					
	Tuition	Fees	Total	MN Student Will Pay	
Black Hills State University	$ 333.25	$ 38.25	$ 371.50	$	566.79
Dakota State University	$ 333.25	$ 40.65	$ 373.90	$	566.79
Northern State University	$ 333.25	$ 40.95	$ 374.20	$	566.79
SD School of Mines & Tech	$ 338.90	$ 49.60	$ 388.50	$	566.79
South Dakota State University	$ 340.15	$ 50.85	$ 391.00	$	566.79
University of South Dakota	$ 340.15	$ 55.30	$ 395.45	$	566.79

Table 1 compares what a Minnesota undergraduate student would pay under the South Dakota/Minnesota Reciprocity Agreement to what a non-resident undergraduate student from a surrounding state would pay per credit hour. On average, in Fall 2021, a Minnesota undergraduate student attending a South Dakota university will pay $34.06 per credit hour more than a non-resident undergraduate student from a surrounding state.

Table 1: Undergraduate (Fall 2021)

	Minnesota Student Attending a South Dakota School			Non-Resident Undergraduate		
	(Weighted Average of Minnesota Resident Rate)			(FY22 South Dakota Advantage Rate)		
	FY22			**FY22**		
	Tuition	Fees	Total	Tuition	Fees	Total
BHSU	$ 307.68	$ 38.25	$345.93	$ 253.85	$ 38.25	$ 292.10
DSU	$ 278.70	$ 67.23	$345.93	$ 253.85	$ 67.23	$ 321.08
NSU	$ 304.98	$ 40.95	$345.93	$ 253.85	$ 40.95	$ 294.80
SDSM&T	$ 267.58	$ 78.35	$345.93	$ 260.55	$ 78.35	$ 338.90
SDSU	$ 295.08	$ 50.85	$345.93	$ 259.10	$ 50.85	$ 309.95
USD	$ 290.63	$ 55.30	$345.93	$ 259.10	$ 55.30	$ 314.40

Table 2 compares what a Minnesota graduate student would pay under the South Dakota/Minnesota Reciprocity Agreement to what a non-resident graduate student from another state would pay per credit hour. On average, a Minnesota graduate student attending a South Dakota university will pay $122 per credit hour less than a non-resident graduate student from another state.

Table 2: Graduate

	Minnesota Student Attending a South Dakota School			*Non-Resident Graduate*		
	(Weighted Average of Minnesota Resident Rate)			(FY21 South Dakota Non-Resident Rate)		
	FY22			**FY22**		
	Tuition	Fees	Total	Tuition	Fees	Total
BHSU	$ 528.54	$ 38.25	$566.79	$ 622.15	$ 38.25	$ 660.40
DSU	$ 526.14	$ 40.65	$566.79	$ 622.15	$ 40.65	$ 662.80
NSU	$ 525.84	$ 40.95	$566.79	$ 622.15	$ 40.95	$ 663.10
SDSM&T	$ 517.19	$ 49.60	$566.79	$ 680.25	$ 49.60	$ 729.85
SDSU	$ 515.94	$ 50.85	$566.79	$ 654.05	$ 50.85	$ 704.90
USD	$ 511.49	$ 55.30	$566.79	$ 654.05	$ 55.30	$ 709.35

South Dakota Undergraduate and Graduate Students Attending Minnesota Institutions:

The Reciprocity Agreement states that South Dakota students attending a Minnesota university pay the higher of the following two rates:

- **Rate 1:** The resident undergraduate or graduate tuition and fee rate at the university attended; or
- **Rate 2:** The weighted undergraduate or graduate average of tuition and fee rates of the South Dakota public universities.

The rate a South Dakota undergraduate student will pay depends upon which Minnesota university the student attends. Since the South Dakota weighted undergraduate rate of $310.41 is higher than the in-state rate at Metropolitan State University, Minnesota State University-Moorhead, Southwest State University, and Winona State University, the South Dakota student would pay the average South Dakota rate while attending those institutions. South Dakota students attending the other state universities would pay the Minnesota rate.

Table 3 illustrates what a South Dakota undergraduate student attending a Minnesota State University would pay under the South Dakota/Minnesota Reciprocity Agreement.

Table 3: Undergraduate

South Dakota Student Attending a Minnesota State University

Minnesota Resident Tuition & Fee Rate

	Fall 2021 Cost Per Credit Hour			
	Tuition	Fees	Total	SD Student Will Pay
Bemidji State University	$ 302.95	$ 21.69	$ 324.64	$ 324.64
Minnesota State University-Mankato	$ 315.65	$ 48.48	$ 364.13	$ 364.13
Metro State University	$ 276.04	$ 34.37	$ 310.41	$ 310.41
Minnesota State University-Moorhead	$ 284.63	$ 25.79	$ 310.42	$ 310.42
Southwest State University	$ 266.75	$ 43.66	$ 310.41	$ 310.41

St. Cloud State University	$ 308.24	$ 55.93	$ 364.17	$ 364.17
Winona State University	$ 267.90	$ 42.51	$ 310.41	$ 310.41

The South Dakota weighted average rate for graduate tuition and fees of $390.32 is lower than the individual school's graduate rates so South Dakota students will pay the Minnesota institutional rates. Table 4 illustrates what a South Dakota graduate student attending a Minnesota institution would pay under the South Dakota/Minnesota Reciprocity Agreement.

Table 4: Graduate

	FY21 Cost Per Credit Hour			
	Tuition	Fees	Total	SD Student Will Pay
Bemidji State University	$ 478.25	$ 46.50	$ 524.75	$ 524.75
Minnesota State University-Mankato	$ 472.50	$ 48.65	$ 521.15	$ 521.15
Metro State University	$ 474.77	$ 42.48	$ 517.25	$ 517.25
Minnesota State University-Moorhead	$ 474.47	$ 57.29	$ 531.76	$ 531.76
Southwest State University	$ 442.00	$ 59.27	$ 501.27	$ 501.27
St. Cloud State University	$ 447.60	$ 46.03	$ 493.63	$ 493.63
Winona State University	$ 444.98	$ 46.38	$ 491.36	$ 491.36

Minnesota Students Enrolled in South Dakota Professional Programs:
Minnesota students enrolled in the SDSU Doctor of Pharmacy (Phar.D.) program, the USD Law School, or the Sanford School of Medicine pay the higher of two state rates:
- **Rate 1:** The resident professional cost per credit hour at the institution attended; or
- **Rate 2:** The resident cost per credit hour at a comparable professional school in the student's home state, except that cost per credit hour for reciprocity students enrolled in professional programs will not exceed 150% of resident cost per credit hour at the institution attended.

Pharmacy:
1. The total cost per credit hour for a SDSU resident PharmD student is $599.90 *(Rate 1)*.
2. The Minnesota PharmD total cost per credit hour equals $1,247.03 *(Rate 2)*.
3. 150% of Rate 1 equals $900.45.
4. The Minnesota rate is the higher of the two but exceeds 150% of Rate 1 at the institution attended. Therefore, $900.45 is the total cost per credit hour for Minnesota students. Based on 17 credit hours per semester, the tuition and fees assessed will be:

	South Dakota Resident Rate		Proposed Minnesota Rate	
	Cr. Hour Rate	Semester Rate*	Cr. Hour Rate	Semester Rate
FY22 Tuition	$299.75	$5,096.00	$599.90	$7,693.00
GAF	$50.85	$864.45	$50.85	$864.45
Pharmacy Program Fee	$249.70	$4,245.20	$249.70	$4,245.20
Total Tuition & Fees	$600.30	$10,205.65	$900.45	$12,802.65

Law School:
1. The USD Law School resident cost per credit hour is $556.10 *(Rate 1)*.

2. The Minnesota Law School cost per credit hour equals $1,937.12 *(Rate 2)*.
3. 150% of Rate 1 equals $834.15.
4. Although the Minnesota rate is the higher of the two, the reciprocity rate for professional programs is not to exceed 150% of Rate 1 at the institution attended. Therefore, $834.15 is the cost per credit hour for Minnesota students. Tuition and fees assessed will be:

	South Dakota Resident Rate	Proposed Minnesota Rate	
	Semester Cost	Cr. Hour Rate	Semester Cost
FY21 Tuition	$5,810.00	$669.25	$10,039.00
GAF	$829.50	$55.30	$829.50
Law School Program Fee	$1,644.00	$109.60	$1,644.00
Total Tuition & Fees	$8,341.50	$834.15	$12,512.50

School of Medicine:
1. The Sanford School of Medicine resident cost per credit hour is $828.90 *(Rate 1)*.
2. The University of Minnesota Medical School cost per credit hour is $942.40 *(Rate 2)*.
3. 150% of Rate 1 equals $1,243.35.
4. The Minnesota rate is the higher of the two rates. Therefore, $942.40 *(Rate 2)* is the cost per credit hour or an annual cost of $41,405.00.

	South Dakota Resident Rate	Proposed Minnesota Rate	
	Annual Cost	Cr. Hour Rate	Annual Cost
FY20 Tuition	$32,105.00	$942.40	$39,110.05
GAF	$2,294.95	$55.30	$2,294.95
Total Tuition & Fees	$34,399.95	$997.70	$41,405.00

IMPACT AND RECOMMENDATIONS

The following table provides a comparison of the FY21 costs and the proposed FY22 costs for tuition and fees for a Minnesota student enrolled in a South Dakota institution.

Tuition and Fees				
	FY21	Proposed FY22	$ Increase	% Increase
Undergraduate Cr Hr	$324.33	$324.33	$1.23	0.38%
Graduate Cr Hr	$543.21	$543.21	$13.06	2.46%

	FY21	Proposed FY22	$ Increase	% Increase
Pharmacy – Semester	$12,575.80	$12,802.65	$226.85	1.80%
Law – Semester	$12,395.50	$12,512.50	$117.00	0.94%
Medical - Annual	$37,497.75	$41,405.00	$3,907.25	10.42%

The staff recommends approval of the FY21 Minnesota Reciprocity tuition rates.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 6 – K
DATE: August 3-5, 2021

****

SUBJECT
City of Brookings Easement – Research Park at SDSU

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 5-2-10 & 5-2-11.

BACKGROUND / DISCUSSION
City of Brookings is seeking a right-of-way easement for the construction, reconstruction, replacement, modification, upgrading, extension, removal, maintenance, and operation of water and sewer utilities and all necessary and appurtenant of structures, fixtures and controls. This easement is located on real property leased by South Dakota State University Growth Partnership, LTD., operator of the Research Park at South Dakota State University. The request for easement is consistent with the terms of the Amended and Restated Master Ground Lease Agreement dated December 6, 2016, by and between the BOR and SDSU Growth Partnership, LTD.

IMPACT AND RECOMMENDATION
Pursuant to Section 1.3 of the Amended and Restated Master Ground Lease Agreement, South Dakota State University Growth Partnership, LTD. requests that the Board of Regents adopt the Resolution set forth in Attachment I requesting the grant of an easement to the City of Brookings to construct, reconstruct, replace, modify, upgrade, extend, remove, maintain, and operate water and sewer utilities, and all necessary and appurtenant of structures, fixtures and controls.

Staff recommends approval.

ATTACHMENTS
Attachment I – Resolution Requesting the Grant of an Easement to the City of Brookings
Attachment I, Exhibit I – Draft Easement to the City of Brookings

****

DRAFT MOTION 20210803_6-K:
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 easement as stated therein.

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RESOLUTION

Resolution requesting the grant of an easement through, under, in, on and across portions of land leased by South Dakota South Dakota State University Growth Partnership, LTD., operator of the Research Park at South Dakota State University, for the use and benefit of the City of Brookings.

The South Dakota Board of Regents (hereinafter referred to as "Grantor"), on behalf of the South Dakota State University Growth Partnership, LTD., operator of the Research Park at South Dakota State University, in consideration of one dollar ($1) and other good and valuable consideration, and pursuant to the authority vested in Grantor 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 grant to the City of Brookings, an easement to construct, reconstruct, replace, modify, upgrade, extend, remove, maintain, and operate water and sewer utilities, and all necessary and appurtenant structures, fixtures and controls, as further described in Exhibit I, through, under, in, on and across the following described real estate within Brookings County:

A strip of land 30 feet wide over, under and across Lot 4 of Block 1 of SDSU Innovation Campus Addition to the City of Brookings, Brookings County, State of South Dakota, as further shown in Exhibit A to Exhibit I, a copy of which is attached hereto and incorporated herein.

Grantor requests that any grant of easement be consistent with, or responsive to, the issues identified in the draft grant of easement attached hereto as Exhibit I, without restricting the ability of the parties to further revise and finalize the details of the final document(s).

Grantor requests that any grant of easement provides that Grantor shall not be liable for any personal injury, property damage, or other liability to Grantee, its agents, employees, invitees, or to any other party caused by or related to Grantee's use of the premises, irrespective of how such injury or damage may be caused, whether by action of the elements or acts of negligence of Grantee or any other party, and that Grantee further agree to reimburse Grantor for any judgment against it arising from Grantee's use of the property.

Dated this＿＿＿day of August, 2021.

SOUTH DAKOTA BOARD OF REGENTS

By ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

John W. Bastian

President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at a regular meeting of the Board in Pierre, South Dakota, on the _____ day of August, 2021, 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 August, 2021.

SOUTH DAKOTA BOARD OF REGENTS

By_____

Jim Thares

Secretary

This document prepared by:
Office of School and Public Lands
(605)773-3303
500 East Capitol Avenue
Pierre, South Dakota 57501-5070

STATE OF SOUTH DAKOTA
PERMANENT EASEMENT

THIS EASEMENT is made and entered by and between the State of South Dakota acting through its Governor and Commissioner of School and Public Lands on behalf of the South Dakota Board of Regents, 500 East Capitol, Pierre, South Dakota, 57501 [the "State"] and West River Electric Association, Inc., (hereinafter referred to as Cooperative) of P.O. Box 412, Wall, SD 57790 ["the Cooperative"].

WHEREAS, The Cooperative is desirous of acquiring a right-of-way easement for to survey, construct, reconstruct, upgrade, replace, operate and maintain, repair, alter, inspect, remove and enhance underground or overhead transmission and/or distribution lines and associated equipment owned by Cooperative and all necessary attachments and appurtenances, upon, under, and across land belonging to the State, and the State is desirous of cooperating with the Cooperative for said easement.

NOW THEREFORE THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. For and in consideration of the sum of One dollar ($1.00), the receipt of which is hereby acknowledged and other valuable consideration set forth in this Easement, the State hereby grants and conveys to the Cooperative a right-of-way easement for the following described purposes: the right to survey, construct, reconstruct, upgrade, replace, operate and maintain, repair, alter, inspect, remove and enhance underground or overhead transmission and/or distribution lines and associated equipment owned by Cooperative and all necessary attachments and appurtenances, upon, under, and across, and including reasonable ingress and egress over adjacent lands of the State to provide access to, the following legally described real estate within the county of Meade, State of South Dakota (the "Easement Area"):

> The S ½ of the NW ¼ and the SW ¼ NE ¼ less R.O.W., located in Section 3, Township 5N, Range 6E, BHM., Meade County, South Dakota, as further shown in WCEA Map #35787 a copy of which is attached hereto as "Exhibit A" and incorporated herein.

2. The Cooperative agrees that any construction will not interfere unnecessarily with the State's use of its adjoining property and will not endanger or injure any improvements thereon. The State reserves the right to utilize the Property for all purposes not inconsistent with the easement rights herein conveyed. The State and/or the Cooperative may enter upon the above described property for the purposes of effectuating the grant of and reserved rights in this easement.

3. The Cooperative further agrees, at no cost to the State, to be responsible for the operation, repair, maintenance, replacement, or removal of the utilities or structures installed by the Cooperative and associated with the operation and maintenance of said utilities or structures. This includes the right to cut, control, manage with approved herbicides, and trim trees and vegetation along said lines where necessary to secure all clearance from conductors for the entire width of the Easement Area, and to further cut down and remove all dead, weak, leaning or hazardous tress that may strike or interfere with the distribution line(s). Any poles, wire, and other facilities, including any main service entrance equipment, installed on the Easement Area at the Cooperative's expense shall remain the property of the Cooperative, and shall be removed at by the Cooperative upon termination of service to or on said lands, unless otherwise agreed to by the State. In the event the Cooperative damages any growing crops, pastures, fences or building of the State as a result of exercising its rights granted herein, the Cooperative shall pay the State for the damage caused. If the State and Cooperative cannot mutually agree on the amount of said damages, the same shall be ascertained and determined by three disinterested individuals, one thereof appointed by the State, one by the Cooperative, and the third by the two so appointed.

4. The Cooperative further understands and agrees, that to the extent provided by South Dakota law, it shall be liable for all damages caused by the construction, operation, maintenance, enlargement, upgrade, repair, alteration, removal or replacement of the utilities or structures installed by the Cooperative and associated with the operation and maintenance of said utilities or structures, and the Cooperative agrees to indemnify, defend, and hold the State harmless for the same. Nothing in this agreement shall be read to waive Grantor's sovereign immunity.

5. The Cooperative further understands and agrees that the State has and retains the right to lease, sell or otherwise convey the Easement Area, or any part thereof, provided, however, that this Easement shall remain in full force and effect until the expiration of the term hereof notwithstanding such lease, sale or conveyance. In addition, the above-described easement is subject to a reservation of further easements and rights-of way for irrigation ditches and canals, as provided by South Dakota Codified Laws 5-4-2, so long as they do not infringe upon the rights granted hereunder. This Easement is also subject to a reservation of rights relating to deposits of coal, ores, metal and other minerals, asphaltum, oil, gas and like substances provided South Dakota Constitution Art. VIII, §19, South Dakota Codified Laws 5-7-3 to 5-7-6, inclusive and South

Dakota Codified Laws 5-2-12, and in any law of the State of South Dakota reserving any rights of any kind in said State or any of its departments, institutions, subdivisions, funds or accounts.

6. In consideration of this Easement, the Cooperative will not impose special assessments on the State to pay for connection costs to the Cooperative that may be associated with the development of the above described area.

7. The land herein described is to be used for the utilities or structures associated with the operation and maintenance of electrical services and no other purpose whatsoever, and that should the above described real property granted by this Easement cease to be used for said purposes for two consecutive years, this Easement reverts to the State or its successor and assigns.

8. This agreement and attachments shall constitute the entire agreement between the State and the Cooperative. This agreement supersedes any other written or oral agreements between the State and The Cooperative pertaining to the Easement Area, or any portion thereof. This agreement can be modified only in writing and signed by the State and the Cooperative or their respective heirs, representatives, executors, administrators, successors and assigns.

9. This easement shall be binding upon the heirs, executors, administrators, assigns, and successors in interest of the parties hereto.

10. This Easement is governed by and shall be construed in accordance with the laws of the State of South Dakota.

11. This Easement shall be binding upon the heirs, executors, administrators, assigns and successors in interest of the parties hereto.

IN WITNESS WHEREOF, the parties have executed this Easement on this ____ day of _____, 20___.

STATE OF SOUTH DAKOTA

BY: _____
        Kristi Noem
        Governor

ATTEST:

_____
Ryan Brunner
Commissioner of School and Public Lands

WEST RIVER ELECTRIC
ASSOCIATION, INC.

BY: _____

_____

_____

ATTEST:

_____

ACKNOWLEDGMENTS

STATE OF SOUTH DAKOTA   )
) ss
COUNTY OF HUGHES   )

      On this ____ day of _____, 20___, before me the undersigned Notary Public within aforesaid County and State, personally appeared Kristi Noem, Governor, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that she executed the same.

                                          _____

                                        Notary Public – State of SD
Notary Seal

                                        _____

                                        Commission Expires

STATE OF SOUTH DAKOTA   )
) ss
COUNTY OF HUGHES   )

      On this ____ day of _____, 20___, before me the undersigned Notary Public within aforesaid County and State, personally appeared Ryan Brunner, Commissioner of South Dakota School and Public Lands, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

                                          _____

                                          Notary Public – State of SD
Notary Seal

                                        _____

                                        Commission Expires

STATE OF SOUTH DAKOTA   )
) ss
COUNTY OF _____   )

     On this _____ day of _____, 20___, before me, the undersigned officer, personally appeared _____, who acknowledged him/herself to be the _____ of the West River Electric Association, Inc., and that s/he, as _____, being authorized so to do, executed the foregoing instrument for the purposes therein contained, by signing the name of the West River Electric Association, Inc., as _____.

                                       _____

                                       Notary Public – State of SD
Notary Seal

                                       _____

                                       Commission Expires

EXHIBIT A
WREA Doc. # 35787
Land Owner: State of South Dakota
By & Through Board Of Regents

N

8' Electrical Easement

ALKALI
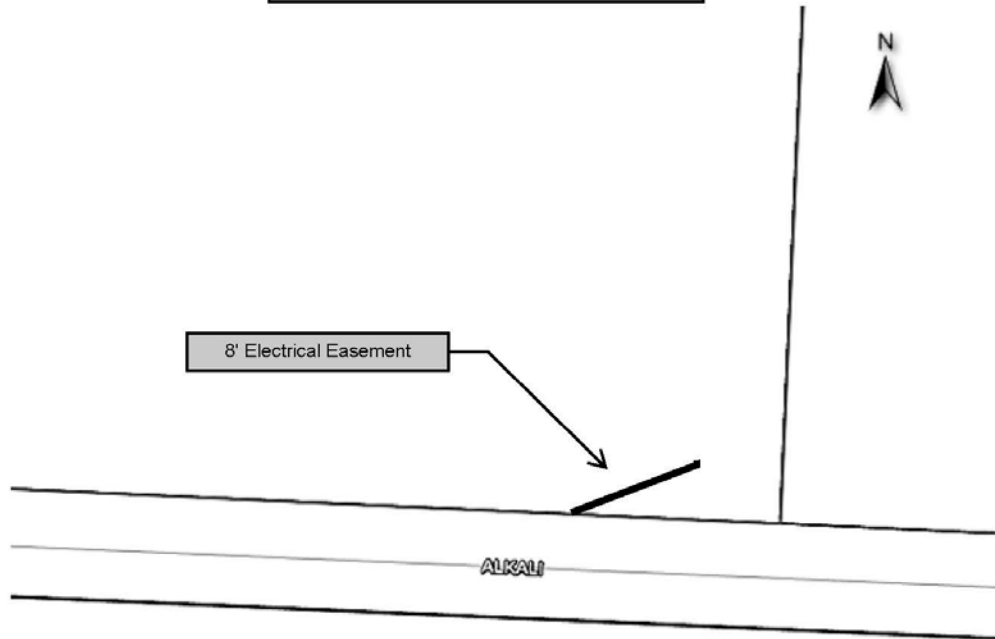
West River Electric Association, Inc.
A Touchstone Energy™ Partner

DISCLAIMER: The information contained in this document was NOT obtained using a Registered Land Surveyor, therefore its use is for informational purposes only. 02/15/2021

Page 6 of 6

SOUTH DAKOTA BOARD OF REGENTS

Informational Items
Consent

AGENDA ITEM: 6 – L
DATE: August 3-5, 2021

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SUBJECT
   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

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INFORMATIONAL ITEM

INTERIM ACTIONS

Maintenance and Repair Projects
($50,000 - $250,000)

South Dakota State University

Water Line & Sidewalk Replacement: SDSU requests permission to utilize $30,000 in HEFF funds and $61,000 in local funds for the full design and installation of approximately 375 feet of domestic cold water line replacement and replacement of deteriorating or non-ADA compliant concrete walks in the same area. The project area is adjacent to the east side of the Horticulture/Forestry Building on the main campus of SDSU and will extend from North Campus Drive to the entrance of Parking Lot 107 south of the Horticulture/Forestry Building. SDSU requested this project be delegated to the institution to allow Facilities & Services provide construction oversight; the work will be completed by standing contractors.

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

Contracts Requiring Action by the Executive Director

All academic agreements approved by the System Associate Vice President for Academic Affairs can be found on the Miscellaneous Academic Agreements and Contracts webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Academic-Agreements-Contracts/Pages/Miscellaneous.aspx

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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AGENDA ITEM: 6 – M
DATE: August 3-5, 2021

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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).

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(Continued)

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INFORMATIONAL ITEM

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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.
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 – August 2021 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - August 2021

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 HB1045-2020 SB43-2020	FY22 HEFF Bonds Other M&R Bonding	$3,000,000 $3,972,345 $2,400,000 $9,372,345	Oct-20 Design Plan	Construction	2022	Bastian
BHSU-RC Addition & Renovation for West River Nursing			General HEFF Private	$8,000,000 $5,114,644 $2,000,000	May-21 Facility Stmt	Planning	2025	
Lyle Hare Stadium Renovation					Jun-16 Facility Stmt	Planning	2024	Bastian
Dakota State University								
Event Center					Dec-16 Facility Stmt	Planning		Rave
Madison Cyber labs (MadLabs)		HB1057-2018	Private	$18,000,596	Oct-17 Design Plan	Completed	March-2020	Rave
Northern State University								
Regional Sports Complex		HB1037-2019	Private	$33,000,000	Jun-19 Design Plan	Construction	2021	Thares
South Dakota School of Mines and Technology								
Mineral Industries Building		SB156-2021	Private Local State	$12,000,000 $3,000,000 $19,000,000 $34,000,000	Mar-21 Program Plan	CM Selection Design		Wink
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection		Wink
Devereaux Library Renovation		HB1046-2020	HEFF Bonds General Funds M&R HEFF M&R Auxiliary Revenues Private	$4,000,000 $1,350,000 $500,000 $100,000 $1,000,000 $6,950,000	Dec-20 Facility Design	Construction		Bastian
Stadium Renovation			HEFF Funds Local Private		Dec-19 Facility Stmt	A/E Selection		Bastian

South Dakota Board of Regents Capital Improvement Projects - August 2021

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.
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	Final Inspection	2020	Roberts
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	Final Inspection	2020	Rave
Berg Ag Hall Renovate 1st & 2nd floors - Phase 2			Donations HEFF M&R	$1,100,000 $7,274,514 $8,374,514	May-21 Design Plan (Revised)	Design	2023	Roberts
Chiller Plant - Chiller Upgrade & Cooling Services			HEFF M&R Rent Revenues	$1,135,000 $1,400,000 $2,535,000	May-18 Facility Stmt	Final Inspection	2020	NA Exempted
Dairy Unit - Dairy Research and Training Facilities		HB 1153- 2021	Private General Funds	$7,500,000 $7,500,000 $15,000,000	Apr-20 Facility Stmt	Design	2023	Stork
Lincoln Hall - Renovation			Private HEFF M&R 2021 HEFF Bonds	$4,250,000 $2,993,765 $10,000,000 $17,243,765	Dec-20 Program Plan	Design	2023	Bastian
Outdoor Sports Support Facility		SB 51-2018	Business and Athletic Income	$600,000	Dec-17 Program Plan	Planning	2022	Venuizen
Raven Precision Agricultural Center - Phase 1		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-18 Design Plan	Final Inspection	2021	Venuizen
Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	Planning	TBD	Stork
Stanley Marshall Center Addition-Phase 2 Sanford Jackrabbit Athletic Center Wrestling Addition		SB 28-2021	Private	$4,400,000	May-21 Design Plan	Design	2022	Roberts
The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds Private	$7,500,000 $3,315,000 $10,815,000	Jun-2020 Facility Stmt	Planning	TBD	Bastian
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)	Final Inspection	2019	Rave
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	2029	Roberts

South Dakota Board of Regents Capital Improvement Projects - August 2021

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.
University of South Dakota								
Dakota Dome Renovation		HB1060-2018	Private Local HEFF M&R	$14,500,000 $8,719,888 $5,400,398 $28,620,286	Oct-18 Design Plan	Final Inspection	2020	Stork
National Music Museum		HB1065-2018	Private HEFF M&R	$9,095,000 $1,500,000 $10,595,000	Dec-18 Design Plan	Final Inspection	2020	Stork
Health Science Building		SB40-2020	HEFF M&R Private/Local One-Time State Funds	$12,500,000 $4,500,000 $5,000,000 $22,000,000	Oct-20 Design Plan	Construction	2022	Stork
South Dakota School for the Blind & Visually Impaired								
New School		HB1071-2018	Private GOED	$11,847,916 $5,000,000 $14,347,916	Aug-18 Facility Design Plan	Final Inspection	2020	Thares
REVENUE FACILITIES								
Black Hills State University								
University Wellness Center Addition			General & Private		Dec-16 Facility Stmt	Planning		Partridge
Dakota State University								
New Residence Hall & Student Life Facility			Auxiliary Bonds Private	$12,000,000 $500,000 $12,500,000	Dec-19 Design Plan	Construction	2021	Roberts
Northern State University								
N/A								
South Dakota School of Mines and Technology								
Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection		Wink
South Dakota State University								
Pierson Hall Renovations			Rent Revenues		Apr-21 Facility Stmt	A/E Selection	2023	NA Exempted
University of South Dakota								
Wellness Center Expansion			Auxiliary Funds Auxiliary Bonds Private	$10,000,000 $6,000,000 $5,700,000 $21,700,000	Jun-19 Facility Stmt	Planning	TBD	Roberts

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
Teacher Education Report – 2020

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:16 – Teacher Education Programs

BACKGROUND / DISCUSSION
This report provides a data-driven snapshot of the five teacher education programs in the public university system (i.e., BHSU, DSU, NSU, SDSU, and USD). Data are shown for a variety of performance measures, including student enrollments, academic performance, degree completions, graduate placement, and labor force outcomes. In addition to the system level report, individual reports are prepared for each of the teacher education programs at each Regental institution and can be accessed at the links below.

- Black Hills State University
- Dakota State University
- Northern State University
- South Dakota State University
- The University of South Dakota

IMPACT AND RECOMMENDATION
The report identifies or affirms several trends in supplying the state's teaching pipeline, including:

- Elementary and Special Education continue to represent the highest number of candidates in the teacher education pipeline across the system.
- Performance on the Praxis examination has remained stable over the last five years, with the system-wide cumulative pass rate being 94.2%.
- A slight decrease was recorded in the number of graduates placed in the state one year after graduation, with 2.0% less graduates in 2020 placed in state than 2019 graduates. However, the first year placement rate remains consistent with those recorded over the last five years.

ATTACHMENTS
Attachment I – SDBOR Teacher Education Report 2020

****

INFORMATIONAL ITEM

*** Special Data Analysis ***

Teacher Education Report

As the producer of the lion's share of teacher education graduates in the state of South Dakota, the public university system faces considerable pressure to ensure the availability of an adequate teacher workforce.[1]   These pressures have intensified in recent years in light of escalating public concerns about teacher shortages in South Dakota and beyond.   In this context, the current analysis compiles a range of candidate, graduate, and labor force data in an effort to size up the performance of the public university system's teacher education programs.

Data Notes

Data for this analysis are collected from a variety of sources. Data on student enrollments, academic performance, and degree completions are provided by Regents Information Systems (RIS). School district-level employment records, which allow for the analysis of teacher placement and retention, are supplied by the South Dakota Department of Education (SDDOE). Finally, labor force data (e.g., employment rates, earnings) are generated using 1-year American Community Survey (ACS) Public Use Microdata Sample (PUMS) files published by the US Census Bureau.

Note that, for references to US Census Bureau data, reported figures are based on self-reported survey responses, and thus are subject to the same sources of sampling and non-sampling error associated with any other type of survey research. Accordingly, these figures should be understood as estimates, not hard counts.

Analysis

Candidates

The teacher labor force begins with a pipeline. Accordingly, Figure 1 provides a summary of current teacher education "candidates" in the university system by field of study.[2] Teacher education candidates include those students who have been formally admitted to a teacher education program after meeting all institutional requirements.[3]   For undergraduates, candidacy usually is not awarded until certain coursework prerequisites have been satisfied. Consequently, the annual candidate pool is populated mostly by upperclassmen whose entry to the workforce is imminent.

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[1] Data reported by SDDOE indicate that the public university system produces roughly three-quarters of the state's teacher education graduates in a typical year.

[2] Each student is counted once per institution per content area.

[3] Additional information about the curricular structure of teacher education programs in the university system is provided in Appendix A. Figure 1 includes candidates from all bachelor's degree types (e.g., B.A., B.S., B.S.Ed.).

As seen in Figure 1, the five largest fields of study for candidates in 2019-2020 were elementary education (n=530 candidates), special education (n=174), music (n=105), elementary education / special education (n=89), physical education (n=84), and early childhood education (n=84) (tie). This "top five" group is similar to those recorded in past years. During the most recent year, candidates were most numerous at USD (n=397), followed by SDSU (n=342), BHSU (n=325), NSU (n=232), and DSU (n=161).

Figure 1
Undergraduate Candidates by Field of Study
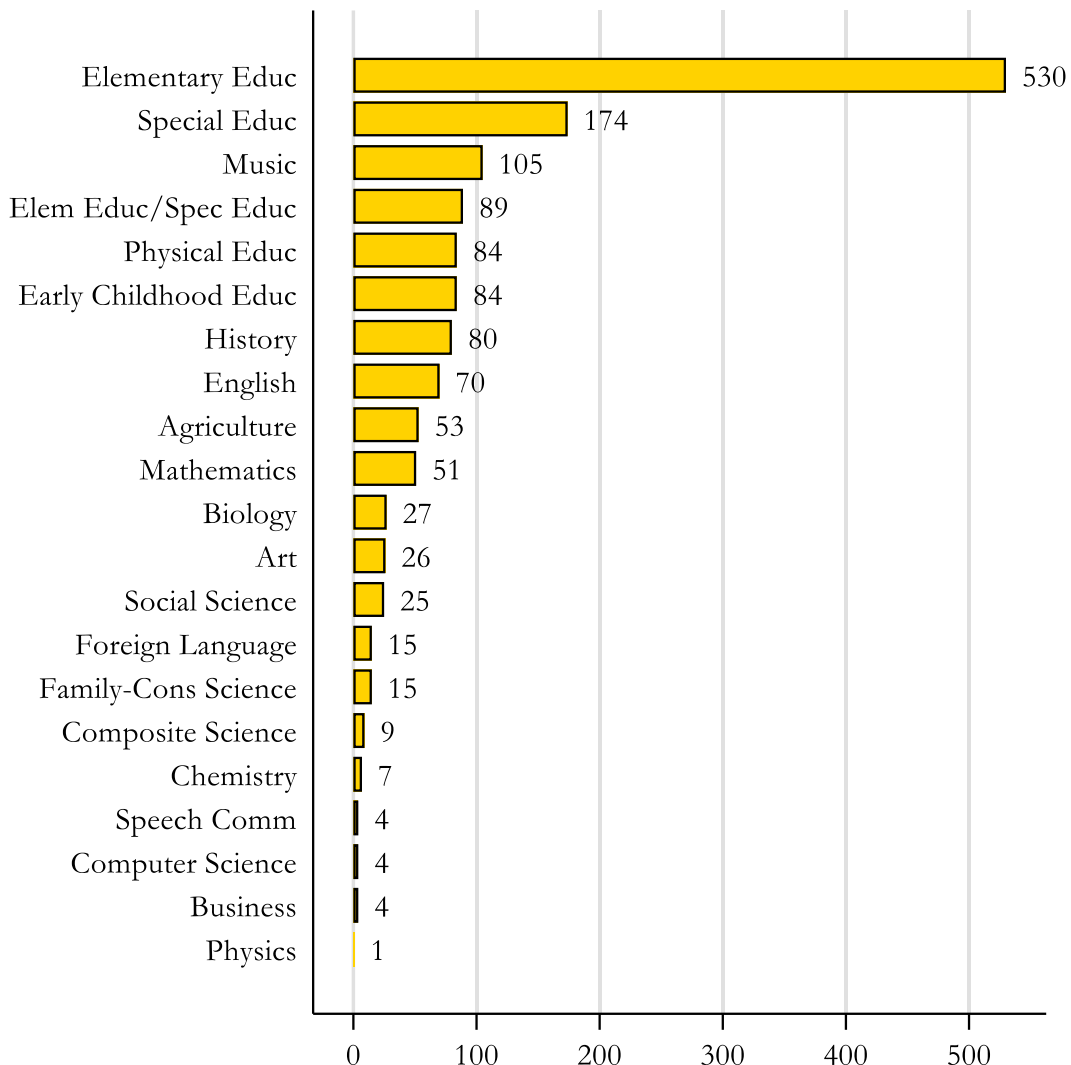
Academic Performance

As one prerequisite for state certification, applicants in South Dakota must earn passing scores on certification exams for their certification area(s). Candidates applying for initial certification are required to meet qualifying scores on the appropriate Praxis II Subject Assessment(s) and Praxis II Principles of Learning and Teaching (PLT) test(s) that most closely correspond to their anticipated area(s) of instruction.[4]   Scoring data from these examinations are useful in gauging student learning outcomes for teacher education candidates.[5]

Teacher education candidates' Praxis II outcomes for 2019-2020 are illustrated below.[6] Thirty-three different Praxis II examinations were administered to university system students during the academic year, an assessment effort that produced 968 individual test scores. In Figure 2, institutional pass rates (i.e., the percentage of students meeting SDDOE-established cut scores) are shown for all Praxis II test takers. It can be seen that Praxis II pass rates ranged from 99.2 percent (BHSU) to 89.8 percent (DSU). The system-wide cumulative pass rate was 94.2 percent. In general, these pass rates have remained stable over the last five years.

Figure 2
Praxis II Pass Rates

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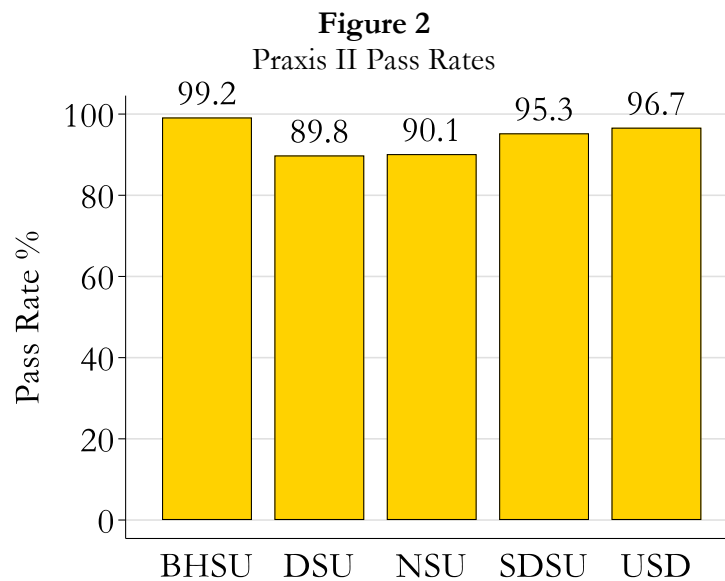
[4] Praxis II exams are administered by the Educational Testing Service (ETS). ETS offers a wide variety of targeted Subject Assessments – which measure subject-specific teaching skills and knowledge – in a range of content areas (e.g., biology, geography, theatre). Principles of Learning and Teaching (PLT) tests measure general pedagogical knowledge at four different grade levels: Early childhood, K-6, 5-9, and 7-12.

[5] Praxis II exams are designed to measure learning that occurs during postsecondary study. However, the *entering* academic ability of teacher education candidates also is worth examining. For example, ACT data for all university system students indicate that teacher education candidates tend to score similarly to the general student population on all ACT measures. An analysis of data from the most recent year shows that the difference in average ACT composite scores between candidates (22.7) and the general population (23.0) was marginal.

[6] Analyzed data include all Praxis scores generated during the most recent year; for students with multiple records on a single test, the highest score is used. It is important to note that students who are unsuccessful on an initial Praxis attempt often will pass on a subsequent attempt. Further, many candidates will – for a variety of reasons – attempt Praxis exams outside their major content areas. Overall then, these figures (high as they are) are sure to understate the rates of terminal success experienced by candidates taking Praxis exams in their primary preparation areas.

Graduates and Placement

Each year, a joint effort is undertaken by SDBOR and SDDOE to examine the extent to which graduates from regental undergraduate teacher education programs are hired by in-state school districts following graduation. A roster of all undergraduate teacher education degree completers since FY2011 is matched against SDDOE beginning-of-year employment records since FY2012. This process allows SDBOR research staff to analyze the in-state placement outcomes of university system graduates for every year following graduation. Because the dataset is cohort-based, incrementally more data are available for earlier graduates each year.

Graduates

A total of 4,337 students have completed an undergraduate degree from one of the five regental teacher education programs since FY2011.[7]   Table 1 and Figure 3 display data from the analyzed timespan, and indicate that system-level annual completions generally have been steady over this period.

Table 1
Graduates by Year and Institution

|	2011	2012	2013	2014	2015	2016	2017	2018	2019
BHSU	144	112	142	151	124	133	122	114	127
DSU	59	46	49	45	43	49	52	38	51
NSU	54	78	61	66	65	70	63	72	61
SDSU	98	119	158	129	126	143	127	140	139
USD	104	105	101	113	92	113	127	113	99
System	459	460	511	504	450	508	491	477	477

Figure 3
Graduates by Year and Institution

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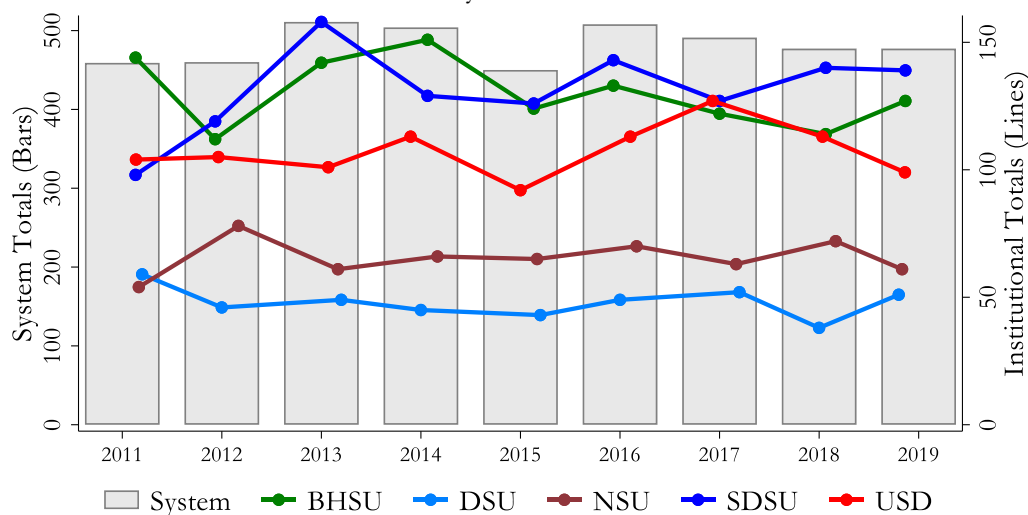
[7] In a small number of cases, data used in this report are duplicated across multiple institutions. For example, a student completing separate teacher education degrees at BHSU and NSU (either in the same year or in different years) will be counted twice. For students completing multiple degrees at one institution, only the first record is analyzed. Data include undergraduate degree completers only.

Placement

Matched data from SDDOE indicate that over half (58.1 percent) of all undergraduate teacher education graduates since FY2011 have been placed in an in-state school district.[8] As seen in Figure 4 and Table 2, in-state placement rates are dramatically higher among graduates who originally matriculated from a South Dakota high school (i.e., 72.9 percent for in-state students versus 32.9 percent for out-of-state students). By institution, DSU has produced the highest placement rates for both in-state and out-of-state students alike since FY2011.

Figure 4
In-State Placement Rates by High School State of Teacher
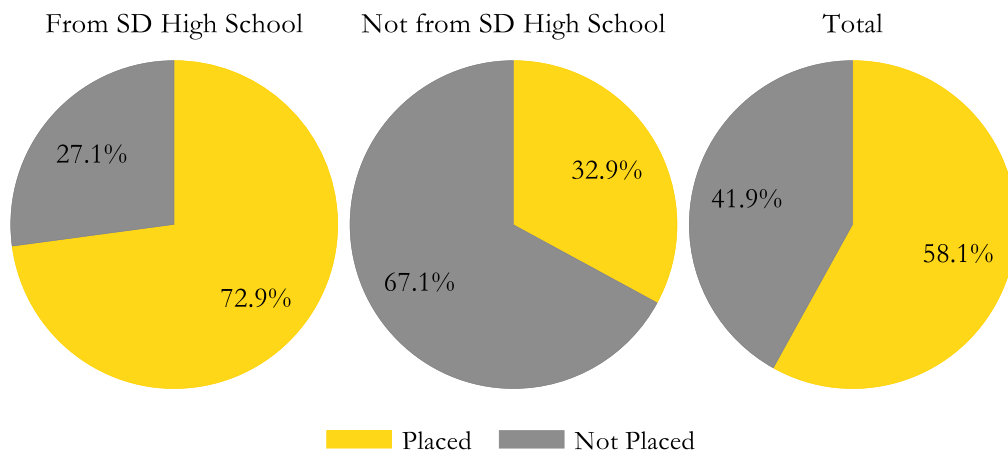
Table 2
In-State Placement Rates by Institution and High School State of Teacher
(Percentages)

	From SD High School			Not from SD High School			Total		
	Placed	Not Placed	Total	Placed	Not Placed	Total	Placed	Not Placed	Total
BHSU	75.5	24.5	100.0	32.8	67.2	100.0	57.7	42.3	100.0
DSU	84.7	15.3	100.0	53.5	46.5	100.0	77.6	22.5	100.0
NSU	76.2	23.8	100.0	33.6	66.4	100.0	66.1	33.9	100.0
SDSU	66.1	33.9	100.0	28.1	71.9	100.0	51.7	48.3	100.0
USD	68.7	31.3	100.0	33.0	67.0	100.0	52.6	47.4	100.0
System	72.9	27.1	100.0	32.9	67.1	100.0	58.1	41.9	100.0
(*n*)	1,989	740	2,729	529	1,079	1,608	2,518	1,819	4,337

It is important to note that the placement rates cited here refer only to the proportion of teacher education graduates who are hired by in-state school districts. These placement rates do not include graduates who may have been hired by an out-of-state school district, hired by an educational organization other than a school district, hired outside the field of education, or entered graduate school. "Placement rate" should not be interpreted as an equivalent to "employment rate."

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[8] This figure reflects the proportion of students who have been placed in an in-state school district in *any* year following graduation. See below for analysis of *first year* placements. It is important to keep in mind that cohorts have spent unequal amounts of time on the job market.

First-Year Placement

To what extent do regental teacher education graduates find work in South Dakota school districts *immediately* after college? Figure 5 below examines first-year placements by cohort, and indicates that graduates have been increasingly successful in securing in-state positions immediately following college graduation.[9] A decade ago, only about one third of university system graduates were placed in in-state districts one year after graduation. As of the most recent year, this rate stands at 46.5 percent. This trend is suggestive of a changing K-12 teaching labor market in South Dakota.

Figure 5
First-Year In-State Placement Rates by Cohort
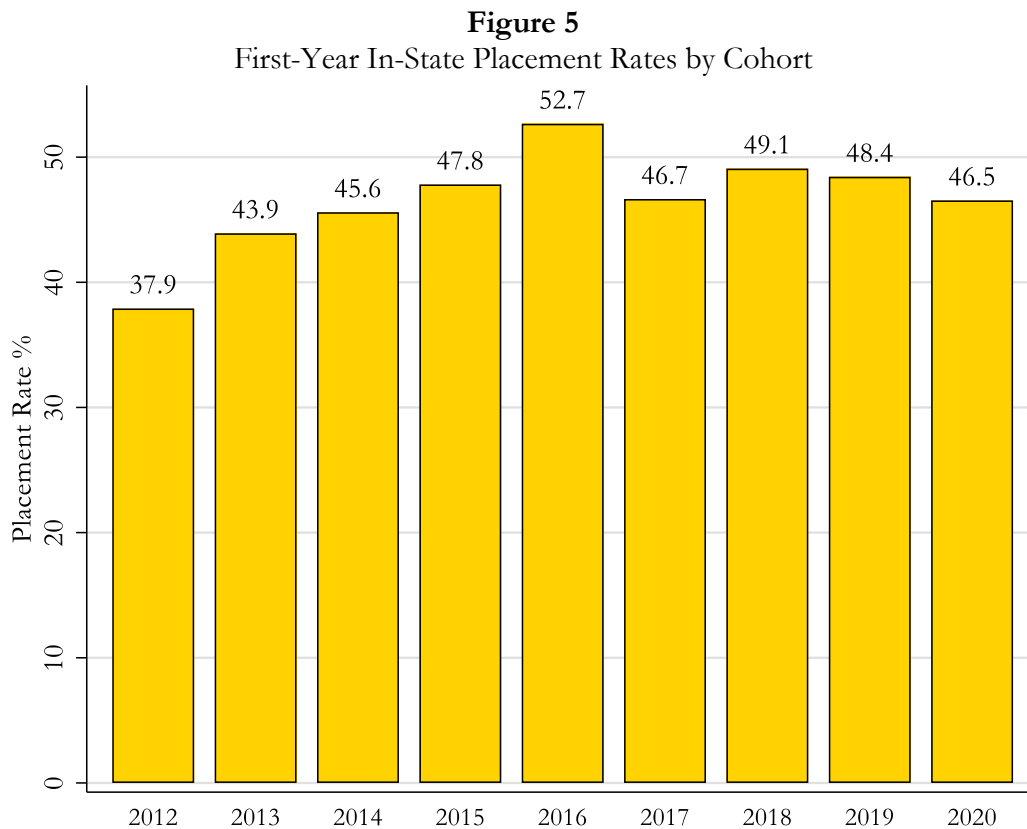
Across all graduating cohorts in this analysis, 46.5 percent of university system graduates were placed in a South Dakota school district during the first school year following graduation. Over this time, DSU has recorded the highest first-year placement rate (65.7 percent), followed by NSU (58.1 percent), BHSU (45.9 percent), USD (41.7 percent), and SDSU (38.3 percent).

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[9] Year values shown in graph refer to the school year of placement, not the year of graduation (contrast with Figure 3).

Placement by Discipline

Figure 6 presents placement data by major field, and shows that several areas generated placement rates at or above 65.0 percent.[10]   These fields include biology (74.7 percent), elementary education / special education (73.1 percent), composite science (70.5 percent), special education (67.1 percent), and elementary education (65.0 percent). Care must be taken when examining these data, since – as shown in the lower half of Figure 6 – these major areas have dissimilar numbers of completers over the analyzed timespan.

Figure 6
In-State Placement Rates and Completions by Major Field
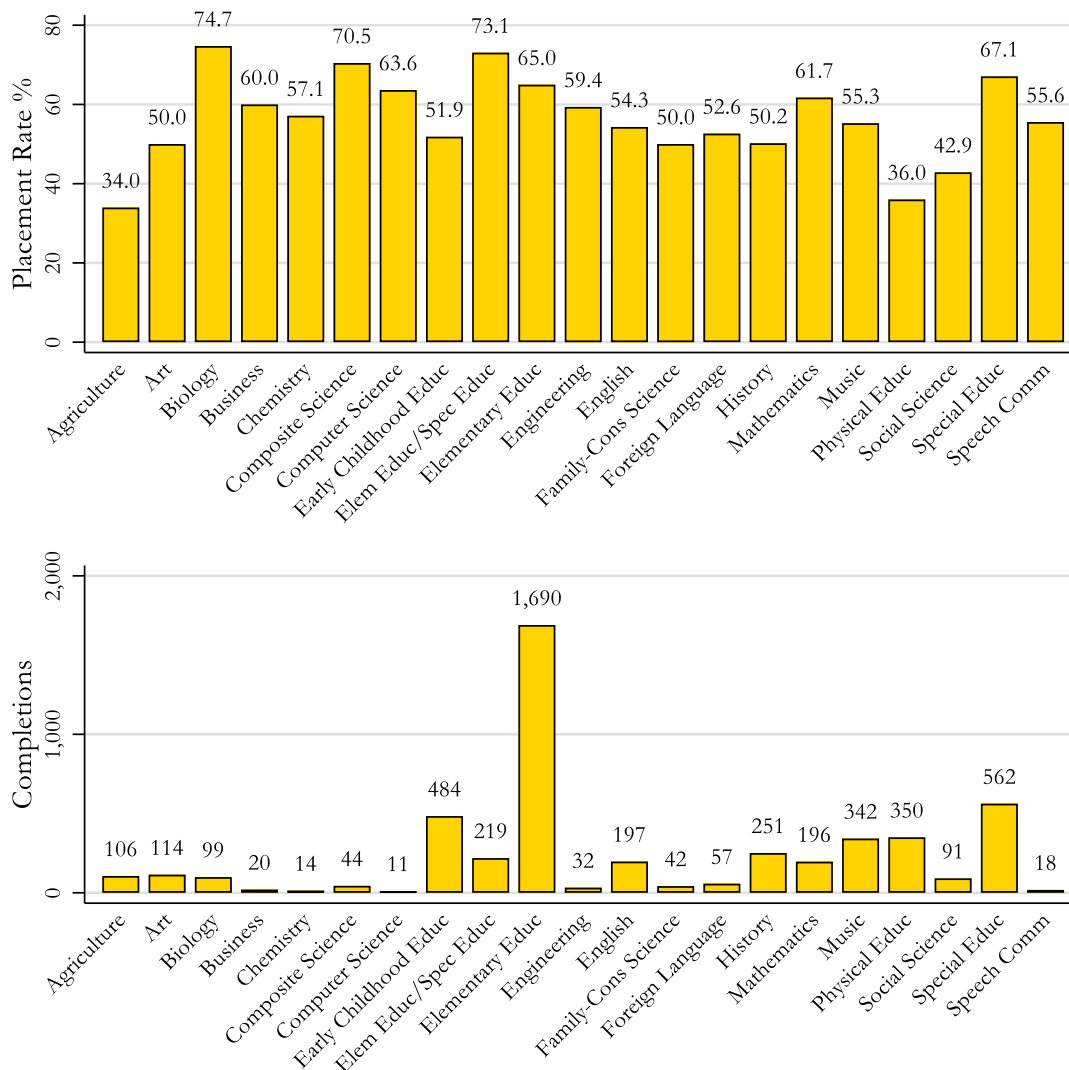
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Persistence to Entry

The placement rates presented above offer a snapshot of the placement outcomes of regental teacher education program completers. However, also of interest is the degree to which these graduates 1) persist in seeking entry into the education workforce and 2) remain in the workforce once hired. Accordingly, Figures 7, 8, and 9 explore persistence and retention data for several older cohorts (FY2011-FY2015) of degree completers.[11]

Figure 7 examines the timing of graduates' in-state placements. Specifically, this figure arrays all *placed* teacher education graduates – from cohorts graduating in FY2011-FY2015 – by year of initial in-state placement.   This graph indicates that 76.3 percent of placed teacher education graduates were initially hired in the first subsequent academic year, while an additional 14.2 percent were initially hired during the second year after graduation. These data suggest that while most graduates who eventually will be hired by an in-state school district do so during the first year after graduation, a substantial segment do so in one of the following years.   In fact, roughly 1 in 4 graduates placed within five years received their first placement during years two, three, four, or five.

Figure 7
Year of Initial In-State Placement for Placed Graduates

14.2%

76.3%

■ 1st Year   ■ 2nd Year   ■ 3rd Year   ■ 4th Year   ■ 5th Year

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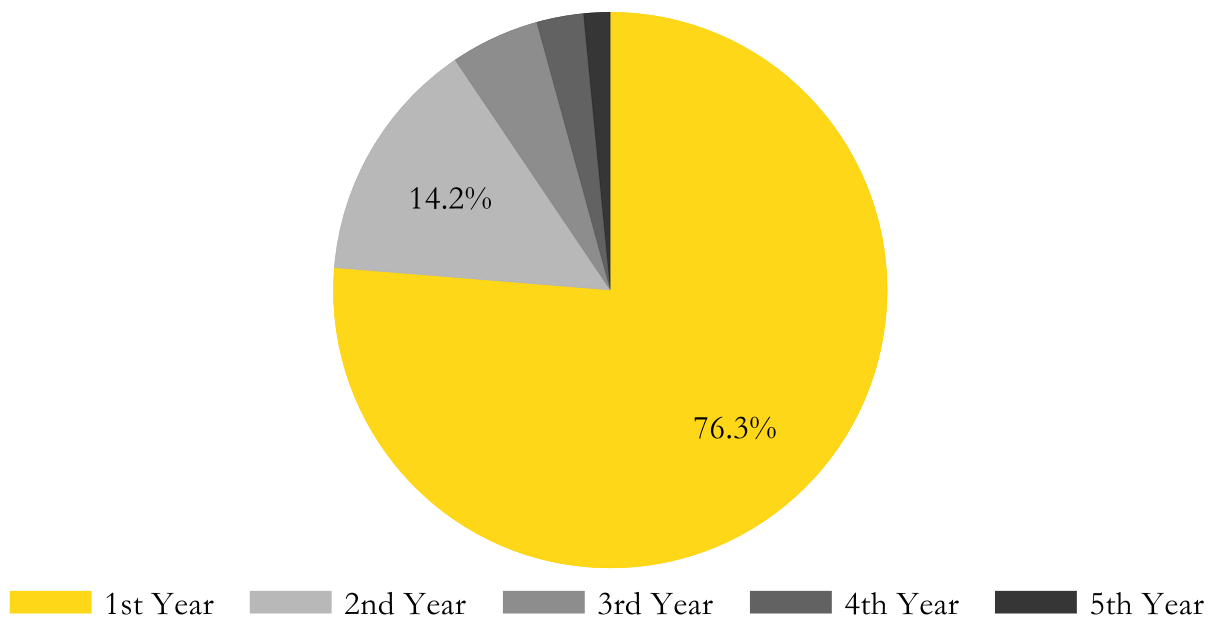
[11] These are the cohorts for which five years of placement data are available.

Retention

Figures 8 and 9 display retention data for the same cohorts described above (FY2011-FY2015), and more specifically, for those graduates from the above cohorts who were placed during the initial year of placement eligibility. [12]   Figure 8 shows attrition trends for teachers during the first five years following initial placement. Across all cohorts examined, roughly 89.1 percent of teachers returned for a second year of teaching. By the fourth year after initial placement, over three-quarters of graduates still were employed in in-state school districts.

Figure 8
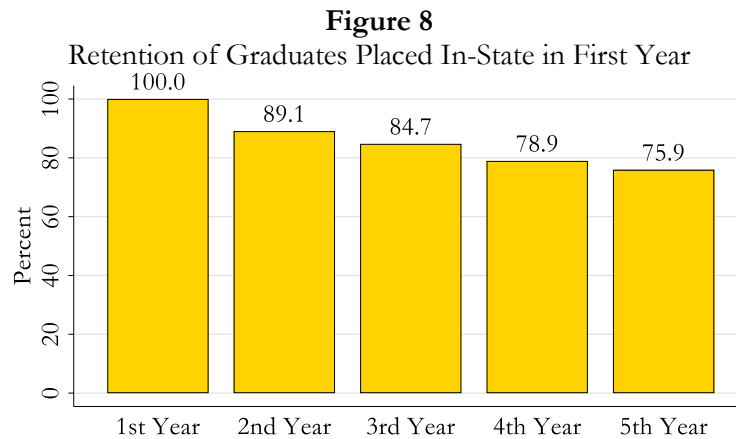Retention of Graduates Placed In-State in First Year

Figure 9 presents an alternate measure of retention: the total number of years taught within five years of initial placement. The right-most pie shows that, of teachers placed during the first year after graduation, the majority – 70.7 percent – remained in an in-state teaching position for all five of the subsequent five years. Less than ten percent of teachers placed in the first year remain in a teaching position in South Dakota for only one year.   Data further suggest that retention tends to be higher for teachers who originally came from South Dakota.

Figure 9
Years Taught Within Five Years of Initial In-State Placement, by High School State of Teacher

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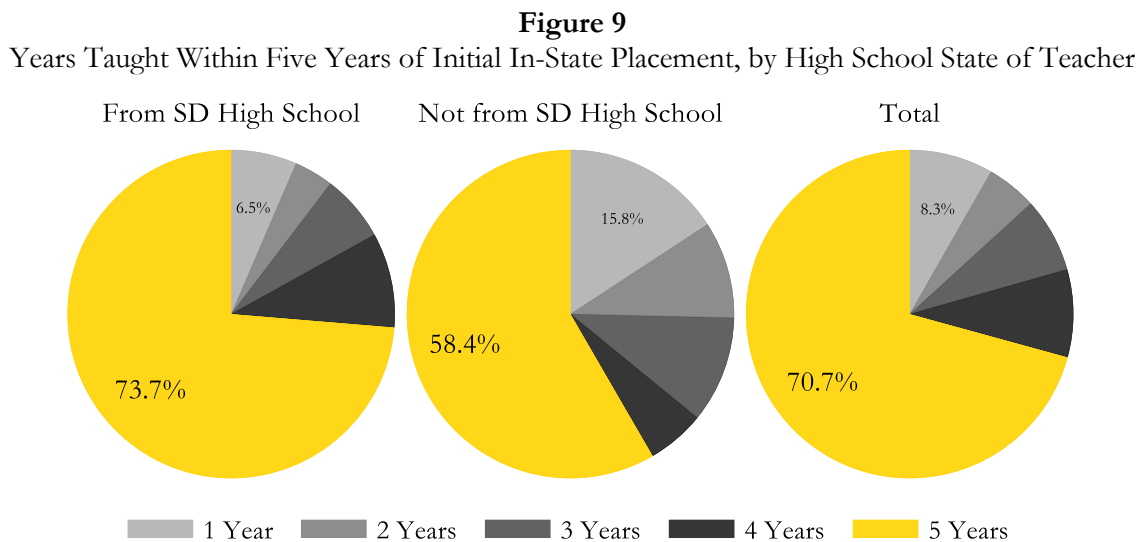
[12] In both figures, data refer to retention in *any* in-state school district, not necessarily the district of initial placement.

Regental Teacher Education Program Frameworks

Teacher education programs are structured under several different curricular frameworks (i.e., degree-major combinations) across the university system. For example, a candidate seeking to teach high school mathematics may – depending on the campus he or she attends – major in mathematics, education, mathematics education, or some combination of multiple majors. Further, this same student may receive a Bachelor of Arts degree, a Bachelor of Science degree, or a Bachelor of Science in Education degree. In other cases, the student may already hold a degree and is returning to complete a post-baccalaureate teacher certification program. In general, most teacher education candidates fall under one of the following degree-major approaches:[13]

> *B.A. or B.S. Degree with Discipline Major:* In this approach, teacher education candidates are viewed as majors in a chosen substantive discipline. Students complete a substantive major (e.g., mathematics, biology) vis-à-vis the requirements of a B.A. or B.S. degree. Beyond the coursework associated with a substantive major, students also complete a limited sequence of courses required for state teaching certification. This approach is used primarily at SDSU for secondary education preparation programs.

> *B.S.Ed. Degree with Discipline Major:* The second approach also involves the full completion of an undergraduate substantive major (e.g., mathematics, biology). However, rather than completing the requirements for a B.A. or B.S. degree, students complete the requirements for a teaching baccalaureate degree, the Bachelor of Science in Education. This approach is used commonly at BHSU, DSU, and NSU, particularly in secondary education tracks. A related approach involves the completion of a distinct major that combines courses from a substantive discipline with teacher preparation courses. Such majors (e.g., Mathematics Education, Biology Education) usually are paired with a B.S.Ed. degree. This approach is used by USD for secondary teacher education programs and by all institutions for elementary education programs.

> *Alternative Certification:* Alternative certification programs provide an option for those who already hold a baccalaureate degree (or higher) in a teachable area from an accredited institution. These programs are designed for professional practitioners who wish to become teachers but lack instruction in the area of pedagogy.

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[13] The following approaches generally do not apply to teacher education candidates in the field of music. These students typically complete the requirements for a discipline-specific degree, such as the Bachelor of Fine Arts, Bachelor of Music, or Bachelor of Music Education.

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Appendix B
ACS Data Supplement

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Labor Market Analysis

American Community Survey (ACS) data help to shed additional light on the teacher labor force in the upper Midwest. Using the newest available ACS PUMS datasets, additional analysis was conducted on the employment rates, earnings, and professional placements of educators in 2019.[14]

Table B1 shows two key labor market indicators for teachers in 2019. The first column gives the unemployment rates of the teaching labor force, while the second column shows median earnings of employed teachers.[15] The exceptionally low unemployment rates seen in this table – for South Dakota and the larger region alike – are suggestive of a labor shortage.[16] However, the relatively low earnings of employed teachers in South Dakota (ranking lowest out of seven adjoining states) are unlikely to provide the state with much leverage in efforts to recruit new entrants into the state's teaching workforce.

Table B1
Unemployment Rates and Mean Earnings of Teachers by State, 2019

	Unemployment rate	Mean earnings
Iowa	1.4%	$51,335
Minnesota	1.2%	$57,717
Montana	0.3%	$47,396
Nebraska	1.4%	$46,935
North Dakota	0.0%	$48,918
South Dakota	0.0%	$46,221
Wyoming	2.8%	$48,807
Region	1.1%	$52,250

Table B2 provides information about the industrial and occupational placements of employed workers with an undergraduate degree in education. Over half of such workers in South Dakota work in the field of K12 education in some capacity. Similarly, more than half of all South Dakota workers with a teaching credential actually work in a K12 teaching occupation. Both of these rates are higher than those of the region overall.

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[14] Data presented in this section were generated from the (1-Year) 2019 American Community Survey (ACS) Public Use Microdata Sample (PUMS) from the US Census Bureau. Figures are based on survey responses, and should be interpreted as estimates only.

[15] The "teaching labor force" group includes workers employed as teachers as well as unemployed members of the labor force who most recently worked as teachers.

[16] By comparison, overall unemployment for South Dakota and the region were 3.3 percent and 3.3 percent, respectively.

Table B2
Professional Placements of Teacher Education Degree Holders, 2019[17]

	Percent of employed workers with an undergraduate degree in education **who work in the field of K12 education**	Percent of employed workers with an undergraduate degree in education **who work as teachers**
Iowa	60.3%	55.3%
Minnesota	55.3%	49.6%
Montana	48.9%	45.3%
Nebraska	57.0%	50.6%
North Dakota	60.1%	49.8%
South Dakota	62.1%	60.0%
Wyoming	59.9%	50.3%
Region	57.3%	51.6%

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[17] The category "who work in the field of education" includes those whose self-reported industry was *Elementary and Secondary Schools*. The category "who work as teachers" includes those whose self-reported occupation was *Preschool and Kindergarten Teachers*, *Elementary and Middle School Teachers*, *Secondary School Teachers*, or *Special Education Teachers*.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
    Opportunity for All

CONTROLLING STATUTE, RULE, OR POLICY
    SDCL 20-13-10 – Unfair or discriminatory practices
    SDCL 13-49-14 – Employment of officers, instructors and employees – Disparate
        treatment on certain grounds prohibited
    SDCL 13-57-4 – Sectarian religion and partisan politics prohibited by university
    Title VII of the Civil Rights Act of 1964
    U.S. Constitution Amendment I
    SD Constitution Art. VI § 5 – Freedom of speech
    SDCL 3-6C-19 – Freedom of Speech of Officers and Employees
    BOR Policy 1:32 – Commitment to Freedom of Expression
    BOR Policy 1:11 – Academic Freedom and Responsibility

BACKGROUND / DISCUSSION
    In recent years the Board has engaged in various conversations on student success,
    diversity and inclusion efforts, civics and history preparation, intellectual diversity and
    equal opportunity, with the settings of these discussions spanning the gamut from internal
    dialogue, to public stakeholder panels, to legislative committee hearings. These
    discussions, coupled with recent movements on the national stage, have resulted in months
    of review and dialogue within the system to review, assess and respond in a reasoned and
    informed manner, ensuring we are operating and addressing these areas in a way that
    promotes student success, civility, equal opportunity and nondiscrimination, while
    preparing our graduates for informed and responsible citizenry. The Board Statement set
    forth in Attachment I and the Action Plan in Attachment II are the culmination of those
    efforts.

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DRAFT MOTION 20210803_7-A:
    I move to adopt the Board Statement set forth in Attachment I and the Action Plan in
Attachment II, and further direct Board staff and presidents to take the necessary actions to begin
implementing the Action Plan and report back and propose any necessary changes at the Board's
October meeting.

IMPACT AND RECOMMENDATION

The attached Board Statement and Action Plan provide clear direction on the Board's position and approach to addressing and managing various areas garnering recent attention on the national stage, ensuring our institutions remain places of learning, study and exploration, built upon free speech, scientific discovery and academic freedom. In doing so, the system will: (1) provide enhanced opportunity for all students; (2) proudly support the United States of America; (3) safeguard the rich tradition of American universities; and (4) offer curriculum that is based upon widely-held and accepted knowledge and thought.

Staff recommends approval.

ATTACHMENTS

Attachment I – Board Statement
Attachment II – Action Plan

The South Dakota Board of Regents hereby states that:

1. South Dakota's state universities offer **opportunity for all students**, to benefit from education and to prepare to live and work in South Dakota, or anywhere in the world. We do not discriminate on the basis of race, sex, ethnicity, religion, disability, veteran status, economic status, or sexual preference. We treat each person as an individual, not as a member of a group, and offer services and supports for each person's individual situation. We reject, and will not promote, the idea that any individual person is responsible for actions taken by other people. We also reject, and will not promote, any suggestion that one group of people is inherently superior or inferior to another group, or is inherently oppressive or immoral.

2. South Dakota's state universities are public, taxpayer-funded institutions. It is inherent in the missions of our universities to **proudly support the United States of America**. Our students will learn about America's history, our system of individual liberty in a democratic republic, and our system of free enterprise. Part of that instruction is to acknowledge and discuss America's flaws and mistakes, so that we can learn from them and improve. We celebrate, though, America's role in recent world history, as the nation most responsible for expanding liberty, prosperity, and equality across the globe.

3. South Dakota's state universities are a part of **the rich tradition of American universities**, which are built upon free speech, scientific discovery, and academic freedom, and for that reason have been emulated by the rest of the world. We commit our state universities to a focus on the future: preparing the leaders and scholars of the next generation to solve the problems of tomorrow. Although we can learn from and understand the past, we do this so we can learn to be better in the future, and we will never compel any person to accept any particular set of beliefs.

4. South Dakota's state universities **will offer a curriculum that is based upon widely-held and accepted knowledge and thought**. Our universities will respect academic freedom, and will expect faculty to exercise that freedom in a way that respects this expectation. As our students expand their understanding in a field of study, we encourage that students be exposed to a variety of viewpoints, ideas, and theories, so that they can be debated and critiqued. This could include discredited or controversial ideas, because understanding the weaknesses of failed ideas is as important as understanding the strengths of successful ones. Students must be prepared to identify the good and bad in new or controversial areas of thought.

Objective: **Provide increased opportunity for all students to succeed.**

Charge: Bolster student success through the implementation of "Opportunity Centers" on campus. Opportunity Centers should realign and focus campus resources to effectively assess and address the individual needs of all students. Opportunity Centers should serve as an inclusive community where all are welcome, accepted and provided access to the services needed to assist, accommodate, retain and graduate, with equal regard given to the unique challenges and needs of every students. Opportunity Centers should supplement or enhance related activities on campus specific to opportunities or challenges of cultural relevance to South Dakota.

Timeline: The Opportunity Center structure will be in place on each campus by January 1, 2022. Institutions will report their progress on this effort at the Board's October meeting.

Objective: **Advance the rich tradition of American public universities, built upon free speech, scientific discovery and academic freedom.**

Charge: Safeguard the fundamental principles which have made public higher education in America the standard to which others aspire by ensuring our policies and practices promote and protect the rights of students and faculty alike. The end product(s) should provide clear guidance and/or parameters, while balancing the Constitutional rights of our students and employees with the necessary discretion of the institution to manage its operations and exercise control over that which it commissions.

Timeline: Immediate and ongoing.

Objective: **Enhance preparation of students for informed and responsible citizenry in our democratic republic.**

Charge: Add, supplement and/or improve programming and training enhancing knowledge of American government and the principles upon which our country was founded; increasing civic engagement; and promoting and developing skills in communication, critical thinking, civility and dispute resolution among individuals with diverse backgrounds, beliefs and perspectives.

Timeline: Immediate and ongoing, with each institution implementing some level of training or programming in the spring 2022 semester.

Objective: **Promote equal opportunity and non-discrimination for all through merit-based assessment and decision making.**

Charge: Supplement, revise and/or discontinue, as appropriate, any processes, procedures, standards, expectations, etc. necessary to promote a clear message of equality and merit-based decision making and/or assessment, ensuring that, whether directly or indirectly, preferential or adverse treatment on the basis of one's identity or belief system is not occurring.

Timelines: Immediate and ongoing.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
> **New Program Request and Request to Seek Accreditation – USD – Doctor of Nurse Anesthesia Practice (DNAP)**

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 2:23 – Program and Curriculum Approval
> BOR Policy 2:1 – External Review of Proposed Graduate Programs
> BOR Policy 1:10 – Relationship of Curriculum and Instruction to Statutory Objectives

BACKGROUND / DISCUSSION
> Per BOR Policy 2:23, the University of South Dakota (USD) requests authorization to offer a Doctor of Nurse Anesthesia Practice (DNAP) degree program. The purpose of the DNAP post baccalaureate program is to prepare registered nurses to become Certified Registered Nurse Anesthetists (CRNAs) who will have the educational background and skills necessary to provide anesthesia care that is founded in innovative, evidence-based practice and use of advanced technologies. Graduates of the program will be able to assume leadership roles in a variety of healthcare settings and improve healthcare delivery.

> The proposed DNAP program will uniquely attract applicants who have a demonstrated commitment to health care and wish to advance their professional qualifications. The program at USD will open new opportunities for students seeking CRNA education in the state and who desire to stay and practice in South Dakota. CRNA programs are in high demand, and employment for CRNAs is close to 100%. CRNAs are the sole anesthesia providers in a significant majority of South Dakota counties, and provide access to quality and safe anesthesia care to rural South Dakotans.

> The Council on Accreditation of Nurse Anesthesia Education (COA), which is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation as the sole accrediting authority for nurse anesthesia educational programs, has mandated that all students accepted into an accredited program as of January 1, 2022 will be required to graduate with doctoral degrees. Therefore, USD also requests approval to seek

<div align="right">(Continued)</div>

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DRAFT MOTION 20210803_7-B:
> I move to authorize USD to offer a DNAP degree in Doctor of Nurse Anesthesia Practice at the Community College for Sioux Falls and to seek accreditation from the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), as presented.

accreditation from the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) contingent upon approval of the DNAP degree program, per BOR Policy 1:10.

USD's Intent to Plan was presented and approved at the June 2021 Board meeting. Per BOR Policy 2:1, an external review of the program was waived by the executive director since the corresponding request to seek accreditation will require a review of the program by the accrediting body.

IMPACT AND RECOMMENDATION

USD plans to offer the DNAP program at the Community College for Sioux Falls. USD is not requesting any new state resources. The university will be partnering with a local health system to initiate the program, as well as to secure the program's sustainability and future success. The program will require 17 new courses, which are required for accreditation.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: USD DNAP in Doctor of Nurse Anesthesia Practice
Attachment II – USD Request to Seek Accreditation Form: COA

SOUTH DAKOTA BOARD OF REGENTS
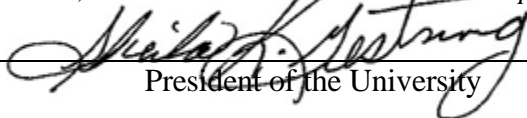ACADEMIC AFFAIRS FORMS
New Graduate Degree Program

UNIVERSITY:	USD
PROPOSED GRADUATE PROGRAM:	**Doctor of Nurse Anesthesia Practice**
EXISTING OR NEW MAJOR(S):	**New**
DEGREE:	**Doctor of Nurse Anesthesia Practice (DNAP)**
EXISTING OR NEW DEGREE(S):	**New**
INTENDED DATE OF IMPLEMENTATION:	**Summer 2023**
PROPOSED CIP CODE:	**51.3804-Nurse Anesthetist**
SPECIALIZATIONS: *Note: If the new proposed 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 approval.*	**N/A**
IS A SPECIALIZATION REQUIRED (Y/N):	**N/A**
DATE OF INTENT TO PLAN APPROVAL:	**3/30/2021**
UNIVERSITY DEPARTMENT:	**Department of Nursing**
BANNER DEPARTMENT CODE:	**UNUR**
UNIVERSITY DIVISION:	**School of Health Sciences**
BANNER DIVISION CODE:	**2H**

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

- The individual preparing this request has read AAC Guideline 2:10, which pertains to new graduate degree program requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

_____   5/7/2021
President of the University   Date

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

The purpose of the Doctor of Nurse Anesthesia Practice (DNAP) post baccalaureate program is to prepare registered nurses to become Certified Registered Nurse Anesthetists (CRNAs) who will have the educational background and skills necessary to provide anesthesia care that is founded in innovative evidence-based practice and use of advanced technologies. Furthermore, graduates of the program will be able to assume leadership roles in a variety of healthcare settings and improve healthcare delivery. The Council on Accreditation of Nurse Anesthesia Educational programs (COA) has mandated that "all students accepted into an accredited program on January 1st, 2022,

thereafter, will be required to graduate with doctoral degrees."[1] The impetus behind the mandate is to elevate the quality of care in the emerging healthcare systems and to strengthen the CRNA leadership skills. Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners (NPs), are all referred to as *Advanced Practice Registered Nurses (APRNs). However, Nurse Anesthetists* have different education, licensure and career tracks than NPs. In addition, accreditation of Nurse Anesthesia educational programs and licensure of Nurse Anesthetists are independent from those of NPs[2].

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

BHSU:	*SDCL § 13-59*	*BOR Policy 1:10:4*
DSU:	*SDCL § 13-59*	*BOR Policy 1:10:5*
NSU:	*SDCL § 13-59*	*BOR Policy 1:10:6*
SDSMT:	*SDCL § 13-60*	*BOR Policy 1:10:3*
SDSU:	*SDCL § 13-58*	*BOR Policy 1:10:2*
USD:	*SDCL § 13-57*	*BOR Policy 1:10:1*

    Board of Regents Strategic Plan 2014-2020

The proposed program furthers the mandate and strategic plan of the Board of Regents and the University of South Dakota (USD) by providing new high quality, efficient, flexible, equitable, affordable, and accessible graduate education to the residents of South Dakota. This program will help address USD's strategic plan of "serving South Dakota". The proposal aligns with the Board's strategic plan 2014-2020 by growing the number of graduate degrees and expanding the research and economic development opportunities in the state. The new program enhances and enriches the educational mission at the University of South Dakota and contributes to the overall educational attainment, research and productivity in the state. The program is aligned with the statutory mission of the University of South Dakota, as 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. (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 of the South Dakota System of Higher Education. Specifically, this program aligns with current goals within the USD Strategic Plan to "e*nrich academic experience for graduate and professional students; maintain and enhance critical components of the liberal arts in both curricular and co-curricular arenas; and collaborate with community leaders on targeted economic development."* The proposed CRNA program will create a unique opportunity to address a significant workforce shortage, increase access to evidence-based care for vulnerable populations, and utilize community partnerships to increase reach and impact.

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[1] Council on Accreditation of Nurse Anesthesia programs Policies and Procedures Manual Published in 2012 and Revised in 2018

[2] https://doh.sd.gov/boards/nursing/CRNA-Practice.aspx

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.

Nurse Anesthetists work in a variety of settings where they administer anesthesia and provide care before, during, and after surgical, therapeutic, diagnostic, and obstetrical procedures. They also provide pain management and some emergency services. The scope of practice for CRNAs varies from state to state.

Nurse Anesthetists are the sole provider of anesthesia care in 83% of South Dakota counties. Overall employment of nurse anesthetists, nurse midwives, and nurse practitioners is projected to grow 45% from 2019 to 2029, much faster than the average for all occupations. Growth will occur primarily because of an increased emphasis on preventive care and demand for healthcare services from an aging population. See Table below[3]:

Employment projections for CRNAs

Employment projections data for nurse anesthetists, nurse midwives, and nurse practitioners, 2019-29

Occupational Title	SOC Code	Employment, 2019	Projected Employment, 2029	Change, 2019-29		Employment by Industry
				Percent	Numeric	
Nurse anesthetists, nurse midwives, and nurse practitioners	—	263,400	381,100	45	117,700	—
Nurse anesthetists	29-1151	44,900	51,000	14	6,200	Get data
Nurse midwives	29-1161	7,200	8,100	12	800	Get data
Nurse practitioners	29-1171	211,300	322,000	52	110,700	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

The U.S. Bureau of Labor Statistics estimates job growth for nurse anesthetists to increase 14% between the years 2019-2029. This increase is reflected as a total increase of 5,800 jobs from the 2019 Nurse Anesthetist employment number of 44,900 to an estimated 51,000 in 2029.[4] According to the South Dakota Board of Nursing *Workforce 2019 Supply and Employment Characteristics* Report, there were 493 licensed CRNAs in the state in 2017.[5] During the same reporting period, South Dakota added 73 CRNAs to its active supply pool; 32 were added as new graduates and 41 were added by endorsement from another state. However, South Dakota lost 43 CRNAs during this same period, leaving a net supply of only 39 nurses.

CRNAs are the sole anesthesia providers in a significant majority of SD counties. Anesthesia care is available in South Dakota providing access to quality and safe anesthesia care to rural South Dakotans. The South Dakota Department of Labor and Regulation projects that employment of CRNAs in South Dakota will increase by 16.3 percent between 2018 and 2028. According to the Bureau Labor and Statistics published data on mean wages for CRNAs by State, South Dakota is in the range of $184,380 to $195,010.[2,6]

The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the

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[3] https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm#tab-6
[4] https://www.bls.gov/oes/current/oes291151.htm
[5] Nursing Workforce Supply and Employment Characteristics: 2019 https://doh.sd.gov/boards/nursing/RandP.aspx
[6] Projections Managing Partnership, in cooperation with the U.S. Department of Labor, Employment and Training Administration.

occupation is less prevalent in the area than average[7]. South Dakota has a location quotient of 2.91, indicating high utilization of CRNAs.

4. How will the proposed program benefit students?

While CRNAs are in high demand, currently, there is only one program in the state that offers CRNA education. The program has a 33-seat capacity and is housed at Mount Marty University.[8] The proposed DNAP program will uniquely attract applicants who have a demonstrated commitment to health care and wish to advance their professional qualifications. The program at USD will open new opportunities for students seeking CRNA education in the state and who desire to stay and practice in South Dakota. CRNA programs are in high demand and employment of CRNAs is close to 100%. Acceptance into CRNA programs in the region ranges from 10-30%. For example, University of North Dakota acceptance rate is 27% based on 60 qualified applicants.[9] Mount Marty University's acceptance rate is 30% based 105 qualified applicants[10] and University of Minnesota's is 10% based on 60 qualified applicants[11]. In addition, USD will offer regionally competitive tuition and fee structure, in part due to the already existing infrastructure to make the CRNA program affordable.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale

State and nationwide supply-demand and recruiting trends clearly reflect overall growth and significant increase in demand for CRNAs. Demand will most likely remain high into the foreseeable future.[12] An affordable, quality CRNA program at the University of South Dakota will ensure adequate CRNA supply that is necessary for the vitality of the healthcare system in the state, including critical access and rural hospitals. Equipped with a robust and collaborative infrastructure in the state's only comprehensive School of Health Sciences and Sanford School of Medicine (SSOM), USD is well-positioned to offer and sustain high quality CRNA programming with the Doctor of Nurse Anesthesia Practice degree at a competitive cost to meet the workforce needs because of the following:

1) Collaboration between the SSOM's state-of-the-art Parry Center for Clinical Skills and Simulation and the School of Health Sciences. The Parry Center will provide necessary simulated learning experiences to complement clinical rotations, including operating room and simulated anesthesia experiences.
2) Collaboration between the Basic Biomedical Sciences program at USD cadaver laboratory and body donation program that will allow DNAP students to receive a high-quality anatomy and physiology education, foundational to the program.
3) Dynamic nursing curriculum with well qualified nursing faculty who are doctorally prepared
4) Robust Health Sciences curriculum with interprofessional learning experiences
5) Collaboration with the Sanford School of Medicine faculty who will provide strong support

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[7] *https://www.bls.gov/oes/current/oes291151.htm*
[8] https://www.mountmarty.edu/sioux-falls/performance-data/
[9] https://cnpd.und.edu/nursing/nurse-anesthesia-dnp.html#d32e327-2
[10] https://www.mountmarty.edu/sioux-falls/performance-data/
[11] https://www.all-crna-schools.com/university-of-minnesota-twin-cities/
[12] Hawkins, M. (2019). White Paper Series Examining topics affecting the recruitment and retention of physicians and advanced practice professionals https://www.merritthawkins.com/news-and-insights/blog/healthcare-news-and-trends/New-White-Paper-Examines-Growing-Need-for-CRNAs/

6) Significant enrollment stability through tuition support from a local health system committed to providing significant scholarship and tuition support, in addition to clinical experiences necessary for success

B. What is the rationale for the curriculum?

The proposed curriculum includes nurse anesthesiology core courses, clinical residency courses, and DNAP core courses and has been prepared to meet or exceed the COA Standards for Doctoral Education, CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, and American Association of Colleges of Nursing (AACN) Essentials of Doctorate Education for Advanced Nursing Practice.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The proposed curriculum includes nurse anesthesiology core courses, clinical residency courses, and DNAP core courses and has been prepared to meet or exceed the COA Standards for Doctoral Education, CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, and American Association of Colleges of Nursing (AACN) Essentials of Doctorate Education for Advanced Nursing Practice. The curriculum is organized in a cohesive and logical manner to remain sustainable over time and to allow students to master the main competencies and achieve the desired outcomes step by step in the consecutive courses (see Appendix A).

D. Summary of the degree program (complete the following tables):

Doctor of Nurse Anesthesia Practice (DNAP)	Credit Hours	Percent
Required courses, all students	84	100%
Required option or specialization, if any	N/A	%
Electives	0	%
Total Required for the Degree Total	84	

Required Courses

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CRNA	843	Advanced Anatomy/Physiology for Nurse Anesthesiology	4	yes
CRNA	844	Advanced Pharmacology for Nurse Anesthesiology I	3	yes
CRNA	852	Coexisting Pathologies and Anesthesia Implications	4	yes
CRNA	846	Advanced Pharmacology for Nurse Anesthesiology II	3	yes
NURS	773	Clinical Scholarship and Analytical Methods*	3	no
NURS	811	Scientific Underpinning and Evidence-based Practice*	3	no
NURS	812	Leadership Development in Healthcare Policy and Advocacy*	3	no
NURS	813	Scholarly writing and Communication *	1	no
NURS	814	Scholarly Writing for DNP Project*	1	no
CRNA	713	Professional Aspects of Nurse Anesthesiology Practice	2	yes
CRNA	715	Advanced Health Assessment for Nurse Anesthesiology Practice	3	yes
CRNA	716	Basic Principles of Nurse Anesthesiology Practice	4	yes
NURS	740	Population Health Nursing Interventions*	3	no
PUBH	710	Epidemiology*	3	no
NURS	861	Leadership Development in Quality Improvement in Nursing for Health Systems*	3	no
NURS	862	Leadership Development in Information Systems/Technology for Patient care improvement*	3	no
CRNA	854	Advanced Principles of Nurse Anesthesiology I	3	yes

CRNA	856	Advanced Principles of Nurse Anesthesiology II	3	yes
CRNA	857	Advanced Principles of Nurse Anesthesiology III	3	yes
CRNA	881	Clinical Residency I (3 days/week)	3	yes
CRNA	882	Clinical Residency II (4 days/week)	4	yes
CRNA	883	Clinical Residency III (4 days/week)	4	yes
CRNA	884	Clinical Residency IV (4 days/week)	4	yes
CRNA	885	Clinical Residency V (4 days/week)	4	yes
NURS	863	Leadership Development in Healthcare Business*	3	no
CRNA	877	Seminar I Business of Anesthesia	1	yes
CRNA	878	Seminar II Clinical Topics Synthesis	2	yes
NURS	880	DNP Project I-IV	4	no

*Existing online courses   **Subtotal**   **84**

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

Prefix	Number	Course Title	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?

	Program Courses that Address the Outcomes																							
	CRNA Courses													Nursing Courses										Other
Individual Student Outcomes	CRNA 713*	CRNA 715*	CRNA 716*	CRNA 843*	CRNA 844*	CRNA 846*	CRNA 852*	CRNA 854*	CRNA 856*	CRNA 857*	CRNA 877*	CRNA 878*	CRNA 881-5*	NURS 773*	NURS 811*	NURS 812*	NURS 813*	NURS 814*	NURS 740*	NURS 861*	NURS 862*	NURS 863*	NURS 880*	PUBH 710*
Demonstrate patient safety			X					X	X	X		X	X						X					
Demonstrate Perianesthesia patient management		X	X	X	X	X	X	X	X	X		X												X
Demonstrate critical thinking			X					X	X	X		X	X	X	X									
Demonstrate communication skills			X					X	X	X	X	X					X							
Demonstrate Leadership skills											X								X	X	X	X		
Demonstrate CRNA Professional role	X											X					X	X					X	

Student Learning Outcomes:

In addition to the DNP outcomes, Nurse Anesthesiology program graduates will have knowledge, skills and competencies related to patient safety, perianesthesia patient management, critical thinking, communication, leadership, and the professional role.

Patient safety will be demonstrated by the student's ability to:

1. Be vigilant in the delivery of patient care
2. Conduct a comprehensive equipment check.
3. Protect patients from iatrogenic complications.

Perianesthesia patient management will be demonstrated by the student's ability to:

1. Perform comprehensive histories and physical assessments.
2. Provide individualized, culturally competent, evidence-based perianesthesia care to patients across the lifespan
3. Administer and/or manage various types of anesthesia techniques to patients with various physical conditions for a variety of surgical and medically related procedures

Critical thinking will be demonstrated by the student's ability to:

1. Apply theory and evidence-based principles in decision making/problem solving and when providing anesthesia services.
2. Perform a preanesthetic assessment and formulate an anesthesia plan of care before providing anesthesia services.
3. Identify and appropriately manage complications and/or anesthetic equipment-related malfunctions.
4. Interpret and utilize data obtained from noninvasive and invasive modalities
5. Recognize, evaluate, and manage physiological responses coincident to the provision of anesthesia services
6. Calculate, initiate, and manage fluid and blood component therapy.

Communication skills will be demonstrated by the student's ability to:

1. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families while maintaining respect, privacy, and confidentiality of patients.
2. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.
3. Utilize appropriate verbal, nonverbal, and written communication in the delivery and transfer of perianesthesia care.
4. Teach and mentor others.

Leadership skills will be demonstrated by the student's ability to:

1. Integrate critical and reflective thinking in his or her leadership approach.
2. Employ strategic leadership skills to influence complex healthcare systems and advance the profession.

Professional role will be demonstrated by the student's ability to:

1. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.
2. Function within legal and regulatory requirements and accept responsibility and accountability for his or her practice.
3. Participate in activities that support and improve patient care
4. Advocate for professional specialty
5. Demonstrate scholarship through presentations, publications, or leadership activities.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

The National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA) administers two national instruments to measure achievement in the field of nurse anesthesiology, the Self-Evaluation Exam (SEE) and the National Certification Exam (NCE). The SEE has three objectives: 1) to provide information to students about their progress in the nurse anesthesia educational program; 2) to provide information to program administrators on how well their programs ae preparing the students with the knowledge they need for anesthesia practice; and 3) to prepare students for the NCE[13]. The SEE has similar specifications to those of the NCE, is administered under secure conditions, and has a reporting system designed to provide maximum feedback to students and program administrators[14]. Students will be required to take the SEE and meet a benchmark score prior to graduation.

The NCE measures the knowledge, skills, and abilities necessary for entry-level nurse anesthesia practitioners[15]. Graduates of COA accredited Nurse Anesthesiology programs must pass the NCE to be certified.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures (including national exams, externally evaluated portfolios, or student activities, etc.). What are the consequences for students who do not demonstrate mastery?

Mastery in the Nurse Anesthesiology program will be demonstrated several ways. First, students who pass all their didactic courses will demonstrate content mastery. Evaluation of didactic courses will be via examinations, quizzes, and presentations. Second, students who pass their clinical courses will demonstrate mastery of clinical skills necessary for entry-level practitioners. Evaluation of clinical courses will be via clinical evaluation tools and simulation feedback. Third, students who score the national average for their level in the program (currently 409.7 for year 2 and 424.7 for year 3) will demonstrate mastery of the knowledge needed for anesthesia practice. Finally, students who pass the NCE will demonstrate mastery of the knowledge, skills, and abilities necessary for entry-level nurse anesthesia practitioners. Students who are not able to meet the didactic requirements will not be able to progress in the program. Students who are not meeting clinical requirements may be remediated using simulation; if they are still unable to meet the requirements, they will not be able to progress in the program. Students who do not score the benchmark on the SEE will be required to retake the SEE until they do meet the benchmark to graduate.

7. What instructional approaches and technologies will instructors use to teach courses in the program?

The andragogy approach will be utilized in this program. Simulation will be incorporated throughout the curriculum to allow students to practice skills, develop competencies, and reinforce didactic knowledge in a safe environment, without potentially harming an actual patient. A human anatomy course with a cadaver lab will enhance the student's anatomy knowledge. Didactic lectures may include audience-response systems, group projects, case scenarios, and workbooks to accommodate different learning styles.

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[13] https://www.nbcrna.com/exams/see-resources
[14] https://www.nbcrna.com/exams/see-resources
[15] https://www.nbcrna.com/exams/see-resources

8. **Did the University engage any developmental consultants to assist with the development of the curriculum? 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?** *(Universities are encouraged to discuss the selection of developmental consultants with Board staff.)*

Bruce Schoneboom, PhD, MHS, CRNA, FAAN, has 30 years' experience as a certified registered nurse anesthetist (CRNA) and was appointed to serve as inaugural associate dean for practice, innovation, and leadership in 2018 at Johns Hopkins School of Nursing. Dr. Schoneboom advanced collaborations with the Johns Hopkins Health System (JHSON), particularly in anesthesiology, pain management, and global surgery, and expanded practice innovation and leadership within JHSON's Doctor of Nursing Practice Program. With the Army, Dr. Schoneboom cared for patients in West Germany, joined the Army's nurse anesthesia program, and earned his PhD in neuroscience from the Uniformed Services University of the Health Sciences. He commanded a surgical hospital on the Afghanistan-Pakistan border in 2006 where he cared for soldiers and provided humanitarian help to local nationals. He has also served on several national committees and task forces including the U.S. Department of Health and Human Services (HHS) National Advisory Council for Nursing Education and Practice and the HHS Inter-Agency Pain Management Best Practices Task Force. He also chaired the American Association of Nurse Anesthetists Full Scope of Practice Competency Task Force which made recommendations to the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) that improved the criteria for students to graduate from accredited programs with the goal of improving the quality of the graduate. He currently is working alongside Dr. Marjorie Everson in consulting with other universities that are interested in establishing an accredited nurse anesthesia program.

Marjorie Everson PhD, CRNA, FNAP, has been a CRNA for 27 years and an educator for 18 years. She served in the roles of faculty (2003-2012, 2019-present), assistant program director (2012-2016, 2017-2019) and program director (2016-2017) in nurse anesthesiology programs. She successfully co-developed the COA accredited University of Southern Mississippi (USM) Nurse Anesthesia Program in 2012. Her work at USM entailed curriculum development, policy/procedure development, miscellaneous document creation, course development, self-study development/submission for initial accreditation and self-study development/submission for reaccreditation. She and Bruce Schoneboom successfully co-developed the COA accredited Johns Hopkins University (JHU) Nurse Anesthesiology program which received initial accreditation in 2020. Her work at JHU mirrored that of USM and she is currently developing and teaching courses there. She is a consultant to nurse anesthesiology program directors undergoing COA re-accreditation. She reviews program self-studies to insure they are meeting COA standards. Her recent clients include Dr. Kristie Hoch from the University of Arizona and Dr. Beth Clayton from the University of Cincinnati.

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?** *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 enrolled in the M.S. or Doctor of Nursing programs at USD or other regental universities may choose to pursue CRNA education and apply to the Doctor of Nurse Anesthesia Practice program. Registered nurses who hold a bachelor's degree from an accredited program will comprise the majority of the applicants. USD has established ongoing support for the program with a local health system who will contribute significant resources to ramp up and to securing the program's

sustainability and future success. The health system is also committed to providing significant enrollment stability clinical experiences that are necessary for the success of the program. The numbers presented in the Table below assume attrition of 1 student per cohort. Cohorts are admitted once a year starting with the summer semester. The program will ramp up enrollment from 10 in fiscal year 2024 (academic year 2023-2024) to 20 in year 2029. The table below is expanded to show when the program becomes self-sustaining.

	Fiscal Years					
Estimates	**FY2024**	**FY2025**	**FY2026**	**FY2027**	**FY2028**	**FY2029**
PgYr1: New enrollments (new to the University)	10	15	20	20	20	20
PgYr2: Returning enrollments from year 1		9	14	19	19	19
PgYr3: Returning enrollments from year 2			8	13	18	18
Students from other university programs	0	0	0	0	0	0
TOTAL ENROLLMENTS	**10**	**24**	**42**	**52**	**57**	**57**
Program credit hours (Major courses)	290	687	1188	1463	1598	1598
Graduates				9	18	19

 *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.

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.

Accreditation is required through The Council on Accreditation of Nurse Anesthesia Educational programs (COA). The university will seek accreditation and has allocated necessary resources.

The current cost for initial COA accreditation is:
- Capability Application fee $11,050
- Onsite reviews ~ $6,075
- Doctoral degree review $6,075
- Distance education review $1,225

Annual accreditation maintenance is $106/student + base fee of $2390.
    Re-accreditation in 5 years is ~ $15,000

11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy.

None

12. Delivery Location

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

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	

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	Yes	Sioux Falls	**Summer 2023**

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in AAC Guideline 5.5.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

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

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No	Internet Asynchronous for the courses with a NURS and PUBH prefixes (a total 20 credits). There is already BOR authorization to deliver those existing courses online	**Summer 2023**

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.

USD will be able to offer regionally competitive tuition and fee structure, in part due to the already existing infrastructure. We are requesting a DNAP program fee and we will follow SD BOR Policy 5:5:3 for tuition and fee structure for this program. See Appendix B.

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.

Nathaniel Michael Apatov CRNA, PhD
757-683-5263
napatov@odu.edu

Marjorie Everson PhD, CRNA, FNAP
406-452-5683
marjorieeverson@yahoo.com

Adrienne Grant Hartgerink, MSN, DNP, CRNA, Lt Col (ret), USAF
757-484-5456
ahartger@odu.edu

John P. McDonough, CRNA, Ed.D, Dr.(habil.)NScA, APRN, FRSM
239-272-0244
drjmcdonough@mindspring.com

Bruce Schoneboom PhD, MHS, CRNA, FAAN
202-302-1425
bschoneboom@aol.com

The Council on Accreditation of Nurse Anesthesia Educational Programs may be able to assist with the identification of consultants.
https://www.coacrna.org/

15. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program? *If yes, explain.*

X		
Yes		No

Explanation (if applicable):

We are requesting a CRNA fee of $3,500 per semester and will use SD BOR Policy # 5:5:3 for the tuition and fee structure for this program.

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.

Appendix A

Individual Student Outcomes	Program Courses that Address the Outcomes																							
	CRNA Courses													Nursing Courses										Other
	CRNA 713*	CRNA 715*	CRNA 716*	CRNA 843*	CRNA 844*	CRNA 846*	CRNA 852*	CRNA 854*	CRNA 856*	CRNA 857*	CRNA 877*	CRNA 878*	CRNA 881-5*	NURS 773*	NURS 811*	NURS 812*	NURS 813*	NURS 814*	NURS 740*	NURS 861*	NURS 862*	NURS 863*	NURS 880*	PUBH 710*
Demonstrate patient safety			X					X	X	X		X	X						X					
Demonstrate Perianesthesia patient management		X	X	X	X	X	X	X	X	X			X											X
Demonstrate critical thinking			X					X	X	X			X	X	X									
Demonstrate communication skills			X					X	X	X		X	X				X							
Demonstrate Leadership skills											X					X				X	X	X		
Demonstrate CRNA Professional role	X												X			X	X						X	

AAC Form 2.10 – New Graduate Degree Program
(Last Revised 01/2021)

Appendix B

University of South Dakota, Certified Registered Nurse Anesthetists									
1. Assumptions		1st	2nd	3rd	4th	5th	6th	7th	8th
Headcount & hours from proposal		FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29
Fall headcount (see table in proposal)		0	0	10	24	42	52	57	57
Program FY cr hrs, Off-Campus / Self-Support									
PUBH Credit Hours		0	0	0	27	42	57	57	57
Program FY cr hrs, On-Campus / State-Support									
NURS Credit Hours		0	0	290	660	1,146	1,406	1,541	1,541
Total Credit Hours		0	0	290	687	1,188	1,463	1,598	1,598
CRNA Faculty Regular .5 FTE / Program Director .5 FTE	See p. 3	*0.50*	*1.00*	*1.00*	*1.00*	*1.00*	*1.00*	*1.00*	*1.00*
Faculty Salary & Benefits, average	See p. 3	$267,534							
CRNA Faculty Regular .5 FTE / Assistant Program Director .5 FTE	See p. 3	*0.00*	*1.00*	*1.00*	*1.00*	*1.00*	*1.00*	*1.00*	*1.00*
Faculty Salary & Benefits, average	See p. 3	$227,599							
NURSING Faculty, Regular FTE	See p. 3	*0.00*	*0.00*	*0.50*	*1.00*	*1.50*	*1.50*	*1.50*	*1.50*
Faculty Salary & Benefits, average	See p. 3	$121,486							
BBS/PUBH Faculty, Regular FTE	See p. 3	*0.00*	*0.00*	*0.50*	*0.50*	*0.50*	*0.50*	*0.50*	*0.50*
Faculty Salary & Benefits, average	See p. 3	$129,473							
CRNA Clinical Faculty (Adjunct) - Clinical Residency Supervision- FTE Equivalent	See p. 3	*0.00*	*0.00*	*0.00*	*0.50*	*0.75*	*1.00*	*1.00*	*1.00*
Faculty Salary & Benefits, average	See p. 3	$181,959							
Advisor / Clinical Coordinator FTE (see next page)	See p. 3	*0.00*	*1.00*	*1.00*	*1.00*	*1.00*	*1.00*	*1.00*	*1.00*
Other Salary & Benefits, average	See p. 3	$62,154							
Program Assistant FTE (see next page)	See p. 3	*0.00*	*1.00*	*1.00*	*1.00*	*1.00*	*1.00*	*1.00*	*1.00*
Other Salary & Benefits, average	See p. 3	$54,167							
2. Budget									
Salary & Benefits									
Academic Administration / Program Directorship		$133,767	$267,534	$267,534	$267,534	$267,534	$267,534	$267,534	$267,534
Faculty, Regular		$0	$227,599	$353,079	$413,822	$474,565	$474,565	$474,565	$474,565
Faculty, Adjunct (FTE equivalent)		$0	$0	$0	$90,980	$136,469	$181,959	$181,959	$181,959
Other FTE		$0	$116,321	$116,321	$116,321	$116,321	$116,321	$116,321	$116,321
S&B Subtotal		$133,767	$611,454	$736,934	$888,656	$994,889	$1,040,379	$1,040,379	$1,040,379
Operating Expenses									
Travel		$5,000	$7,500	$7,500	$18,750	$20,000	$20,000	$20,000	$20,000
Contractual Services		$45,000	$50,000	$27,500	$36,250	$75,000	$75,000	$75,000	$75,000
Supplies & materials		$2,500	$5,000	$15,000	$20,000	$30,000	$30,000	$30,000	$30,000
Capital equipment		$2,500	$500,000	$50,000	$75,000	$75,000	$75,000	$75,000	$75,000
OE Subtotal		$55,000	$562,500	$100,000	$150,000	$200,000	$200,000	$200,000	$200,000
Total		**$188,767**	**$1,173,954**	**$836,934**	**$1,038,656**	**$1,194,889**	**$1,240,379**	**$1,240,379**	**$1,240,379**
3. Program Resources									
Self-Support tuition/hr, Program Retained	GR	$265.07							
Off-campus tuition revenue	hrs x amt	$0	$0	$0	$7,157	$11,133	$15,109	$15,109	$15,109
State-Support tuition/hr, Program Retained	GR	$268.90							
On-campus tuition revenue	hrs x amt	$0	$0	$77,981	$177,474	$308,159	$378,073	$414,374	$414,374
Program fee, per cr hr (if any) - CRNA ONLY, **New Fee**- PER SEMESTER	$3,500.00	$0	$0	$105,000	$252,000	$441,000	$546,000	$598,500	$598,500
Program fee, per cr hr (if any) - Allied Health Program Fee, Existing Fee	$103.00	$0	$0	$29,870	$67,980	$118,038	$144,818	$158,723	$158,723
Delivery fee, per cr hr (if any) - State-Support, Off Campus/Remote, Exisiting Fee	$45.80	$0	$0	$13,282	$30,228	$52,487	$64,395	$70,578	$70,578
University redirections - On-Going .5 FTE, Nursing		$0	$0	$60,743	$60,743	$60,743	$60,743	$60,743	$60,743
University redirections - Ramp-Up		$94,384	$586,977	$275,029	$221,537	$101,665	$15,620	$0	$0
Community/Employers - Ramp Up		$94,384	$586,977	$275,029	$221,537	$101,665	$15,620	$0	$0
Grants/Donations/Other		$0	$0	$0	$0	$0	$0	$0	$0
Total Resources		**$188,767**	**$1,173,954**	**$836,934**	**$1,038,656**	**$1,194,889**	**$1,240,379**	**$1,318,027**	**$1,318,027**
Resources Over (Under) Budget		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$77,649**	**$77,649**

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE		CRNA Faculty / Pgm Dir - 12 Mos	CRNA Faculty / Asst Pgm Dir - 12 Mos	Nursing Faculty - 12 Mos	BBS Faculty - 12 Mos	CRNA Clinical Faculty / Adjunct - 12 Mos	CRNA Advisor / Clinical Coordinator	Program Assistant	
Estimated salary (average) - explain below		$225,000	$190,000	$97,000	$104,000	$150,000	$45,000	$38,000	
University's variable benefits rate	(see below)	0.1410	0.1410	0.1410	0.1410	0.1410	0.1410	0.1410	
Variable benefits		$31,725	$26,790	$13,677	$14,664	$21,150	$6,345	$5,358	
Health insurance/FTE, FY18		$10,809	$10,809	$10,809	$10,809	$10,809	$10,809	$10,809	
Average S&B		$267,534	$227,599	$121,486	$129,473	$181,959	$62,154	$54,167	

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

Market data and CRNA consultant was used to set/confirm CRNA Program Director / Faculty Salaries. AAMC and CUPA salaries as well as current faculty salaries in comparable ranks were used BBS and Nursing faculty.

Explain adjunct faculty costs used in table:

Adjunct faculty are primarily the CRNA clinical faculty that will provide supervision for Clinical Residencies. FTE equivilency and rate of pay was established based on anticipated workload unit assignement for course/students assigned and market salary for CRNA faculty (no directorship responsibilities)

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

Advisor/Clinical Coodinator and Program Assistant were established using comparable classification for like positions on campus.

Summarize the operating expenses shown in the table:

Operating expenses include: Travel - faculty development travel, clincial site travel, accreditation and reaccreditation related travel. Contractual Services include consultant contracts, accreditation fees (initial and annual), library resources, maintaince / warranty contracts on simulation, lab and tech capital equipment, adverstising & recruitment, APEX subscription, association fees, . Supplies and Materials include general and GA lab and simulation supplies and materials. Capital Assets include employed FTE technology needs (computers, printers), GA lab and simulations capital equipment (anesthesia gas maching, surgical tables, surgical manikin w/intestines, EMR system, etc.).

Summarize resources available to support the new program (redirection, donations, grants, etc.)

Program will be self-sustaining on tuition and fees by year 6. Ramp up cost will be a cost share between the university (redirect) and private contribution from major SD health care employer.

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus / Self Support Tuition	FY21 Rate	HEFF	BOR/USD	BOR/USD	Net				
Graduate - USD	$465.80	$53.57	$147.16	$147.16	**$265.07**				

State-support: Change cell on page 1 to use the UG or GR net amount for your university.

On-Campus / State Support Tuition	FY21 Rate	HEFF	BOR/USD	BOR/USD	Net				
GR Resident - USD	$336.80	$38.73	$29.17	$29.17	**$268.90**				

Variable Benefits Rates				
University	FY21			
USD	14.10%	*Change the l*	*Change the benefits rate cell in the*	
		table on pag	*table on page 2 to point to the rate*	
		for your univ	*for your university.*	

Appendix C

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD	**School of Health Sciences/Nursing Department**
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 713	Professional Aspects of Nurse Anesthesiology Practice **[Short title: Prof Aspct NURS Anesthes Pract]**	2

Course Description

This course examines the professional role development of the nurse anesthesiologist. Content focuses on history of nurse anesthesiology; scope and standards of nurse anesthesiology practice; professional ethics; regulation of practice (governmental and nongovernmental); legal aspects of anesthesiology practice; wellness and substance use disorder; structure and function of state, national, and international nurse anesthesiology organizations; professional advocacy and issues in nurse anesthesiology practice. This course provides students with a comprehensive description of the nurse anesthesiology profession.

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.1.   Will this be a unique or common course?

☒   **Unique Course**

If the request is for a unique course, institutions <u>must</u> review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. <u>Courses requested without an attempt to find comparable courses will not be reviewed.</u>

Prefix & No.	Course Title	Credits
PAST 720	Professional Practice I-USD	2
NURS 615	Foundations of Advanced Nursing-SDSU	3

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are relevant to Physician Assistant Studies or to other areas of the Nursing discipline and not to CRNA students.

AAC Form 2.10 – New Graduate Degree Program
(Last Revised 01/2021)

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

    ☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.2. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.3. Proposed instructional method by university (*as defined by AAC Guideline 5.4*)**: R-Lecture**

3.4. Proposed delivery method by university (*as defined by AAC Guideline 5.5*)**: 001-Face to face**

3.5. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.6. Can students repeat the course for additional credit?
    ☐ Yes, total credit limit: _____   ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?
    ☐ Yes   ☒ No

3.8. Will section enrollment be capped?
    ☐ Yes, max per section: _____   ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
    ☐ Yes   ☒ No

3.10. Is this prefix approved for your university?
    ☐ Yes   ☒ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)
4.1. University Department Code: UNUR
4.2. Banner Department Code: UNUR
4.3. Proposed CIP Code: 51.3804-Nurse Anesthetist
    Is this a new CIP code for the university? ☒ Yes   ☐ No

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD	School of Health Sciences/Nursing Department
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 715	Advanced Health Assessment for Nurse Anesthesiology Practice **[Short title: Adv Health Assess NURS Anesth]**	3

AAC Form 2.10 – New Graduate Degree Program
(Last Revised 01/2021)

Course Description

This course addresses health assessment by nurse anesthesiology practice. Critical thinking is emphasized as the basis for synthesis of knowledge regarding the performance of a health assessment. Laboratory experience, includes health histories, perform physical assessments, and identify potential diagnostic tests for alterations in health patterns in specific client systems as it relates to nurse anesthesiology practice with emphasis on the differentiation of normal and abnormal findings by nurse anesthesiology practice.

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.2.   Will this be a unique or common course?

☒   **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
NURS 631	Advanced Assessment Across Lifespan-SDSU	4
NURS 765	FNP Integration: Practicum I-SDSU	7

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are relevant to other areas of the Nursing discipline and not to CRNA students.

Section 3. Other Course Information

3.11. Are there instructional staffing impacts?

☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.12. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.13. Proposed instructional method by university *(as defined by AAC Guideline 5.4)*: **C-Clinical Lab-**Learning from this course takes place in a clinical laboratory in which diagnostic services and tests are performed on a human body; this course requires direct and close supervision of students by faculty.

3.14. Proposed delivery method by university *(as defined by AAC Guideline 5.5)*: **001-Face to face**

3.15. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.16. Can students repeat the course for additional credit?
☐   Yes, total credit limit: _____   ☒   No

3.17. Will grade for this course be limited to S/U (pass/fail)?
☐   Yes   ☒   No

3.18. Will section enrollment be capped?
☐   Yes, max per section: _____   ☒   No

AAC Form 2.10 – New Graduate Degree Program
(Last Revised 01/2021)

3.19. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?

☐ Yes   ☒ No

3.20. Is this prefix approved for your university?

☐ Yes   ☒ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.4. University Department Code: UNUR

4.5. Banner Department Code: UNUR

4.6. Proposed CIP Code: 51.3804-Nurse Anesthetist

Is this a new CIP code for the university? ☒ Yes   ☐ No

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD	School of Health Sciences/Nursing Department
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 716	Basic Principles of Nurse Anesthesiology Practice [Short title: Basic Princ NURS Anesth Pract]	4

Course Description

The focus of this course is the development of foundational knowledge to deliver safe, effective anesthesia care across the lifespan. Content includes applied chemistry, biochemistry, physics, and genetics principles; anesthesia equipment, instrumentation, and technology; and general principles of anesthesiology practice. Relevant literature related to evidence-based best practices will be reviewed. Simulation will be incorporated in the course.

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.3. Will this be a unique or common course?

☒ **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
SURG 820	General Surgery- USD SSOM	1-8

AAC Form 2.10 – New Graduate Degree Program
(Last Revised 01/2021)

SURG 824	Anesthesiology-USD SSOM	1-4

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are only available to Pillar IV SSOM medical students and are specific to their curriculum and not to CRNA students.

Section 3. Other Course Information

3.21. Are there instructional staffing impacts?

    ☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.22. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.23. Proposed instructional method by university *(as defined by AAC Guideline 5.4)*: **R-Lecture**

3.24. Proposed delivery method by university *(as defined by AAC Guideline 5.5)*: **001-Face to face**

3.25. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.26. Can students repeat the course for additional credit?
    ☐   Yes, total credit limit: _____   ☒ No

3.27. Will grade for this course be limited to S/U (pass/fail)?
    ☐   Yes   ☒ No

3.28. Will section enrollment be capped?
    ☐   Yes, max per section: _____   ☒ No

3.29. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
    ☐   Yes   ☒ No

3.30. Is this prefix approved for your university?
    ☐   Yes   ☒ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.7. University Department Code: UNUR

4.8. Banner Department Code: UNUR

4.9. Proposed CIP Code: 51.3804-Nurse Anesthetist

    Is this a new CIP code for the university? ☒ Yes   ☐ No

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

	School of Health Sciences/
USD	**Nursing Department**
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 843	Advanced Anatomy/Physiology for Nurse Anesthesiology **[Short title: Adv ANAT/PHYS for NURS Anesth]**	4

Course Description

This course presents an extensive exploration of human anatomy, physiology, and pathophysiology of the human body's organs. The system-focused content addresses normal structure, physiologic, and pathologic mechanisms of disease that serve as the foundation for advanced clinical assessment, decision-making, and management. This course includes a human cadaver lab.

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.4.   Will this be a unique or common course?

☒   **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
ANAT 711	Human Gross Anatomy-USD	1-8
PHGY 730	Human Physiology-USD	6

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed were not a combined Anat/Phys course and are specifically tailored to the PA, PT, OT programs or graduate students desiring to apply to medical school.

Section 3. Other Course Information

3.31. Are there instructional staffing impacts?

☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.32. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.33. Proposed instructional method by university *(as defined by AAC Guideline 5.4)*: **R-Lecture**

3.34. Proposed delivery method by university *(as defined by AAC Guideline 5.5)*: **001-Face to face**

3.35. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.36. Can students repeat the course for additional credit?
☐   Yes, total credit limit: _____   ☒   No

3.37. Will grade for this course be limited to S/U (pass/fail)?
☐   Yes   ☒   No

3.38. Will section enrollment be capped?
☐   Yes, max per section: _____   ☒   No

3.39. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
☐   Yes   ☒   No

3.40. Is this prefix approved for your university?
☐   Yes   ☒   No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.10. University Department Code: UNUR
4.11. Banner Department Code: UNUR
4.12. Proposed CIP Code: 51.3804-Nurse Anesthetist
Is this a new CIP code for the university?   ☒   Yes   ☐   No

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD	School of Health Sciences/Nursing Department
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 844	Advanced Pharmacology for Nurse Anesthesiology I **[Short title: Adv Pharm for NURS Anesthes I]**	3

Course Description

This is the first of two courses and will build upon basic pharmacology knowledge attained in the professional nurse's education and experience. This advanced course will begin with an overview of pharmacodynamics, pharmacokinetics, and drug interactions. The focus of this course will be on the clinical use of drugs for common clinical conditions across the lifespan.

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.5.   Will this be a unique or common course?

☒   **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
PHAR 720	Medical Pharmacology-USD	1-5
PHAR 730	Pre-prof Pharmacology I-USD	3

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are tailored to PA students (PHAR 720) and graduate students intending to apply to medical school (PHAR 730). Their scope and level are not specific to the practice of CRNA.

Section 3. Other Course Information

3.41. Are there instructional staffing impacts?

☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.42. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.43. **Proposed instructional method by university** *(as defined by AAC Guideline 5.4)*: **R-Lecture**

3.44. Proposed delivery method by university *(as defined by AAC Guideline 5.5)*: **001-Face to face**

3.45. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.46. Can students repeat the course for additional credit?
☐   Yes, total credit limit: _____   ☒   No

3.47. Will grade for this course be limited to S/U (pass/fail)?
☐   Yes   ☒   No

3.48. Will section enrollment be capped?
☐   Yes, max per section: _____   ☒   No

3.49. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
☐   Yes   ☒   No

3.50. Is this prefix approved for your university?
☐   Yes   ☒   No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.13. University Department Code: UNUR
4.14. Banner Department Code: UNUR
4.15. Proposed CIP Code: 51.3804-Nurse Anesthetist

Is this a new CIP code for the university?   ☒ Yes   ☐ No

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD	**School of Health Sciences/Nursing Department**
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
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Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 846	Advanced Pharmacology for Nurse Anesthesiology II **[Short title: Adv Pharm for NURS Anesthes II]**	3

Course Description

This is the second of two courses and is designed to build upon the concepts learned in the first course. It provides an in-depth foundation of advanced pharmacology principles and their application to anesthesia across the lifespan, including special populations. The course provides detailed explorations of the uptake, distribution, biotransformation, and elimination of currently used clinical anesthesia pharmacotherapeutics.

Pre-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CRNA 844	Advanced Pharmacology for Nurse Anesthesiology I	Pre-Req

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.6.   Will this be a unique or common course?

☒   **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
PHAR 721	Medical Pharmacology II-USD	1-3
PHAR 731	Pre-prof Pharmacology II-USD	3

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered

Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are tailored to PA students (PHAR 721) and graduate students intending to apply to medical school (PHAR 731). Their scope and level are not specific to the practice of CRNA.

Section 3. Other Course Information

3.51. Are there instructional staffing impacts?

⊠ **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.52. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.53. Proposed instructional method by university *(as defined by AAC Guideline 5.4)*: **R-Lecture**

3.54. Proposed delivery method by university *(as defined by AAC Guideline 5.5)*: **001-Face to face**

3.55. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.56. Can students repeat the course for additional credit?
☐ Yes, total credit limit: _____   ⊠ No

3.57. Will grade for this course be limited to S/U (pass/fail)?
☐ Yes   ⊠ No

3.58. Will section enrollment be capped?
☐ Yes, max per section: _____   ⊠ No

3.59. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
☐ Yes   ⊠ No

3.60. Is this prefix approved for your university?
☐ Yes   ⊠ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.16. University Department Code: UNUR

4.17. Banner Department Code: UNUR

4.18. Proposed CIP Code: 51.3804-Nurse Anesthetist

Is this a new CIP code for the university? ⊠ Yes   ☐ No

SOUTH DAKOTA BOARD OF REGENTS
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New Course Request

USD	School of Health Sciences/Nursing Department
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
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Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 852	Coexisting Pathologies and Anesthesia Implications **[Short title: Coex Path & Anesthesia Implic]**	4

Course Description

This course focuses on pathophysiology of the human body's organ system with an emphasis on clinical application and integration into nurse anesthesiology practice. This course will provide a foundation for principles of practice.

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.7. Will this be a unique or common course?

☒ **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
PATH 821	General Pathology-USD SSOM	1-8
PATH 827	General Pathology- USD SSOM	1-8

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are only available to Pillar III and IV medical students.

Section 3. Other Course Information

3.61. Are there instructional staffing impacts?

☒ **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.62. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.63. Proposed instructional method by university (*as defined by AAC Guideline 5.4*)**: R-Lecture**

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3.64. Proposed delivery method by university *(as defined by [AAC Guideline 5.5](#))*: **001-Face to face**

3.65. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.66. Can students repeat the course for additional credit?
☐ Yes, total credit limit: _____ ☒ No

3.67. Will grade for this course be limited to S/U (pass/fail)?
☐ Yes ☒ No

3.68. Will section enrollment be capped?
☐ Yes, max per section: _____ ☒ No

3.69. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
☐ Yes ☒ No

3.70. Is this prefix approved for your university?
☐ Yes ☒ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)
4.19. University Department Code: UNUR
4.20. Banner Department Code: UNUR
4.21. Proposed CIP Code: 51.3804-Nurse Anesthetist
Is this a new CIP code for the university? ☒ Yes ☐ No

SOUTH DAKOTA BOARD OF REGENTS
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New Course Request

USD	School of Health Sciences/Nursing Department
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 854	Advanced Principles of Nurse Anesthesiology I **[Short title: Adv Princip of NURS Anesthes I]**	3

Course Description
This course will build upon the knowledge gained in the basic principles course. This course provides students with the foundation to provide safe, evidence-based anesthesia to patients undergoing common procedures with various anesthesia techniques. Relevant literature related to evidence-based best practices will be reviewed. Simulation will be incorporated in the course.

Registration Restrictions
Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

AAC Form 2.10 – New Graduate Degree Program
(Last Revised 01/2021)

2.8. Will this be a unique or common course?

☒   **Unique Course**
If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
SURG 820	General Surgery-USD SSOM	1-8
SURG 824	Anesthesiology- USD SSOM	1-4

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are only available to Pillar IV SSOM medical students and are specific to their curriculum and not to CRNA students.

Section 3. Other Course Information

3.71. Are there instructional staffing impacts?

☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.72. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.73. Proposed instructional method by university *(as defined by AAC Guideline 5.4)*: **R-Lecture**

3.74. Proposed delivery method by university *(as defined by AAC Guideline 5.5)*: **001-Face to face**

3.75. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.76. Can students repeat the course for additional credit?
☐ Yes, total credit limit: _____   ☒   No

3.77. Will grade for this course be limited to S/U (pass/fail)?
☐ Yes   ☒   No

3.78. Will section enrollment be capped?
☐ Yes, max per section: _____   ☒   No

3.79. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
☐ Yes   ☒   No

3.80. Is this prefix approved for your university?
☐ Yes   ☒   No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.22. University Department Code: UNUR
4.23. Banner Department Code: UNUR
4.24. Proposed CIP Code: 51.3804-Nurse Anesthetist

Is this a new CIP code for the university? ☒ Yes   ☐ No

SOUTH DAKOTA BOARD OF REGENTS
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New Course Request

USD	School of Health Sciences/Nursing Department
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
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Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 856	Advanced Principles of Nurse Anesthesiology II **[Short title: Adv Princ of NURS Anesthes II]**	3

Course Description

This course builds on knowledge gained from the previous anesthesia principles courses. Anesthesia considerations patients across the lifespan and special populations will be discussed to include anatomy, physiology, pathophysiology, pharmacology, anesthetic techniques, and management of complications. Relevant literature related to evidence-based best practices will be reviewed. This course provides students with the foundation to provide safe, evidence-based anesthesia to special populations. Simulation will be incorporated in the course.

Pre-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CRNA 854	Advanced Principles of Nurse Anesthesiology I	Pre-Req

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.9. Will this be a unique or common course?

☒ **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
SURG 820	General Surgery-USD SSOM	1-8
SURG 824	Anesthesiology-USD SSOM	1-4

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are only available to Pillar IV SSOM medical students and are specific to their curriculum and not to CRNA students.

Section 3. Other Course Information

3.81. Are there instructional staffing impacts?

⊠   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.82. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.83. Proposed instructional method by university *(as defined by AAC Guideline 5.4)*: **R-Lecture**

3.84. Proposed delivery method by university *(as defined by AAC Guideline 5.5)*: **001-Face to face**

3.85. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.86. Can students repeat the course for additional credit?
☐ Yes, total credit limit: _____   ⊠ No

3.87. Will grade for this course be limited to S/U (pass/fail)?
☐ Yes   ⊠ No

3.88. Will section enrollment be capped?
☐ Yes, max per section: _____   ⊠ No

3.89. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
☐ Yes   ⊠ No

3.90. Is this prefix approved for your university?
☐ Yes   ⊠ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)
4.25. University Department Code: UNUR
4.26. Banner Department Code: UNUR
4.27. Proposed CIP Code: 51.3804-Nurse Anesthetist
Is this a new CIP code for the university?   ⊠ Yes   ☐ No

SOUTH DAKOTA BOARD OF REGENTS
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New Course Request

USD	School of Health Sciences/Nursing Department
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 857	Advanced Principles of Nurse Anesthesiology III **[Short title: Adv Princ of NURS Anesthes III]**	3

Course Description

This course is the last anesthesia principles course and builds upon knowledge gained in the first principles courses. Course content includes anesthesia considerations and management of more complex and specialty procedures. Relevant literature related to evidence-based best practices will be reviewed. This course provides students with the foundation to provide safe evidence-based anesthesia for patients undergoing specialty and complex procedures. Simulation will be incorporated in the course.

Pr Pre-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CRNA 856	Advanced Principles of Nurse Anesthesiology II	Pre-Req

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.10.   Will this be a unique or common course?

☒   **Unique Course**

If the request is for a unique course, institutions <u>must</u> review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. <u>Courses requested without an attempt to find comparable courses will not be reviewed.</u>

Prefix & No.	Course Title	Credits
SURG 820	General Surgery-USD SSOM	1-8
SURG 824	Anesthesiology- USD SSOM	1-4

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are only available to Pillar IV SSOM medical students and are specific to their curriculum and not to CRNA students.

Section 3. Other Course Information

3.91. Are there instructional staffing impacts?

☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.92. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.93. Proposed instructional method by university (*as defined by* *AAC Guideline 5.4*)**: R-Lecture**

3.94. Proposed delivery method by university (*as defined by* *AAC Guideline 5.5*)**: 001-Face to face**

3.95. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.96. Can students repeat the course for additional credit?
☐   Yes, total credit limit: _____   ☒   No

3.97. Will grade for this course be limited to S/U (pass/fail)?
☐   Yes   ☒   No

3.98. Will section enrollment be capped?
☐   Yes, max per section: _____   ☒   No

AAC Form 2.10 – New Graduate Degree Program
(Last Revised 01/2021)

3.99. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?

☐   Yes   ☒   No

3.100. Is this prefix approved for your university?

☐   Yes   ☒   No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.28. University Department Code: UNUR

4.29. Banner Department Code: UNUR

4.30. Proposed CIP Code: 51.3804-Nurse Anesthetist

Is this a new CIP code for the university?   ☒   Yes   ☐   No

SOUTH DAKOTA BOARD OF REGENTS
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New Course Request

USD	School of Health Sciences/Nursing Department
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Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 877	Seminar I Business of Anesthesia **[Short title: Seminar I Busin of Anesthesia]**	1

Course Description

This seminar course will introduce the student to business of nurse anesthesiology practice principles. Content includes practice management, anesthesia reimbursement, payment policies, and CRNA practice patterns.

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.11.   Will this be a unique or common course?

☒   **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
NURS 688	Healthcare Business in a Digital Economy-USD	3
NURS 860	Health Ops/Finance Mgmt: Leadership-SDSU	3

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The only similar courses found do not include topics specific to anesthesia and the practice of a CRNA.

Section 3. Other Course Information

3.101. Are there instructional staffing impacts?

    ☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.102. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.103. Proposed instructional method by university *(as defined by* AAC Guideline 5.4*)*: **E-Seminar**

3.104. Proposed delivery method by university *(as defined by* AAC Guideline 5.5*)*: **001-Face to face**

3.105. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.106. Can students repeat the course for additional credit?
    ☐ Yes, total credit limit: _____   ☒ No

3.107. Will grade for this course be limited to S/U (pass/fail)?
    ☐ Yes   ☒ No

3.108. Will section enrollment be capped?
    ☐ Yes, max per section: _____   ☒ No

3.109. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
    ☐ Yes   ☒ No

3.110. Is this prefix approved for your university?
    ☐ Yes   ☒ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.31. University Department Code: UNUR

4.32. Banner Department Code: UNUR

4.33. Proposed CIP Code: 51.3804-Nurse Anesthetist

    Is this a new CIP code for the university? ☒ Yes   ☐ No

SOUTH DAKOTA BOARD OF REGENTS	
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New Course Request	

USD	**School of Health Sciences/Nursing Department**
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Elizabeth M. Freeburg	3/15/2021
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Section 1. Course Title and Description

AAC Form 2.10 – New Graduate Degree Program
(Last Revised 01/2021)

Prefix & No.	Course Title	Credits
CRNA 878	Seminar II Clinical Topic Synthesis **[Short title: Seminar II Clin Top Synthesis]**	2

Course Description

This clinical correlation course consists of relevant research and anesthesia topics presented by students and faculty, including current evidence-based practice literature, as well as culturally relevant information. The course is designed to encourage integration and correlation of research and clinical experiences to enhance the student's theoretical foundation. This course reviews comprehensive topics encountered on the National Certification Examination (NCE).

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.12.   Will this be a unique or common course?

☒   **Unique Course**

If the request is for a unique course, institutions <u>must</u> review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. <u>Courses requested without an attempt to find comparable courses will not be reviewed.</u>

Prefix & No.	Course Title	Credits
SURG 890	Seminar-USD SSOM	1-24
PAST 792	Topics-USD	1-7

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are relevant to the Physician Assistant Studies profession or limited to Pillar IV SSOM medical students and not to CRNA students.

Section 3. Other Course Information

3.111. Are there instructional staffing impacts?

☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.112. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.113. Proposed instructional method by university (*as defined by [AAC Guideline 5.4](#)*): **E-Seminar**

3.114. Proposed delivery method by university (*as defined by [AAC Guideline 5.5](#)*): **001-Face to face**

3.115. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.116. Can students repeat the course for additional credit?
☐   Yes, total credit limit: _____   ☒   No

3.117. Will grade for this course be limited to S/U (pass/fail)?
☐   Yes   ☒   No

3.118. Will section enrollment be capped?
☐   Yes, max per section: _____   ☒   No

3.119. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
☐ Yes   ☒ No

3.120. Is this prefix approved for your university?
☐ Yes   ☒ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)
4.34. University Department Code: UNUR

4.35. Banner Department Code: UNUR

4.36. Proposed CIP Code: 51.3804-Nurse Anesthetist

Is this a new CIP code for the university?   ☒ Yes   ☐ No

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD	School of Health Sciences/Nursing Department
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 881	Clinical Residency I	3

Course Description

This is the first of five (5) clinical residency courses. Applications of perianesthesia concepts are integrated throughout the clinical experience. Students develop the advanced nursing practice role in anesthesia, including preoperative evaluation of patients and anesthetizing areas prior to anesthesia administration; develop patient/procedure specific anesthesia management plans; and administer safe vigilant anesthesia care to patients with various comorbidities.

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.13.   Will this be a unique or common course?

☒ **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
SURG 836	Resident Prep Curriculum- USD SSOM	2
SURG 713	Surgery Clerkship- USD SSOM	2

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are limited to Pillar II-IV SSOM medical students and not to CRNA students.

Section 3. Other Course Information

3.121. Are there instructional staffing impacts?

    ☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.122. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.123. Proposed instructional method by university *(as defined by AAC Guideline 5.4)*: **G-Clinical Experience-** Provision of direct patient care in a clinic-based setting is performed by students; students develop specific skill sets designed to improve health of patients through observation and treatment; direct and close supervision and instruction are provided by faculty and/or approved site supervisors, which limits the number of students at one time.

3.124. Proposed delivery method by university *(as defined by AAC Guideline 5.5)*: **001-Face to face**

3.125. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.126. Can students repeat the course for additional credit?
    ☐ Yes, total credit limit: _____   ☒ No

3.127. Will grade for this course be limited to S/U (pass/fail)?
    ☐ Yes   ☒ No

3.128. Will section enrollment be capped?
    ☐ Yes, max per section: _____   ☒ No

3.129. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
    ☐ Yes   ☒ No

3.130. Is this prefix approved for your university?
    ☐ Yes   ☒ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.37. University Department Code: UNUR
4.38. Banner Department Code: UNUR
4.39. Proposed CIP Code: 51.3804-Nurse Anesthetist
        Is this a new CIP code for the university? ☒ Yes   ☐ No

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD	**School of Health Sciences/Nursing Department**
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 882	Clinical Residency II	4

Course Description

This is the second in a series of five (5) courses and provides the student with the opportunity to apply didactic content learned in course prerequisites. The student progressively assumes more responsibility to provide advanced nursing practice anesthesia care patients during the perioperative period. The student will be assigned more complex patients/procedures as skills and critical thinking increase.

Pre-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CRNA 881	Clinical Residency I	Pre-Req

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.14.   Will this be a unique or common course?

☒   **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
SURG 713	Surgery Clerkship- USD SSOM	2
SURG 836	Resident Prep Curriculum- USD SSOM	2

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are limited to Pillar II-IV SSOM medical students and not to CRNA students.

Section 3. Other Course Information

3.131.   Are there instructional staffing impacts?

☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

AAC Form 2.10 – New Graduate Degree Program
(Last Revised 01/2021)

3.132. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.133. Proposed instructional method by university *(as defined by AAC Guideline 5.4)***: G-Clinical Experience-** Provision of direct patient care in a clinic-based setting is performed by students; students develop specific skill sets designed to improve health of patients through observation and treatment; direct and close supervision and instruction are provided by faculty and/or approved site supervisors, which limits the number of students at one time.

3.134. Proposed delivery method by university *(as defined by AAC Guideline 5.5)***: 001-Face to face**

3.135. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.136. Can students repeat the course for additional credit?
  ☐ Yes, total credit limit: _____   ☒ No

3.137. Will grade for this course be limited to S/U (pass/fail)?
  ☐ Yes   ☒ No

3.138. Will section enrollment be capped?
  ☐ Yes, max per section: _____   ☒ No

3.139. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
  ☐ Yes   ☒ No

3.140. Is this prefix approved for your university?
  ☐ Yes   ☒ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.40. University Department Code: UNUR
4.41. Banner Department Code: UNUR
4.42. Proposed CIP Code: 51.3804-Nurse Anesthetist
  Is this a new CIP code for the university? ☒ Yes   ☐ No

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD	School of Health Sciences/Nursing Department
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 883	Clinical Residency III	4

Course Description

This course builds upon the clinical knowledge and foundational concepts developed in Clinical Residencies I and II and provides continuing intensive clinical practice in advanced nursing practice anesthesia interventions. Students complete clinical experiences in various specialties, the student is introduced to a progression of patients with more complex alterations in health patterns requiring more expertise in anesthesia management.

Pre-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CRNA 882	Clinical Residency II	Pre-Req

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.15.   Will this be a unique or common course?

☒   **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
SURG 713	Surgery Clerkship-USD SSOM	2
SURG 836	Resident Prep Curriculum- USD SSOM	2

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are limited to Pillar II-IV SSOM medical students and not to CRNA students.

Section 3. Other Course Information

3.141. Are there instructional staffing impacts?

☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.142. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.143. Proposed instructional method by university *(as defined by [AAC Guideline 5.4](#))***: G-Clinical Experience-** Provision of direct patient care in a clinic-based setting is performed by students; students develop specific skill sets designed to improve health of patients through observation and treatment; direct and close supervision and instruction are provided by faculty and/or approved site supervisors, which limits the number of students at one time.

3.144. Proposed delivery method by university *(as defined by [AAC Guideline 5.5](#))***: 001-Face to face**

3.145. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.146. Can students repeat the course for additional credit?
☐   Yes, total credit limit: _____   ☒   No

3.147. Will grade for this course be limited to S/U (pass/fail)?
☐   Yes   ☒   No

AAC Form 2.10 – New Graduate Degree Program
(Last Revised 01/2021)

3.148. Will section enrollment be capped?

☐   Yes, max per section: _____   ☒   No

3.149. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?

☐   Yes   ☒   No

3.150. Is this prefix approved for your university?

☐   Yes   ☒   No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.43. University Department Code: UNUR

4.44. Banner Department Code: UNUR

4.45. Proposed CIP Code: 51.3804-Nurse Anesthetist

Is this a new CIP code for the university?   ☒   Yes   ☐   No

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SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD	School of Health Sciences/Nursing Department
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 884	Clinical Residency IV	4

Course Description

Students use critical thinking skills and best practices in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesia. Students develop, implement, and evaluate anesthesia management plans for all patient populations based on best evidence. Clinical experiences focus on anesthesia care of complex patients across the lifespan undergoing elective and emergency surgical and diagnostic procedures. Students provide culturally competent care of the patient throughout the perianesthesia continuum.

Pre-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CRNA 883	Clinical Residency III	Pre-Req

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.16.   Will this be a unique or common course?

☒   **Unique Course**

If the request is for a unique course, institutions <u>must</u> review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. <u>Courses requested without an attempt to find comparable courses will not be reviewed.</u>

Prefix & No.	Course Title	Credits
SURG 713	Surgery Clerkship-USD SSOM	2
SURG 836	Resident Prep Curriculum- USD SSOM	2

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are limited to Pillar II-IV SSOM medical students and not to CRNA students.

Section 3. Other Course Information

3.151. Are there instructional staffing impacts?

☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.152. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.153. Proposed instructional method by university *(as defined by AAC Guideline 5.4)*: **G-Clinical Experience-** Provision of direct patient care in a clinic-based setting is performed by students; students develop specific skill sets designed to improve health of patients through observation and treatment; direct and close supervision and instruction are provided by faculty and/or approved site supervisors, which limits the number of students at one time.

3.154. Proposed delivery method by university *(as defined by AAC Guideline 5.5)*: **001-Face to face**

3.155. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.156. Can students repeat the course for additional credit?
☐   Yes, total credit limit: _____   ☒   No

3.157. Will grade for this course be limited to S/U (pass/fail)?
☐   Yes   ☒   No

3.158. Will section enrollment be capped?
☐   Yes, max per section: _____   ☒   No

3.159. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
☐   Yes   ☒   No

3.160. Is this prefix approved for your university?
☐   Yes   ☒   No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.46. University Department Code: UNUR _____
4.47. Banner Department Code: UNUR _____
4.48. Proposed CIP Code: 51.3804-Nurse Anesthetist _____
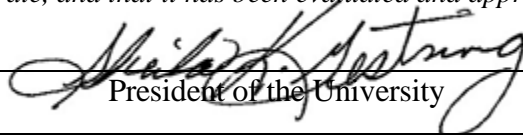   *Is this a new CIP code for the university?*   ☒   Yes   ☐   No

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD	School of Health Sciences/Nursing Department
Institution	**Division/Department**
Elizabeth M. Freeburg	3/15/2021
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CRNA 885	Clinical Residency V	4

Course Description
This course is the culmination of the student's clinical experience. Students develop, implement, and evaluate comprehensive perianesthesia management plans for all patient populations based on best evidence. Emphasis is on perianesthesia management of complex patients/procedures. In addition, this course provides the third-year student with opportunities to further explore the role of the DNAP through the synthesis and application of advanced principles regarding patient safety, risk reduction, healthcare law, healthcare policy, and bioethics for anesthesiology practice.

Pre-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CRNA 884	Clinical Residency IV	Pre-Req

Registration Restrictions

Declared Doctor of Nurse Anesthesia Practice students only

Section 2. Review of Course

2.17. Will this be a unique or common course?

☒ **Unique Course**

If the request is for a unique course, institutions <u>must</u> review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. <u>Courses requested without an attempt to find comparable courses will not be reviewed.</u>

Prefix & No.	Course Title	Credits
SURG 713	Surgery Clerkship- USD SSOM	2
SURG 836	Resident Prep Curriculum- USD SSOM	2

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is uniquely designed to meet the national requirements set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There are no other universities within the SD Board of Regents system currently providing courses that meet the specific objectives of COA for this Certified Registered Nurse Anesthetist program. No courses were found following an investigative search of the Banner/RIS system that meet these specific course requirements. The most similar courses listed are limited to Pillar II-IV SSOM medical students and not to CRNA students.

Section 3. Other Course Information

3.161. Are there instructional staffing impacts?

AAC Form 2.10 – New Graduate Degree Program
(Last Revised 01/2021)

☒   **Yes**. Specify below: Yes, we will hire Nurse Anesthesia faculty to teach the course.

3.162. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): New-Doctor of Nurse Anesthesia Practice

3.163. Proposed instructional method by university *(as defined by* AAC Guideline 5.4*)*: **G-Clinical Experience-** Provision of direct patient care in a clinic-based setting is performed by students; students develop specific skill sets designed to improve health of patients through observation and treatment; direct and close supervision and instruction are provided by faculty and/or approved site supervisors, which limits the number of students at one time.

3.164. Proposed delivery method by university *(as defined by* AAC Guideline 5.5*)*: **001-Face to face**

3.165. Term change will be effective: 2022-2023 catalog with Summer 2023 start

3.166. Can students repeat the course for additional credit?
  ☐ Yes, total credit limit: _____   ☒ No

3.167. Will grade for this course be limited to S/U (pass/fail)?
  ☐ Yes   ☒ No

3.168. Will section enrollment be capped?
  ☐ Yes, max per section: _____   ☒ No

3.169. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
  ☐ Yes   ☒ No

3.170. Is this prefix approved for your university?
  ☐ Yes   ☒ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.49. University Department Code: UNUR
4.50. Banner Department Code: UNUR
4.51. Proposed CIP Code: 51.3804-Nurse Anesthetist
  Is this a new CIP code for the university?   ☒ Yes   ☐ No

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Request to Seek Accreditation

Use this form to request permission to seek accreditation of an approved program. Board of Regents (BOR) action is required to seek program accreditation.

UNIVERSITY:	USD
PROGRAM:	Doctor of Nurse Anesthesia Practice (DNAP)
CIP CODE:	51.3804- Nurse Anesthetist
UNIVERSITY DEPARTMENT:	Department of Nursing
UNIVERSITY DIVISION:	School of Health 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.

_____   5/7/2021
President of the University   Date

1. **Level of program seeking accreditation (*place an "X" in the appropriate box*):**
   ☐ Certificate   ☐ Associate   ☐ Bachelor's

   ☒ Doctoral   ☐ Master's

2. **Accrediting Agency:** Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

3. **What are the advantages of accreditation?**
   Accreditation is required through The Council on Accreditation of Nurse Anesthesia Educational programs (COA). To become a Certified Registered Nurse Anesthetist (CRNA), a student must graduate from an educational program that is accredited by COA or its predecessor. The COA is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation as the sole accrediting authority for nurse anesthesia educational programs. The COA provides for systematic self-study and on-site evaluation of all nurse anesthesia educational programs. The COA publishes a list of accredited nurse anesthesia educational programs annually.

   Accreditation of this program acknowledges the quality of the program in all areas. It also serves as a mechanism for continuous assessment and quality improvement. Program accreditation serves as a means of reasonable assurance of the external evaluation of the program and its conformity with published standards and expectation in the field of study. Accreditation also serves as a means to attract students and inform potential employers and the public about the level and scope of the program.

Program Forms, Request to Seek Accreditation (last revised 08/2016)

4. **What are the anticipated costs involved in accreditation, including:**
    A. **Costs involved in undergoing self-study and preparing the application for accreditation:**

    The self-study and preparation of the application for COA accreditation will be completed by the administration and faculty of the Department of Nursing. There is a COA Capability Application fee of $11,050.

    B. **Out-of-pocket costs related to dues or site visits:**

    Onsite reviews ~ $6,075

    C. **Base budget implications including incremental costs and minimum base resources required (dollars and FTE):**

    Cost for doctoral degree review is $6,075
    Cost for distance education review is $1,225
    Annual accreditation maintenance is $106/student + base fee of $2,390
    Re-accreditation fees approximates $15,000 (5-year timeframe)

5. **What is the source of the revenue needed?**
DNAP program tuition and fees

6. **What is the estimated date for submission of accreditation application?**

The application date will be determined by COA. The timeframe will be communicated when COA has confirmed the dates.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

****

SUBJECT
New Program: SDSMT Minor in Avionics

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
AAC Guideline 2.8 – New Baccalaureate Minor

BACKGROUND / DISCUSSION
South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a minor in Avionics. The proposed minor will address the needs of the aerospace industry in South Dakota in the field of avionics. This minor will better prepare students and increase their competitive edge when seeking employment in the avionics area of aerospace engineering. The minor would require an exception to AAC Guideline 2.8, which limits minors to 18 credit hours, including prerequisites. The proposed minor in avionics will require 18-20 credit hours, with further credit hours in prerequisites required. This highly specialized minor will be targeted to existing electrical or mechanical engineering majors who will already take those prerequisite courses as part of their major.

IMPACT AND RECOMMENDATION
SDSMT plans to offer the minor in Avionics on campus. SDSMT does not request new state resources. Two new courses will be required, which are the two courses specific to the field of avionics.

Board office staff recommends approval.

ATTACHMENTS
Attachment I – New Program Request Form: SDSMT – Minor in Avionics

****

DRAFT MOTION 20210803_7-C:
I move to authorize SDSMT to offer a minor in Avionics, 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:	SDSM&T
TITLE OF PROPOSED MINOR:	**Avionics**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**All degrees**
EXISTING RELATED MAJORS OR MINORS:	**B.S. Electrical Engineering and Minor in Systems Engineering**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2021**
PROPOSED CIP CODE:	**14.1001**
UNIVERSITY DEPARTMENT:	**Electrical Engineering**
BANNER DEPARTMENT CODE:	**MEE**
UNIVERSITY DIVISION:	**4E**
BANNER DIVISION CODE:	**4E**

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

- The individual preparing this request has read AAC Guideline 2.8, which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval
To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

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

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

1. **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 and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**
    Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	*SDCL § 13-59*	*BOR Policy 1:10:4*
DSU:	*SDCL § 13-59*	*BOR Policy 1:10:5*
NSU:	*SDCL § 13-59*	*BOR Policy 1:10:6*
SDSMT:	*SDCL § 13-60*	*BOR Policy 1:10:3*
SDSU:	*SDCL § 13-58*	*BOR Policy 1:10:2*
USD:	*SDCL § 13-57*	*BOR Policy 1:10:1*

    Board of Regents Strategic Plan 2014-2020

    The proposed minor in avionics aligns with the South Dakota Mines (SD Mines) mission statement and strategic plan. The avionics minor supports the mission to "educate scientists and engineers to address global challenges" and to "engage in partnerships to transform society." Aerospace industry is booming in the USA, and the need for engineers with a background in avionics is strong. Moreover, aerospace industry in South Dakota, e.g. Raven Aerostar, is very supportive of this initiative as they have been forced to recruit from outside of South Dakota to hire their engineers to work on avionics.

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

    The purpose of the minor is to address the needs of South Dakota high school graduates that seek to work in the avionics area of the aerospace industry and to support South Dakota aerospace companies with a well-trained technical workforce.

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

    Students will benefit from this minor by obtaining a high-quality engineering bachelor's degree from South Dakota Mines and a minor in avionics. This minor will better prepare them and increase their competitive edge when seeking employment in the avionics area of aerospace industry, e.g. NASA, SpaceX, Boeing, Northrop-Grumman, Blue Origin, Rockwell-Collins, Ball Aerospace, Virgin Galactic, etcetera.

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. Please cite any sources in a footnote.*

From the U.S. Department of Labor (accessed on 2/25/2021), the job outlook for aerospace engineering (closest field to avionics) is outstanding with an annual growth in jobs of 3% from 2019-2029 (as fast as average). In 2019, the median pay for an aerospace engineer was $116,500 per year, and the number of aerospace engineering jobs in the US was 66,400.

From The Collegian (accessed on 2/25/2021), "No license is required to be an avionics engineer, though, over time, you may choose to obtain a Professional Engineering license. Training and certification from the FAA is required for all aspiring engineers. The average take-home salary ranges from $67-$134k thousand, depending on years of experience, specialty field, and city location. This means, if you're eyeing this sort of degree, you should have no trouble finding a well-paying job post graduation."

From Zip Recruiter (accessed on 2/25/2021), "As of Feb 18, 2021, the average annual pay for an Avionics Engineer in the United States is $108,706 a year. <snip> While ZipRecruiter is seeing annual salaries as high as $181,500 and as low as $11,000, the majority of Avionics Engineer salaries currently range between $62,000 (25th percentile) to $160,500 (75th percentile) with top earners (90th percentile) making $178,500 annually across the United States. The average pay range for an Avionics Engineer varies greatly (by as much as $98,500), which suggests there may be many opportunities for advancement and increased pay based on skill level, location and years of experience. <snip> Based on recent job postings on ZipRecruiter, the Avionics Engineer job market in both Rapid City, SD and the surrounding area is very active. An Avionics Engineer in your area makes on average $98,666 per year, or $10,040 (9%) less than the national average annual salary of $108,706. South Dakota ranks number 25 out of 50 states nationwide for Avionics Engineer salaries."

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 22**	**FY 23**	**FY 24**	**FY 25**
Students enrolled in the minor (fall)	5	8	10	10
Completions by graduates	3	5	8	8

*Do not include current fiscal year.

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

The proposed minor curriculum is based on the expertise of an adjunct faculty member with many years of industrial experience in avionics. The minor will leverage existing courses and faculty expertise at South Dakota Mines. The rationale is to implement a value-added curriculum that will benefit the career prospects while simultaneously minimizing costs to students.

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

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

A. **Distribution of Credit Hours**

Avionics	Credit Hours	Percent
Requirements in minor	8	40-44.4%
Electives in minor	10-12	55.6-60%
Total	18-20	

B. **Required Courses in the Minor*,****

Prefix	Number	Course Title *(add or delete rows as needed)*	Prerequisites for Course *Include credits for prerequisites in subtotal below.*	Credit Hours	New (yes, no)
EE	457/457L/557/557L	Avionics I – Avionics Systems		4	Yes
EE	458/458L/558/558L	Avionics II – Avionics Systems Development & Certification	Avionics I	4	Yes
			Subtotal	8	

* Students must earn a grade of 'C' or better for a course to be counted toward the requirements of the minor.

** For students majoring in electrical engineering, these courses must be in addition to those applied to the degree requirements for Electrical Engineering Emphasis Electives.

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)*	Prerequisites for Course *Include credits for prerequisites in subtotal below.*	Credit Hours	New (yes, no)
CENG/EE	421/421L/521/521L	Communication Systems/Lab	EE 313 (3)	4	No
CENG/EE	452/452L/552/552L	Robotic Control Systems/Lab	CSC 150/150L (3) & EE 314/314L (4)	3	No
EE/ME	453/453L/553/553L	Feedback Control Systems/Lab	EE 314/314L (4) OR	4	No

			ME 312 (3), ME 313 (3), ME 316 (3), ME 322 (3), ME 331 (3), ME 351/L (4), & ME 352 (3)		
EE	431/431L/531/531L	Power Systems/Lab	EE 314/314L (4) & EE 330/330L (4)	4	No
EE	432/432L/532/532L	Power Electronics/Lab	EE 330/330L (4)	4	No
EE	447/547	Advanced Power Systems	EE 431/431L/531/531L (4)	3	No
EE	451	Fundamentals of Systems Engineering	MATH/IENG 381 (3)	4	No
EE	456/456L/556/556L	Digital Control Systems/Lab	EE 314/314L (4)	4	No
EE	481/481L/581/581L	Microwave Engineering/Lab	EE 382 (3)	4	No
EE	483/483L/583/583L	Antennas for Wireless Communications/Lab	EE 382 (3)	4	No
ME	460	Fuels and Combustion	ME 312 (3), ME 313 (3), & ME 331 (3)	3	No
			Subtotal	10-12 + pre-requisites[1] ranging from 6-33 credits = 16-45 credits	

* Students must earn a grade of 'C' or better for a course to be counted toward the requirements of the minor.

1. Students majoring in EE or ME, the majors most likely to be interested in avionics, would have the needed pre-requisites as part of their required coursework. Students from other majors might have even more pre-requisite requirements as some of the pre-requisites have pre-requisites.

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

	Program Courses that Address the Outcomes	
Individual Student Outcome (Same as in the text of the proposal)	*EE 4xx Avionics I**	*EE 4xx Avionics II**
Students will become familiar with avionics systems, e.g., navigation, communication, flight management, flight control, air data sensors, engine control and cockpit systems.	X	
Learn details related to avionics system, hardware and software, development processes for regulatory approval.		X
Learn procedures related to environmental qualification.		X

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

10. 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.*

Lectures, labs, research projects, and case studies.

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

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

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall 2021**

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

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in [AAC Guideline 5.5](#).*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

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

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

12. 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."*

We request a waiver to BoR AAC Guideline 2.8, which states that, "Minors typically consist of eighteen (18) credit hours, including prerequisite courses." The proposed minor in avionics will require 18-20 (depends on electives selected) credit hours of coursework for students pursuing a Bachelor of Science in either electrical or mechanical engineering at South Dakota Mines. This will be an "in-program" minor for students in these majors. However, those students pursuing other engineering majors may pursue this minor and will have additional credit hour requirements due to the pre-requisites for the named courses in the minor. This is unavoidable because avionics is a complex specialized technological field; students must take the foundational courses as part of or related to electrical or mechanical engineering studies (e.g., advanced mathematics, control systems, physics, statics/dynamics, etcetera) as preparation to pursue the avionics minor.

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 minor. *Address off-campus or distance delivery separately.*

No additional state resources are being requested. The department has existing resources sufficient to start the minor. Later, department funds will be used or private funding will be sought to cover the costs for additional laboratory equipment, software, and/or supplies that might be used to supplement instruction for the avionics minor.

14. 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*==

<mark>*approval requests separately*</mark> *or at a later date in accordance with Academic Affairs Guidelines.*

15. **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

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SUBJECT
New Specialization Requests: SDSMT Specializations in Minerals Industry Management, Mining Engineering, and Mining Industry Applications (MS in Mining Engineering and Management)

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

BACKGROUND / DISCUSSION
South Dakota School of Mines and Technology (SDSMT) requests authorization to offer three new specializations within the MS in Mining Engineering and Management program:

- Minerals Industry Management
- Mining Engineering
- Mining Industry Applications

Currently, these proposed specializations exist as "emphases" within the Minerals Industry Management and Mining Engineering program. Converting these emphases into specializations will allow them to show up on student transcripts. Note, the proposed Mining Industry Applications specialization is a combination of the two existing tracks for students who wish to gain experience in both areas.

IMPACT AND RECOMMENDATION
SDSMT requests authorization to offer the specializations on campus. The three specializations will require the creation of five new courses. SDSMT is not requesting additional state resources to offer the program. Four of these courses have already been developed and taught as x92 Topics courses, per AAC Guidelines. SDSMT intends to handle the new courses by rotating them into the course offerings schedule. No faculty workload implications exist for the new courses.

Board office staff recommends approval of the program.

ATTACHMENTS
Attachment I – New Specialization Request: SDSMT – Minerals Industry Management
Attachment II – New Specialization Request: SDSMT – Mining Engineering
Attachment III – New Specialization Request: SDSMT – Mining Industry Applications

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DRAFT MOTION 20210803_7-D:
I move to authorize SDSMT to offer specializations in Minerals Industry Management, Mining Engineering, and Mining Industry Applications within the MS in Mining Engineering and Management, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. 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 Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	**Minerals Industry Management**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**MS Mining Engineering and Management**
INTENDED DATE OF IMPLEMENTATION:	**8/1/2021**
PROPOSED CIP CODE:	**14.2101**
UNIVERSITY DEPARTMENT:	**Mining Engineering and Management (MEM)**
BANNER DEPARTMENT CODE:	**MMEM**
UNIVERSITY DIVISION:	**4E**
BANNER DIVISION CODE:	**4E**

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

- The individual preparing this request has read AAC Guideline 2.6, which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

	Click here to enter a date.
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

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

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? Please include a brief (1-2 sentence) description of the academic field in this specialization.**
   The proposed Specialization currently exists as a track within the MS Mining Engineering and Management degree. The Specialization was designed for those employed within the Mining (Minerals) Industry who are currently working in administrative departments, moving into management positions, and those who will move into management positions that desire additional and specific education. A Specialization allows for Minerals Industry personnel with a variety of educational backgrounds to further their education in the mining industry where they have current education and/or experience.

   The academic field in this Specialization is management as applied specifically to the Mining (Minerals) Industry. It includes areas such as human resources, finance, accounting, economics, law, mine management, etc.

3. **Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.**
   This application includes one new course that is currently being taught and is in the curriculum pipeline.

   The Mining Engineering and Management Department is proposing a modification from the Management Track to a Minerals Industry Management Specialization. We respectfully request this change for the following reasons:
   1. Recording the Minerals Industry Management Specialization on the transcript provides a notice to employers that current and future employees have the Management Specialization. We will eliminate the assumption that the graduate student is receiving an engineering degree.
   2. The Specialization category allows for greater specific control of graduate student entry requirements, and overall management of the process by the MEM Department.
   3. The MEM Department will have the ability to carve out entrance requirements and specific curriculum requirements for the Specialization that reflect industry needs.
   4. The MEM Department will have the ability to market this Specialization specifically to a targeted audience as well as provide educated knowledge of the industry as a whole.

   The Mining Industry is a diverse industry that requires a myriad of employees with a mix of talents and education. The industry operates through several cycles, from exploration to the sale and transport of minerals. Each of these cycles require educated and knowledgeable employees both on and off the job site

   The MEM graduate curriculum provides students with Mining Industry focused management courses in the areas of finance, accounting, public relations, human resources, law, economics, global business, management, strategy, quantitative methods, supply chain management, and other relevant coursework. This specific, focused coursework is valuable to those in administrative or management positions such as finance, investment, accounting, all level of supervisors, project administrators, safety and operations employees, sales, and other areas. The coursework is also relevant to those with engineering degrees that are working in the Mining Industry. There is common knowledge in the Mining Industry that Mining Engineers

move to management positions within three years of graduation from college, and in fact many Mining Engineers are given management roles upon hire.

4. ***For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.***

The MS in Mining Engineering and Management provides graduate education to students from all over the world. However, the following data for this Specialization will highlight information from the United States Mining Industry:

According to IBIS*World* there will be over 554,000 mining employees in the United States in 2021. Using data from the 2012 National Survey of the Mining Population Part 1: Employees, approximately 5.6 percent of those surveyed for this report had a bachelor's degree or beyond that would be eligible to participate in a graduate degree program. Using simple math, there is an estimated 31,000 potential Mining Industry employees that could benefit from the MS Mining Engineering Management degree and the Minerals Industry Management Specialization. In addition, "the industry also indirectly supports an additional 1.8 million jobs in manufacturing, engineering, and environmental and geological consulting (Office of Energy Efficiency & Renewable Energy)." Those indirectly supporting the Mining Industry would also benefit from the SD Mines MS Mining Engineering and Management Specialization in Minerals Industry Management.

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IBIS*World*. (2020, November 19). *Mining in the US - Employment Statistics 2005–2026.* https://www.ibisworld.com/industry-statistics/employment/mining-united-states/

McWilliams, L., Lenart, P., Lancaster, J. & Zeiner, J. (2012). *National Survey of the Mining Population Part I: Employees*. https://www.cdc.gov/niosh/mining/userfiles/works/pdfs/2012-152.pdf

Office of Energy Efficiency & Renewable Energy. (2020, January 20). *Mining Industry Profile.* https://www.energy.gov/eere/amo/mining-industry-profile

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

Occasionally, a course may be developed that is considered a Topics course. These types of courses are designated as X92. A Topics course can include a current topic, advanced topic, and special topic. These provisional type courses are allowed to be created and taught on a limited-time basis or as a foundation for development of a new course. The X92 courses are allowed to be taught a maximum of three times and will then be pulled from the Department's curriculum or will enter the official curriculum process.

Of the two courses listed in the following chart as New (yes), one has been taught at least once with a X92 prefix. The second course will be taught as a new course. Both courses entered the curriculum pipeline in spring 2021 for course number assignment and approval:
1. MEM 635 was taught online (015 Internet Asynchronous) as MEM 692 in the spring of 2021

with 12 students. This course is taught on a Schedule Management, rotational basis and is part of a current Mining Engineering and Management faculty course rotation. No faculty load implications exist.

2. MEM 665 will be taught (030 Blended/Hybrid) for the first time in the fall of 2021 by Dr. Robert Hall, the new Department Chair of Mining Engineering and Management. Dr. Hall's specialty is in Mining equipment. The course will be taught on a Schedule Management, rotational basis. No faculty load implications exist.

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
		Required Courses:		Choose an item.
MEM	501	Fundamentals of the Mineral Industry	3	No
MEM MEM	510 610	Advanced Mineral Economics for Managers or Topics in Mineral Economics for the Mineral Industry	3	No
MEM	645	Advanced Finance for the Mineral Industry	3	No
MEM	655	Advanced Human Capital Management for the Mineral Industry	3	No
MEM	576	International Business for Engineers and Scientists	3	No
MEM	625	Managerial Accounting for the Minerals Industry	3	No
MEM	630	Mining Law and Environment for the Mineral Industry	3	No
MEM	640	Advanced Mine Management for the Mineral Industry	3	No
MEM	635	Value Supply Chain for the Minerals Industry	3	Yes
MEM	650	Mine Systems Optimization	3	No
		Choose one of the following 3 credit Topic elective courses:		
MEM	530	Resource Industry Mergers and Acquisitions	3	No
MEM	570	Project Management for the Minerals Industry	3	No
MEM	620	Reputation Management for the Mineral Industry	3	No
MEM	660	Mediation and Negotiation for the Mineral Industry	3	No
MEM	665	Equipment Maintenance Reliability and Management	3	Yes
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.

				Choose an item.

Total number of hours required for completion of specialization **33**
Total number of hours required for completion of major
Total number of hours required for completion of degree

1. Entry to this specialization follows SD Mines Graduate School guidelines and is available to those with a BS/BA from an accredited University who have a minimum of three years employment in the Minerals Industry or related industry; or is a SD Mines Accelerated Graduate student; or holds a BS or MS in Mining Engineering.
2. For those students who are not engineering graduates, the curriculum consists of ten required courses, and one Topics elective course. If a student has a BS or MS in Mining Engineering, they may exchange MEM 501 for a Topics course.
3. Half of all classes must be taken at a 600 level or higher.
4. A Thesis opportunity does not exist for this MS Specialization.

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

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., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus etc.) or deliver the entire specialization through distance technology (e.g., as an on-line program)?

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall 2021**

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

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in AAC Guideline 5.5.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	015 - Internet Asynchronous Term based instruction primarily delivered on-line by LMS software and offered in a pre-determined period of time (Fall, Spring, Summer) that begins and ends within that period. Curriculum will include quizzes, projects, discussion boards, homework, cases, and other homework. Courses will generally run from a Monday through Sunday time frame.	**Fall 2021**

018 - Resembles 015 but will also include required synchronous activity with the synchronous times scheduled and made known to students prior to the date the course starts. 030 - Blended/Hybrid instruction that will blend online and face-to-face delivery. The course will take place in a regular classroom setting with student attendance. Each class will allow offsite student access through Zoom and will be recorded via Zoom for those students unable to attend. A LMS will also be utilized for grading purposes, uploading assignments, and some testing.	

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

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	015 Internet Asynchronous - Term based instruction primarily delivered on-line by LMS software and offered in a pre-determined period of time (Fall, Spring, Summer) that begins and ends within that period. At least 75% of the instruction and interaction occurs via electronic communication or equivalent mechanisms with the faculty and students physically separated from each other. 018 Internet Synchronous – Same requirements as 015 delivery but will also include and include a required synchronous activity with the synchronous times scheduled and made known to students prior to the date the course starts.	**Fall 2021**

		030 Blended/Hybrid - Instruction blends online and face-to-face delivery. Course has reduced contact time and some, but less than 75% of the course content is delivered online.	

7. **Additional Information:** The Mining Engineering and Management (MEM) Program desires to strengthen specialized areas within their MS Program through stronger and specific guidelines. The Management Track currently exists in an online forum, but a focused structure and guideline specific to Mine Management does not exist, until now.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. 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 Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	**Mining Engineering**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**MS Mining Engineering and Management**
INTENDED DATE OF IMPLEMENTATION:	**8/1/2021**
PROPOSED CIP CODE:	**14.2101**
UNIVERSITY DEPARTMENT:	**Mining Engineering and Management (MEM)**
BANNER DEPARTMENT CODE:	**MMEM**
UNIVERSITY DIVISION:	**4E**
BANNER DIVISION CODE:	**4E**

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

- The individual preparing this request has read AAC Guideline 2.6, which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval
To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

	Click here to enter a date.
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

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

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? Please include a brief (1-2 sentence) description of the academic field in this specialization.**
    The proposed Specialization was created specifically for the Mining Engineer. It consists of course work created for those with a BS in Mining Engineering, the Accelerated Graduate student, and those with other engineering degrees. The Specialization provides advanced level mining and other engineering courses to engineering professionals in the United States and around the world. It was designed for those employed within the Mining (Minerals) Industry who are currently working in a variety of departments on or off a mine site. The Specialization reflects the current technical track that has been in place since 2011.

    The academic field in this Specialization is Mining Engineering. The Mining Engineer designs and develops mines and determine the best way to extract metal or minerals to get the most out of deposits. Mining Engineering is associated with many other disciplines, such as mineral processing, exploration, excavation, geology, and metallurgy, geotechnical engineering, and surveying. Advanced technical courses include explosives, rock mechanics, mine planning & design, mine systems optimization, bulk material handling, mine ventilation, fundamentals of the mineral industry, geostatistics, mine management courses, and others.

3. **Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.**
    Both Management and Technical Tracks are currently in place with the MS in Mining Engineering & Management degree. The Mining Engineering and Management Department is proposing a modification from the current two Tracks to three Specializations. This specific Specialization, Mining Engineering, allows the graduate student to choose the minerals industry courses according to interest, mining position, or association. This application includes six new courses; five of the six new courses are currently in the curriculum pipeline. All but two of these six courses were designed and taught over the past two years. However, rapid advances in technological innovations in the Mining Industry will require a progressive change in Mining Industry curriculum.

    We respectfully request this change for the following reasons:
    1. Recording the Mining Engineering Specialization on the transcript provides a notice to employers that current and future employees have the Mining Engineering Specialization. We will endorse that the graduate student is receiving an engineering degree.
    2. The Specialization category allows for greater specific control of graduate student entry requirements, and overall management of the process by the MEM Department.
    3. The MEM Department will have the ability to carve out entrance requirements and specific curriculum requirements for the Specialization that reflect industry needs.
    4. The MEM Department will have the ability to market this Specialization specifically to a targeted audience.

    The mining industry is a diverse industry that requires a myriad of employees with a mix of talents and education. The industry operates through several cycles, and a mining engineer may manage any phase of mining operations, from exploration and discovery of the mineral resources, through feasibility study, mine design, development of plans, production, and

operations to mine closure. Each of these cycles require educated and knowledgeable Mining Engineers.

The MEM graduate curriculum extends the knowledge base of the Mining Engineering student in a variety of specialty areas as well as Mining Engineering technical courses relevant to infrastructure, processes, and planning. This broad spectrum of coursework is valuable to the Mining Engineer, regardless of their position in the Mining Industry, including those who want graduate degree coursework relevant to their position and future plans, and those who hold positions in other industries that provide support to the Mining Industry.

4. *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

The MS in Mining Engineering and Management provides graduate education to students from all over the world. However, the following data for this Specialization will highlight information from the United States Mining Industry:

According to the Wikipedia, there are an estimated 6,150 employed Mining Engineers in the United States with a mean yearly salary of U.S. $103,710. Several other engineering positions exist in the Mining Industry, including mineral processing, exploration, excavation, geology, metallurgy, geotechnical engineering, and surveying. Because most engineering school require the same technical courses, the MS in Mining Engineering can be obtained by those holding an engineering BS degree. In addition, "the industry also indirectly supports an additional 1.8 million jobs in manufacturing, engineering, and environmental and geological consulting (Office of Energy Efficiency & Renewable Energy)." Those engineers indirectly supporting the Mining Industry would also benefit from the SD Mines Mining Engineering and Management MS Specialization in Mining Engineering.

Wikipedia. (2021, February 9). Mining Engineering. Obtained from https://en.wikipedia.org/wiki/Mining_engineering

Office of Energy Efficiency & Renewable Energy. (2021, January 20). Mining Industry Profile. https://www.energy.gov/eere/amo/mining-industry-profile

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

Occasionally, a course may be developed that is considered a Topics course. These types of courses are designated as X92. A Topics course can include a current topic, advanced topic, and special topic. These provisional type courses are allowed to be created and taught on a limited-time basis or as a foundation for development of a new course. The X92 courses are allowed to be taught a maximum of three times and will then be pulled from the Department's curriculum or will enter the official curriculum process.

Of the six courses listed in the following chart as New (yes), four have been taught at least once with a X92 prefix. The other two courses will be taught as new courses. All courses entered the curriculum pipeline in spring 2021 for course number assignment and approval:

1. MEM 555 was taught (030 Blended/Hybrid) as MEM 592 in the spring of 2019 with 16 students by Dr. Kelli McCormick. This course will continue to be taught by Dr. McCormick on a Schedule Management, rotational basis. No faculty load implications exist.

2. MEM 635 was taught online (015 Internet Asynchronous) as MEM 692 in the spring of 2021 with 12 students. This course is taught on a Schedule Management, rotational basis and is part of a current Mining Engineering and Management faculty course rotation. No faculty load implications exist.

3. MEM 665 will be taught (030 Blended/Hybrid) for the first time in the fall of 2021 by Dr. Robert Hall, the new Department Chair of Mining Engineering and Management. Dr. Hall's specialty is in Mining equipment. The course will be taught on a Schedule Management, rotational basis. No faculty load implications exist.

4. MEM 675 was taught (030 Blended/Hybrid) as MEM 692 in the fall of 2020 with 4 students by Dr. Kelli McCormick. This course will continue to be taught by Dr. McCormick on a Schedule Management, rotational basis. No faculty load implications exist.

5. MEM 685 was taught (030 Blended/Hybrid) as MEM 692 in the spring of 2020 with 7 students by Dr. Kelli McCormick. This course will continue to be taught by Dr. McCormick on a Schedule Management, rotational basis. No faculty load implications exist.

6. MEM 788 will be taught (030 Blended/Hybrid) by Dr. Robert Hall and other Faculty. As this is a final project/research problem for end of degree graduate students, it is estimated it will be offered starting in the fall of 2022. No faculty load implications exist.

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
		Students choosing the Project Option will take 10 Courses from the list below. **Students choosing the Thesis Option will take 9 courses from the list below.**		Choose an item.
MEM	501	Fundamentals of the Mineral Industry	3	No
MEM	510	Advanced Mineral Economics for Managers or	3	No
MEM	520	Advanced Tunneling and Underground Excavation	3	No
MEM	525	Advanced Rock Mechanics	3	No
MEM	530	Resource Industry Mergers and Acquisitions	3	No
MEM	533	Advanced Mine Planning & Design	3	No
MEM	545	Advanced Geostatistics and Grade Estimations	3	No
MEM	550	Rock Slope Engineering	3	No
MEM	555	Geometallurgy	3	Yes
MEM	570	Project Management for Engineers and Scientists	3	No
MEM	610	Topics in Mineral Economics for the Mineral Industry	3	No
MEM	630	Mining Law and Environment for the Mineral Industry	3	No
MEM	635	Value Supply Chain for the Minerals Industry	3	Yes
MEM	640	Advanced Mine Management for the Mineral Industry	3	No

MEM	650	Mine Systems Optimization	3	No
MEM	665	Equipment Maintenance Reliability and Management	3	Yes
MEM	670	Advanced Mine Ventilation & Environmental Engineering	3	No
MEM	675	Computer Apps in the Minerals Industry	3	Yes
MEM	680	Advanced Explosives and Blasting	3	No
MEM	685	Influence of Ore Deposits in the Mine Cycle	3	Yes
MEM	710	Bulk Materials Handling	3	No
MEM	715	Advanced Mining Geotechnical Engineering	3	No
MEM	720	Feasibility for Mine Design and Economics	3	No
MEM	755	Rock Slope Engineering II	3	No
Required for Project				
MEM	788	Master's Research Problems/Project	3	Yes
Required for Thesis				
MEM	700	Developing or Planning Research	1	No
MEM	790	Seminar	2	No
MEM	798	Thesis	3-6	No

Total number of hours required for completion of specialization — 33
Total number of hours required for completion of major —
Total number of hours required for completion of degree —

1. Entry to this Specialization follows the SD Mines Graduate School guidelines and is available to students who are an Accelerated Graduate student in the SD Mines BS in Mining Engineering & Management program, to those who have earned a BS or MS in Mining Engineering, and to those from Engineering degrees other than Mining Engineering. All engineering students may enter this program if they have passed the following leveling courses. The leveling courses do not count toward the number of hours required for completion of the degree:

Calculus I, II, and III
Differential Equations
General Chemistry I
Statics and Dynamics
Fluid Mechanics
General Physics I and II
Mechanics of Materials

2. Non-Mining Engineering students who do not have a minimum of three years in the Mining Industry are required to take MEM 501.

3. All students in the Mining Engineering Specialization will complete a Thesis or a Project. Thesis students are required to complete 27 credit hours of course work from the above list as well as MEM 700, MEM 790, and MEM 798. Students taking the Project option will complete 30 hours of course work as well as MEM 788 Master's Research Problems/Project.

4. Half of all classes must be taken at a 600 level or higher.

6. Delivery Location

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

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., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus etc.) or deliver the entire specialization through distance technology (e.g., as an on-line program)?

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall 2021**

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

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in AAC Guideline 5.5.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	015 - Internet Asynchronous Term based instruction primarily delivered on-line by LMS software and offered in a pre-determined period of time (Fall, Spring, Summer) that begins and ends within that period. Curriculum will include quizzes, projects, discussion boards, homework, cases, and other homework. Courses will generally run from a Monday through Sunday time frame. 018 - Resembles 015 but will also include required synchronous activity with the synchronous times scheduled and made known to students prior to the date the course starts. 030 - Blended/Hybrid instruction that will blend online and face-to-face delivery. The course will take place in a regular classroom setting with student attendance. Each class will allow offsite student access through Zoom and will be recorded via Zoom for those students unable to attend. A LMS will also be utilized for grading purposes, uploading assignments, and some testing.	**Fall 2021**

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

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*	
Distance Delivery (online/other distance delivery methods)	Yes	015 Internet Asynchronous - Term based instruction primarily delivered on-line by LMS software and offered in a pre-determined period of time (Fall, Spring, Summer) that begins and ends within that period. At least 75% of the instruction and interaction occurs via electronic communication or equivalent mechanisms with the faculty and students physically separated from each other. 018 Internet Synchronous – Same requirements as 015 delivery but will also include and include a required synchronous activity with the synchronous times scheduled and made known to students prior to the date the course starts. 030 Blended/Hybrid - Instruction blends online and face-to-face delivery. Course has reduced contact time and some, but less than 75% of the course content is delivered online.	**Fall**	**2021**

7. **Additional Information:** The Mining Engineering and Management (MEM) Program desires to strengthen specialized areas within their MS Program through stronger and specific guidelines. The MEM Program currently offers a wide spectrum of Minerals Industry coursework that are featured in this Specialization.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. 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 Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	**Mining Industry Applications**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**MS Mining Engineering and Management**
INTENDED DATE OF IMPLEMENTATION:	**8/1/2021**
PROPOSED CIP CODE:	**14.2101**
UNIVERSITY DEPARTMENT:	**Mining Engineering and Management (MEM)**
BANNER DEPARTMENT CODE:	**MMEM**
UNIVERSITY DIVISION:	**4E**
BANNER DIVISION CODE:	**4E**

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

- The individual preparing this request has read AAC Guideline 2.6, which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

	Click here to enter a date.
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

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

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? Please include a brief (1-2 sentence) description of the academic field in this specialization.**
    The proposed Specialization is a combination of the proposed Minerals Industry Management Specialization and the Mining Engineering Specialization within the MS Mining Engineering and Management degree. The Specialization was designed for those employed within the Mining (Minerals) Industry who are currently working in a variety of mining departments on or off a mine site, and for those employed in associated industries. This Specialization allows a Mining (Minerals) Industry employee who has a BS degree to further their education in the mining industry where they can add to their experience with a degree from a top-rated engineering school.

    The academic fields for this Specialization are management and technology as applied specifically to the Mining (Minerals) Industry. Courses include explosives, rock mechanics, mine planning and design, mine systems optimization, bulk material handling, mine ventilation, fundamentals of the mineral industry, geostatistics, mine management courses, and others.

3. **Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.**
    Both Management and Technical Tracks are currently in place with the MS in Mining Engineering & Management degree. The Mining Engineering and Management Department is proposing a modification from the current two Tracks to three Specializations. This specific Specialization, Mining Industry Applications, allows the graduate student to pick and choose the Mining Industry courses according to interest, mining position, or association. This application includes five new courses that are currently in the curriculum pipeline. All but one of those five courses were designed and taught over the past two years. However, rapid advances in technological innovations in the Mining Industry will require a progressive change in Mining Industry curriculum.

    We respectfully request this change for the following reasons:
    1. Recording the Mining Industry Applications Specialization on the transcript provides a notice to employers that current and future employees have the Mining Applications Specialization. We will eliminate the assumption that the graduate student is receiving an engineering degree.
    2. The Specialization category allows for greater specific control of graduate student entry requirements, and overall management of the process by the MEM Department.
    3. The MEM Department will have the ability to carve out entrance requirements and specific curriculum requirements for the Specialization that reflect industry needs.
    4. The MEM Department will have the ability to market this Specialization specifically to a targeted audience as well as provide educated knowledge of the industry as a whole.

    The Mining Industry is a diverse industry that requires a myriad of employees with a mix of talents and education. The industry operates through several cycles, from exploration to the sale and transport of minerals. Each of these cycles require educated and knowledgeable employees, both on and off the job site.

The MEM graduate curriculum provides students with Mining Industry focused courses in a variety of specialty areas as well as Mining Engineering technical courses relevant to infrastructure, processes, and planning. This broad spectrum of Minerals Industry coursework is valuable to those not only in administrative or management positions but those new to the Mining Industry, those who want graduate degree coursework relevant to their position and future plans, and those who hold positions in other industries that provide support to the Mining Industry. In addition, the Mining Industry employs a number of people with undergraduate degrees in a variety of areas that will gain in horizontal and vertical promotion status after acquiring a Specialization MS in Mining Engineering and Management from SD Mines.

4. *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

The MS in Mining Engineering and Management provides graduate education to students from all over the world. However, the following data for this Specialization will highlight information from the United States Mining Industry:

According to IBIS*World* there will be over 554,000 mining employees in the United States in 2021. Using data from the 2012 National Survey of the Mining Population Part 1: Employees, approximately 5.6 percent of those surveyed for this report had a bachelor's degree or beyond that would be eligible to participate in a graduate degree program. Using simple math, there is an estimated 31,000 potential Mining Industry employees that could benefit from the MS in Mining Industry Applications Specialization degree. In addition, "the industry also indirectly supports an additional 1.8 million jobs in manufacturing, engineering, and environmental and geological consulting (Office of Energy Efficiency & Renewable Energy)." Those indirectly supporting the Mining Industry would also benefit from the SD Mines MS Mining Engineering and Management degree Specialization in Mining Industry Applications.

IBIS*World*. (2020, November 19). *Mining in the US - Employment Statistics 2005–2026.* https://www.ibisworld.com/industry-statistics/employment/mining-united-states/

McWilliams, L., Lenart, P., Lancaster, J. & Zeiner, J. (2012). *National Survey of the Mining Population Part I: Employees*. https://www.cdc.gov/niosh/mining/userfiles/works/pdfs/2012-152.pdf

Office of Energy Efficiency & Renewable Energy. (2020, January 20). *Mining Industry Profile.* https://www.energy.gov/eere/amo/mining-industry-profile

5. **List the proposed curriculum for the specialization (including the requirements for completing the major – <mark>*highlight courses in the specialization*</mark>):**

Occasionally, a course may be developed that is considered a Topics course. These types of courses are designated as X92. A Topics course can include a current topic, advanced topic, and special topic. These provisional type courses are allowed to be created and taught on a limited-time basis or as a foundation for development of a new course. The X92 courses are

allowed to be taught a maximum of three times and will then be pulled from the Department's curriculum or will enter the official curriculum process.

Of the five courses listed in the following chart as New (yes), four have been taught at least once with a X92 prefix. The fifth course will be taught as a new course. All courses entered the curriculum pipeline in spring 2021 for course number assignment and approval:

1. MEM 555 was taught (030 Blended/Hybrid) as MEM 592 in the spring of 2019 with 16 students by Dr. Kelli McCormick. This course will continue to be taught by Dr. McCormick on a Schedule Management, rotational basis. No faculty load implications exist.
2. MEM 635 was taught online (015 Internet Asynchronous) as MEM 692 in the spring of 2021 with 12 students. This course is taught on a Schedule Management, rotational basis and is part of a current Mining Engineering and Management faculty course rotation. No faculty load implications exist.
3. MEM 665 will be taught (030 Blended/Hybrid) for the first time in the fall of 2021 by Dr. Robert Hall, the new Department Chair of Mining Engineering and Management. Dr. Hall's specialty is in Mining equipment. The course will be taught on a Schedule Management, rotational basis. No faculty load implications exist.
4. MEM 675 was taught (030 Blended/Hybrid) as MEM 692 in the fall of 2020 with 4 students by Dr. Kelli McCormick. This course will continue to be taught by Dr. McCormick on a Schedule Management, rotational basis. No faculty load implications exist.
5. MEM 685 was taught (030 Blended/Hybrid) as MEM 692 in the spring of 2020 with 7 students by Dr. Kelli McCormick. This course will continue to be taught by Dr. McCormick on a Schedule Management, rotational basis. No faculty load implications exist.

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
		Choose 11 Courses		Choose an item.
MEM	501	Fundamentals of the Mineral Industry	3	No
MEM	510	Advanced Mineral Economics for Managers	3	No
MEM	520	Advanced Tunneling and Underground Excavation	3	No
MEM	525	Advanced Rock Mechanics	3	No
MEM	530	Resource Industry Mergers and Acquisitions	3	No
MEM	533	Advanced Mine Planning & Design	3	No
MEM	545	Advanced Geostatistics and Grade Estimations	3	No
MEM	550	Rock Slope Engineering	3	No
MEM	555	Geometallurgy	3	Yes
MEM	570	Project Management for Engineers and Scientists	3	No
MEM	576	International Business for Engineers and Scientists	3	No
MEM	610	Topics in Mineral Economics for the Mineral Industry	3	No
MEM	620	Reputation Management for the Mineral Industry	3	No
MEM	625	Managerial Accounting for the Mineral Industry	3	No

AAC Form 2.6 – New Specialization
(Last Revised 01/2021)

MEM	630	Mining Law and Environment for the Mineral Industry	3	No
MEM	635	Value Supply Chain for the Minerals Industry	3	Yes
MEM	640	Advanced Mine Management for the Mineral Industry	3	No
MEM	645	Advanced Finance for the Mineral Industry	3	No
MEM	650	Mine Systems Optimization	3	No
MEM	655	Advanced Human Capital Management for the Mineral Industry	3	No
MEM	660	Mediation and Negotiation for the Mineral Industry	3	No
MEM	665	Equipment Maintenance Reliability and Management	3	Yes
MEM	670	Advanced Mine Ventilation & Environmental Engineering	3	No
MEM	675	Computer Apps in the Minerals Industry	3	Yes
MEM	680	Advanced Explosives and Blasting	3	No
MEM	685	Influence of Ore Deposits in the Mine Cycle	3	Yes
MEM	710	Bulk Materials Handling	3	No
MEM	715	Advanced Mining Geotechnical Engineering	3	No
MEM	720	Feasibility for Mine Design and Economics	3	No
MEM	755	Rock Slope Engineering II	3	No

Total number of hours required for completion of specialization	33
Total number of hours required for completion of major	
Total number of hours required for completion of degree	

1. Entry to this specialization follows SD Mines Graduate School guidelines and is available to those with a BS/BA from an accredited University who have a minimum of three years employment in the Minerals Industry or related industry; or is a SD Mines Accelerated Graduate student; or holds a BS or MS in Mining Engineering.

2. For those students who are not engineering graduates, the curriculum consists of eleven courses that must include MEM 501. If a student has a BS or MS in Mining Engineering, they may exchange MEM 501 for one of the other listed courses.

3. Half of all classes must be taken at a 600 level or higher.

4. A Thesis opportunity does not exist for this MS Specialization.

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

    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., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus etc.) or deliver the entire specialization through distance technology (e.g., as an on-line program)?**

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall 2021**

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

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in* [*AAC Guideline 5.5*](#).	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	015 - Internet Asynchronous Term based instruction primarily delivered on-line by LMS software and offered in a pre-determined period of time (Fall, Spring, Summer) that begins and ends within that period. Curriculum will include quizzes, projects, discussion boards, homework, cases, and other homework. Courses will generally run from a Monday through Sunday time frame. 018 - Resembles 015 but will also include required synchronous activity with the synchronous times scheduled and made known to students prior to the date the course starts. 030 - Blended/Hybrid instruction that will blend online and face-to-face delivery. The course will take place in a regular classroom setting with student attendance. Each class will allow offsite student access through Zoom and will be recorded via Zoom for those students unable to attend. A LMS will also be utilized for grading purposes, uploading assignments, and some testing.	**Fall 2021**

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

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*

| Distance Delivery (online/other distance delivery methods) | Yes | 015 Internet Asynchronous - Term based instruction primarily delivered on-line by LMS software and offered in a pre-determined period of time (Fall, Spring, Summer) that begins and ends within that period. At least 75% of the instruction and interaction occurs via electronic communication or equivalent mechanisms with the faculty and students physically separated from each other.

018 Internet Synchronous – Same requirements as 015 delivery but will also include and include a required synchronous activity with the synchronous times scheduled and made known to students prior to the date the course starts.

030 Blended/Hybrid - Instruction blends online and face-to-face delivery. Course has reduced contact time and some, but less than 75% of the course content is delivered online. | **Fall** | **2021** |

7. **Additional Information:** The Mining Engineering and Management (MEM) Program desires to strengthen specialized areas within their MS Program through stronger and specific guidelines. The MEM Program currently offers a wide spectrum of Minerals Industry coursework that are featured in this Specialization.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 7 – E
DATE: August 3-5, 2021

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SUBJECT
   Intent to Plan: SDSMT PhD in Data Science and Engineering

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

BACKGROUND / DISCUSSION
   South Dakota School of Mines & Technology (SDSMT) requests authorization to develop a proposal to offer a PhD in Data Science and Engineering. The PhD in Data Science and Engineering will be an interdisciplinary degree that would span across many existing and emergent technical fields, including Machine Learning and Artificial Intelligence, Data Mining and Big Data, Data Analytics and Applied Statics, Data Engineering, and Data Visualization. The program would include participation from the departments of Mathematics, Computer Science and Engineering, and Industrial Engineering.

   SDSMT intends to offer the PhD in Data Science and Engineering on campus.

IMPACT AND RECOMMENDATION
   SDSMT does not request new state resources. SDSMT projects up to 22 enrolled students and five graduates by the fifth year of the program.

   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 curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.

(Continued)

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DRAFT MOTION 20210803_7-E:
   I move to authorize SDSMT to develop a program proposal for a PhD in Data Science and Engineering, as presented.

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: SDSMT – PhD in Data Science and 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:	**Ph.D. Data Science and Engineering**
INTENDED DATE OF IMPLEMENTATION:	Fall 2022

☒**Please check this box to confirm that:**
- The individual preparing this request has read AAC Guideline 2.4, which pertains to new intent to plan requests for new programs, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval
To the Board of Regents and the Executive Director: I certify that I have read this 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

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

1. **What is the general nature/purpose of the proposed program? Please include a brief (1-2 sentence) description of the academic field in this program.**
   The purpose of the proposed degree program is to provide Ph.D.-level graduate students with the education and research training needed to be successful in Data Science and Engineering. This program will be an interdisciplinary degree that would span across the many existing and emergent technical fields involving Machine Learning and Artificial Intelligence, Data Mining and Big Data, Data Analytics and Applied Statistics, and Data Engineering and Data Visualization. Because Data Science and Engineering is multidisciplinary in nature (originating in the operations research area, to computational statistics, and now computing and computer science), the program would include participation from the departments of Mathematics, Computer Science and Engineering, and Industrial Engineering on the South Dakota Mines campus. Data Science is a rapidly growing interdisciplinary field that involves researchers from many STEM fields and applications can be found throughout science and engineering.   Our

graduates would be able to participate in five emerging areas of Data Science: 1. Data Analytics 2. Data Engineering, 3. Machine Learning & Artificial Intelligence, 4. Data Visualization, and 5. Operations Research.

The Ph.D. program in Data Science and Engineering would benefit the state of South Dakota in several ways:

- The program would enable South Dakota Mines to compete for more/larger federal research grants spanning the broad fields of data science, data engineering, data visualization, and data analytics.
- The program would enable an increase in research productivity from both junior and senior level faculty in three key departments on the South Dakota Mines campus (two of which only offer a M.S. degree, and one that only offers a B.S. degree).
- The program would make South Dakota Mines more attractive to top-tier faculty within the three aforementioned departments, thus improving faculty recruitment and retention efforts.
- The program would have the potential to lead to both faculty and students improving commercial/economic development through spin-off/start-up research.
- The program would attract industry partners to collaborate on cutting-edge research, leading to increased job opportunities for students, increased job growth within South Dakota, and improvements in economic development across the state.
- The program would increase collaboration between the three aforementioned departments on the South Dakota Mines campus, as well as providing a terminal degree option for the many existing B.S./M.S. offerings at other regental universities in the general areas of computational statistics, data science, computer science, electrical engineering, industrial engineering, and mathematics.

This Ph.D. aligns well with the core mission of South Dakota Mines---to educate the next generation of leaders in Science and Engineering as well as supporting many research programs on campus. Students in this program would be expected to take coursework in multiple disciplines, work on interdisciplinary research, and complete a dissertation on that 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.)?** *Please cite any sources in a footnote.*

The growth of computing, networking, and high-fidelity sensing; the increase in data driven science and engineering; and the growth in data collection in business marketing, sales, agriculture, energy, medicine and the entire Department of Defense are all producing vast amounts of data at unprecedented rates. In most of the aforementioned fields, there is more data available to be processed than can be done by the current labor pool. Moreover, as data collection continues to grow in a multitude of application areas, new theories and algorithms need to be developed in an effort to: a) keep pace with current demand, b) help industries discover new insights from data and c) use these insights to provide data-driven solutions to current industry and governmental problems. For example, in the midst of a global pandemic, many healthcare professionals rely more and more on Data Science and Data Engineering to understand, track/trace, and help mitigate Covid-19 [1].

Current figures suggest that many more data scientists are needed to keep up with and adequately process the volume of information pouring in than are available.   According to the world economic forum *"future of jobs report"* [2], technological advances resulting from Big Data analytics, machine learning, artificial intelligence, and data engineering is transforming the workplace. In fact, in the same report, *"data analysis and science"* made the top of the list of the emerging workforce in 2020 with Artificial Intelligence and Machine Learning coming in at number two [2]. According to Glassdoor in their 50 Best Jobs in America for 2020, Data Scientist comes up as #3 with a median salary of $107,801 with Data Engineer coming in at #6 with a median salary of $102,472 [3].   Moreover, according to the U.S. Bureau of Labor Statistics 20 fastest growing occupations, Statisticians came in at #5 with a growth rate of 35% and Data Scientists and Mathematical Science Occupations ranks #11 with a growth rate of 31%.

A search of indeed.com (10/28/2020) using the key words "Data Science" brought up 14,993 listings on Data Science, Data Engineer and Statistics [4]. Companies/agencies involved in their search for talent in this areas includes NSA, GMAD, Blue Owl, USAA, Johns Hopkins, Twitter, UCSF, Amazon, Booz Allen Hamilton, Apple, CDW, Pinterest, Facebook, General Dynamics IT, IQVIA, Microsoft, SAIC, Capital One, Accenture, Lockheed Martin, AETNA, Guidehouse and many more.   Glassdoor has an equally impressive list of companies looking to hire Data Science and Engineers.

In regard to South Dakota, arguably, two of the largest economic sectors are agriculture and energy. In addition to job opportunities in the global market, companies in our own back yard have seen increases in Data Science and Data Engineering needs. Indeed, Black Hills Corporation has a history of hiring data scientists from South Dakota Mines to help with business analytics, load forecasting, and data driven insights into the future of energy demand [5]. Raven Industries (focused on intelligent/autonomous agriculture) have continuously hired data science and data engineers from South Dakota Mines with expertise in Computer Vision and Machine Learning, both of which will be directly served by graduates of the proposed program [6]. Moreover, Data Science and Engineering does not require the infrastructure (expensive analytical laboratories) that other disciplines require, e.g., mining, manufacturing, agriculture, and healthcare. Similar to software engineering, Data Scientists and Data Engineers can work globally in their field while residing in the state of South Dakota and contributing directly to the South Dakota economy. Similar to building capacity in Software Engineering, as indicated above, there is a huge market potential and opportunity for growth in South Dakota without the drawbacks of expensive investments. Furthermore, existing investments that have been made in South Dakota (e.g., the Sanford Underground Research Facility (SURF), Earth Resources Observation and Science (EROS) center, SD Fusion Center, healthcare, secure banking, intelligent agriculture, underground science, intelligent manufacturing, etc.) all have growing demands for Data Scientists and Data Engineers. In short, Data Science and Data Engineering spans the entire list of research priorities within South Dakota as outlined in the South Dakota 2020 Vision (as illustrated in Table 1) [7].

Table 1:   South Dakota research goals as outlined by the South Dakota 2020 Vision.

Value Added Agriculture and Agribusiness [8]
As discussed above, Raven industries is one of the leading companies paving the way towards intelligent agriculture and agribusiness. The Ph.D. in Data Science and Engineering would provide may different opportunities to aid in these efforts, a subset of specific examples

include: 1) solving complex problems in computer vision, 2) learning mathematical models for autonomous tractor swarms, 3) analyzing/forecasting crop production and demand through data fusion, 4) providing insights into business analytics for the end producers, etc.

Energy and Environment [9]

As discussed, Black Hills Corporation has a history of hiring data scientists with advanced degrees (Ph.D. preferred) for a variety of big data analytics problems. The Ph.D. in Data Science and Engineering would certainly provide the requisite expertise to advance the energy sector within South Dakota through development of 1) statistical models for load-flow forecasting, 2) smart-grid integration and intelligent energy usage, 3) failure modeling of distribution systems, 4) outage detection and prediction, etc.

Materials and Advanced Manufacturing [10]

The future of materials and advanced manufacturing is deeply connected to data science and machine learning. Indeed, the current estimates of data science in manufacturing was valued at over $900 million in 2019 with expected growth to $4.55 billion by 2025 [11]. It is said that the manufacturing industry is "currently going through a 4th industrial revolution where data from machines, environment, and products are being harvested to get closer to that simple goal of Just in Time". The Ph.D. in Data Science and Engineering proposed here would enable graduates to aid in this revolution through 1) predictive maintenance, 2) computer vision, 3) sales, development, logistics, and supply chain forecasting, 4) quality assurance, 5) smart manufacturing, etc. In our own backyard both RPM and Associates [12] (a global leader in 3D printing of metals) and B9 Creations [13] (novel development of 3D printers) are well suited to hire graduates of the proposed program.

Human Health and Nutrition [14]

Human health and nutrition have a history of producing vast amounts of data at an exponential rate. Gaining insight from this data has received significant attention in recent years requiring advanced algorithms ranging from natural language processing to deep convolutional neural networks. In fact, Sanford health is revolutionizing the healthcare industry through advanced data analytics and electronic medical records [15]. The Ph.D. in Data Science and Engineering proposed here would produce graduates that could pave the way toward many different advancements in human health and nutrition such as 1) data driven diets, 2) patient anomaly detection, 3) advanced analytics in pharmaceutical care, 4) computer vision and automated analysis, 4) food science and food manufacturing, etc.

Information Technology/Cybersecurity/Information Assurance [16]

By definition, Information Technology/Cybersecurity/Information Assurance is directly aligned with the Data Science and Engineering Ph.D. vision. As stated above, there are a multitude of opportunities within this particular thrust for graduates of the proposed program (too many to list).

Plant and Animal Bioscience [17]

Plant, animal, and bioscience in general has seen significant increases in using data science for scientific advancement. Indeed, the current NSF Track 1 Infrastructure Development research (collaboration between multiple South Dakota Universities) focused on biofilms, biofuels, and bioscience has a significant need for research in analysis and prediction of bioscience states. Graduates of the proposed Ph.D. would be able to aid researchers in biology, biomedical engineering, and bioscience in general through 1) using machine learning to understand the genome to phenome processes (one of the NSF Big Ideas – "Understanding the Rules of Life" [17], consequently so is "Harnessing the Data Revolution"), 2) automated drug delivery, 3) genome sequencing, 4) generative biological structures for advance pharmaceutics, etc.

Underground Science and Engineering [18]

> Similar to the aforementioned research foci, underground science and engineering is currently producing more data than research teams can analyze. As stated in [16], "over the centuries, chemistry, geoscience, physics, and their various sub-disciplines have generated and exploited among the largest and most complex data sets known to mankind". Similarly, as indicated state by the South Dakota Mines Physics Department head Dr. Schnee, *"...all (or at least nearly all) of the experiments ongoing or to be sited at SURF will benefit from advanced analytical tools for data analysis".* Graduates of the proposed program would enable researchers in underground science and engineering to solve previously unsolved problems, such as 1) data-driven modeling of complex behavior, 2) physics-enabled machine learning for analysis of complex events, 3) event detection and classification, 4) particle modeling and collision forecasts, etc.

> ***Visualization [19]***

> As data science and data engineering continues to grow, being able to interpret, explain, and visualize said data is of continued importance, here data science and data visualization go hand in hand. EROS for example requires data visualization for massive amounts of satellite imagery to aid in analysis and interpretation of global tracking, change, and forecasting of the earth's resources. As the antic goes, "a picture is worth a thousand words", nothing is more true when dealing with large amounts of data and trying to understand trends, patterns, or anomalies in said data. Students enrolled in the Data Science and Engineering Ph.D. proposed here would be trained in more than the development of new data science algorithms but also new visualization techniques to present the results of said algorithms to the scientific community as whole. As such, they will at a minimum investigate problems related to 1) enhancing STEM education through data visualization, 2) data analytics and graphic design, 3) generative art (data generated intelligent art/music/etc. – sometimes referred to as deep fakes [20]), business analytics and exploratory visualization, etc.

It is important to note that many new jobs created for degrees such as this are new enough such that they are not listed on the South Dakota Department of Labor's (SDoL) website or the U.S. Bureau of Labor Statistics (BLS). These types of positions include Machine Learning Engineers, Data Scientists, and Applied AI Specialists mentioned earlier from the Indeed resource.

Footnotes
[1] https://ncbiinsights.ncbi.nlm.nih.gov/2020/03/26/cord-19-a-new-machine-readable-covid-19-literature-dataset/
[2]http://reports.weforum.org/future-of-jobs-2018/?doing_wp_cron=1596291222.6228919029235839843750
[3] https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm
[4] https://www.indeed.com/jobs?q=Data+Science&l=
[5] https://careers.blackhillsenergy.com/search/data-analyst/jobs/in/sd-south-dakota
[6]https://jobs.ravenind.com/search/?createNewAlert=false&q=machine+learning&locationsearch=
[7] https://sdepscor.org/wp-content/uploads/2015/07/2020-Vision.pdf
[8]https://towardsdatascience.com/6-ways-the-agricultural-industry-is-benefiting-from-data-scientists-b778d83f61db
[9] https://activewizards.com/blog/top-10-data-science-use-cases-in-energy-and-utilities/
[10] https://medium.com/@ODSC/data-science-in-manufacturing-an-overview-e6d648bf9c08
[11] "Big Data Analytics in Manufacturing Industry Market — Growth, Trends, and Forecast (2020–2025)," Mordor Intelligence, 2020.
[12] https://www.rpmandassociates.com/laser-deposition-technology

[13] https://www.b9c.com
[14] https://www.siliconrepublic.com/innovation/data-science-analytics-nutrition
[15]https://channels.theinnovationenterprise.com/articles/how-sanford-health-is-revolutionizing-healthcare-through-analytics
[16] https://blog.insightdatascience.com/data-scientist-a-profession-for-quantitative-biologists-b95a6428abd7
[17] https://www.nsf.gov/news/special_reports/big_ideas/
[18]https://indico.cern.ch/event/449964/attachments/1253648/1849677/Bigdata_physicalsciences.pdf
[19] https://towardsdatascience.com/10-viz-every-ds-should-know-4e4118f26fc3
[20] https://aiartists.org/ai-generated-art-tools

3. **How would the proposed program benefit students?**
    The proposed program would provide the post-baccalaureate education leading to a Ph.D. in Data Science and Engineering.   This degree aims at training the top level of data scientists that will have both domain and computational expertise. With the proposed Ph.D. in place, the departments of Computer Science and Engineering, Industrial Engineering, and Mathematics will attract high quality faculty from top-tier universities. With this increased number of research-active faculty, both undergraduate and graduate students will enjoy more class offerings aimed within data science and data engineering. Moreover, with increased external funding, the three aforementioned departments will be able to provide an increased number of research assistantships to qualified graduate students to perform cutting-edge research in a multitude of thrust areas within data science and data engineering. As outlined in Section (2), students working in this field will enjoy many different job opportunities both within the state of South Dakota and globally if they desire. Finally, because the field of data science and engineering revolves around a central computing theme, many graduates of the program will be able to maintain residence within South Dakota while working globally on advanced data projects.

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

BHSU:	*SDCL § 13-59*	*BOR Policy 1:10:4*
DSU:	*SDCL § 13-59*	*BOR Policy 1:10:5*
NSU:	*SDCL § 13-59*	*BOR Policy 1:10:6*
SDSMT:	*SDCL § 13-60*	*BOR Policy 1:10:3*
SDSU:	*SDCL § 13-58*	*BOR Policy 1:10:2*
USD:	*SDCL § 13-57*	*BOR Policy 1:10:1*

    Board of Regents Strategic Plan 2014-2020

    Under SDCL 13-60, the primary purpose of South Dakota Mines is to educate scientists and engineers to address global challenges, innovate to reach our creative potential, and engage in partnerships to transform society. The emerging fields of Data Science and Data Engineering falls directly into this description. Moreover, a Ph.D. in Data Science and Engineering is consistent with the university mission statements in BOR policy 1:10:3 (South Dakota School of Mines & Technology). The university has Ph.D. programs in other disciplines.

    The proposed Ph.D. in Data Science and Engineering is also in alignment with the South Dakota Mines 2019 – 2023 Strategic Plan as outlined in Table 2.

Table 2: South Dakota Mines strategic plan alignment.

Academic & Co-Curricular Excellence	Create and maintain distinctive majors, minors, certificates relevant to electrical and electronics fields that are responsive to **changing industry and societal needs.**
Research & Innovation	Obtain a **Doctoral Research University** Carnegie classification, Identify and pursue both government and non-governmental **research funding opportunities** in both fundamental and applied research, Increase knowledge and skills in proposal preparation and promote a culture of **collaboration and support**, Develop plans to integrate **undergraduate research** in the curriculum, Develop **state-of-the-art facilities** that bolster the research, instructional, and communication needs of the campus community.

As outlined in Table 1, Section 2, the proposed Ph.D. in Data Science and Engineering is directly aligned with the South Dakota Science & Innovation strategy and the South Dakota 2020 Vision that provides a framework for driving research and economic development within the state. Increasing annual research expenditures will advance knowledge, enhance technology transfer to industry, aid in future commercialization efforts (potentially resulting in research start-ups and spin-offs), and catalyze economic development.

The Ph.D. in Data Science and Engineering supports the following system strategic goals (Policy 1:21):

- 2.1. South Dakota's population will be more highly educated;
- 2.2. South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce;
- 2.4. The South Dakota economy will benefit from significant increases in university and associated research-derived commercialization activities;
- 3.1.1.1. Grow the number of undergraduate and graduate degrees awarded.
- 3.2.1.3. Continue to approve new graduate programs
- 3.2.2.3. Encourage student engagement in research and service.
- 3.3.1.1. Increase grant and contract expenditures.
- 3.3.1.2. Increase the number of invention disclosures.
- 3.3.1.3. Increase the number of signed license agreements.
- 3.3.1.4. Increase the number of licenses signed with start-up companies.
- 3.3.1.5. Increase the number of graduates from STEM programs.
- 3.3.2.1. Support the universities' efforts to enhance research and development productivity through grants and contracts in key research sectors, recognizing the mission of each of the Regental universities.

- 3.3.2.2. Expand educational opportunities in the areas of science, technology, engineering, and mathematics.
- 3.3.2.3. Contribute to the state's workforce and economic development.

The South Dakota Mines vision is to develop world-class leaders in science and engineering to benefit society. As stated in Section 2 above, Data Science and Engineering is one of the fastest growing fields **globally** and plays a central role in a multitude of **science and engineering** application domains. New innovative research in these emerging areas will enable our graduate students to reach their **creative potential** and engage in **multidisciplinary partnerships to help transform society**.

This new degree program is consistent with the BOR mission statement as the intent is to train both scientists and engineers in Data Science and Engineering to address significant challenges in industry and research. A Ph.D. in Data Science and Engineering will increase the State's national and international reputation in data science research. This program will make South Dakota Mines Computer Science and Engineering, Mathematics, and Industrial Engineering faculty more competitive in the pursuit of external funding because they will be able to put together research proposals that include doctoral students as well as postdoctoral researchers from collaborative multi-disciplinary teams. The Ph.D. program would also make South Dakota Mines more attractive when recruiting faculty members within these three departments, because leading researchers typically seek positions in departments with a Ph.D. 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?** *A list of existing system programs are available through the university websites and the* [RIS Reporting: Academic Reports Database](#)*. If there are no related programs within the Regental system, enter "None."*

There are no other Ph.D. programs in Data Science and Engineering within South Dakota, however, the closest related program would be the Ph.D. in Computational Science and Statistics with a Data Science specialization from South Dakota State University (SDSU). While similar in nature, the proposed Ph.D. will be significantly different in execution. Namely, the SDSU Ph.D. program is administered from within the department of Mathematics alone and has a much more mathematical/statistical focus than the proposed degree. In particular, the SDSU degree has the following curriculum requirements:

- CSS 890: Graduate Seminar (3 credits)
- CSS 898D: Dissertation Credits (30 required)
- Math 625: Advanced Calculus (3 credits)
- Math 741: Measure and Probability (3 credits)
- Stat 684: Statistical Inference I (3 credits)
- Stat 685: Statistical Inference II (3 credits)
- Stat 686: Regression Analysis I (3 credits)
- Stat 687: Regression Analysis II (3 credits)
- Stat 715: Multivariate Analysis I (3 credits)

- Stat 721: Statistical Computing and Simulation (3 credits)
- Stat 752: Advanced Data Science (3 credits)

As illustrated from the curriculum, the SDSU Ph.D. is primarily focused on advanced mathematics and statistics approaches to data science as opposed to modern computing approaches to data science and data engineering. While some similarities will exists in the proposed curriculum (i.e., graduate seminar, dissertation, and some advanced mathematics courses), as outlined in Section 1, the proposed Ph.D. program will be an interdisciplinary degree that would span across the many existing and emergent technical fields involving Machine Learning and Artificial Intelligence, Data Mining and Big Data, Data Analytics and Applied Statistics, and Data Visualization.

Furthermore, we envision the proposed Ph.D. program to serve as a mechanism for students in the many similar B.S. and M.S. programs across the state to obtain a terminal degree in this fast growing and high-demand field. Namely, students with B.S. degrees in Electrical Engineering, Computer Science, Computer Engineering, Mathematics, and Industrial Engineering, as well as students obtaining the minor in Data Science from SDSU, B.S. in Data Science from SDSU, M.S. in Data Science from SDSU, M.S. in Business Analytics from University of South Dakota (USD), M.S. in Analytics from Dakota State University (DSU), and the recently proposed B.S. in Artificial Intelligence from DSU. Regardless of the B.S. or M.S. degree obtained, or the institution the degree is obtained from, we certainly see ample opportunity for collaboration with other state universities in South Dakota.

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.*
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.

As indicated in Table 3, similar to South Dakota, there are several M.S. degrees offered in Data Science, however, there are no programs in surrounding states offering a Ph.D. in Data Science, Data Science and Engineering, Data Analytics or anything similar in nature.

Table 3: Similar programs from surrounding regions.

	Institution	**Program Title**
Minnesota	None	
North Dakota	None	
Montana	None	
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?**

We anticipate students enrolling in the proposed Ph.D. program would be both new students to the university, students recruited from other programs within South Dakota Mines, and students recruited from other programs within the state of South Dakota (as outlined in Section 5). As discussed in Section 2, the field of Data Science and Data Engineering spans many different fields of science and engineering and has made its way into the social sciences, business, and educational sciences to name but a few. Because of its broad applicability, and the multi-departmental/multi-disciplinary nature of the proposed program, we envision students from all walks of mathematics, statistics, computing, engineering, and science to enroll in the program. In addition, as outlined in Sections 5 & 6, because there is not a Ph.D. in Data Science and Engineering in the region, students who have completed one of the regional Data Science or Statistics programs would be able to complete a Ph.D. in the proposed program.

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.**

We anticipate both retaining current undergraduate and graduate students from within South Dakota Mines, recruiting new students that have obtained the aforementioned B.S. and/or M.S. degrees from other regental universities (as outlined in Section 7), and recruiting new students both nationally and internationally. As outlined in Table 4, we anticipate having six students enrolled the first year of the program, three from internal recruitment and three from external recruitment. Considering student matriculation through the Ph.D. degree requires between 4-5 years, we expect growth of at least 3-4 new students per year each subsequent year of the program resulting in a anticipate steady state of 4-5 graduates per year from the program.

Table 4: Anticipated student enrollment/graduation for the proposed Ph.D. in Data Science and Engineering program.

Estimated Student Numbers	Fiscal Years				
	1st	2nd	3rd	4th	5th
Students from within South Dakota Mines	3	2	2	2	2
Students recruited from outside South Dakota Mines (new to South Dakota Mines)	3	2	2	2	2
Total students in the program	6	10	14	18	22
Credit hour production	108	180	252	324	360
Graduates of the program	0	0	0	2	5

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)?**

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

	Yes/No	*Intended Start Date*
On campus	Yes	Fall 2021

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

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in* [AAC Guideline 5.5]().	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

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 *If checking this box, please provide examples of the external funding identified below.*	Yes	Yes
Ask Board to seek new State resources *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.*	No	No
Ask Board to approve a new or increased student fee	No	No

Potential Funding Agency	**Divisions/Topical Areas**
National Science Foundation	CISE, ENG, NRT, Big Ideas
Department of Defense	ONR, AFOSR, ARO, ARL, NRL
NASA	Space exploration and data analysis
NIOSH	Data analytics and safety

NIJ	Data analytics and criminology
NIH	Data analytics in human health
Department of Homeland Security	Data analytics and criminology
Department of Energy	Data analytics and safety
Department of Interior	Data analytics and visualization

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**.

As outlined in Section 5, the closest program within the State of South Dakota is the Ph.D. in Computational Statistics with a Specialization in Data Science from SDSU. For inclusion of a program/curriculum we envision to be similar in nature to the proposed program, Appendix A details the Ph.D. in Data Science (a National Science Foundation: National Research Traineeship sponsored program) from New York University's (NYU) Center for Data Science. We selected this program because the multidisciplinary nature of the degree is similar to what we envision the proposed degree to entail. For example, similar to NYU's program having specialization areas, we anticipate similar specialization within the proposed program. Namely, Machine Learning and Perception, Science and Applications, Theory, and Data Engineering and Data Visualization. We feel that with the broad participation and faculty expertise within the three named participating departments, as well as broad participation from other departments within South Dakota Mines focused on data science and data engineering, the NYU program serves as a model for us to strive for.

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SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY
Affected Departments Form

</div>

The purpose of this document is to ensure that curriculum changes in one department that alter courses required or commonly taken by other departments get timely notification and the ability to discuss the changes with the originating department if necessary.

This document applies (1) to changes to existing courses and (2) to program-level curriculum changes. New course requests do not typically have an effect on other departments, except through program-level curriculum change.

1. Changes to Existing Courses

Course name:_____Course number:_____

☐ No students from other departments take this course

No further action is needed.

☐ No other departments require this course, but students from other departments take this course

From which departments _____

In general, such a change is relatively minor to the affected department, typically being related to inclusion of the course in a list of course from which some number of courses must be selected.

Please attach documents showing notification and any response from the affected department. If no response has been received within 5 working days during the spring or fall semester this may be treated as agreement with the change.

☐ Other departments require this course

Which departments _____

In general, such a change can be a major alteration to the affected department, and, as such, significant discussion may occur.

Please attach documents showing notification and any response from the affected department. If no response has been received within 5 working days this may be treated as agreement with the change.

NOTE: If more than three (3) departments require this course, notification and discussion through ALC/Department Head meetings should occur, so that noting when the change was discussed at such meetings is sufficient.

2. Program Level Curriculum Changes

Program level changes can affect other departments, for instance with respect to staffing levels, removing a required

course from your curriculum or adding/removing a course in a list of possible electives can affect how many course

sections are needed

Program name: Data Science and Engineering PhD

X   Course changes do not affect any other departments

No further action is needed.

☐ Course changes affect other departments through changes in elective courses

Which departments _____

In general, such a change is relatively minor to the affected department but may still have minor affects.

Please attach documents showing notification and any response from the affected department. If no response has been received within 5 working days during the spring or fall semester this may be treated as agreement with the change.

☐ Course changes affect other departments through changes in required courses

Which departments _____

In general, such a change can be a major alteration to the affected department, and, as such, significant discussion may occur.

Please attach documents showing notification and any response from the affected department. If no response has been received within 5 working days this may be treated as agreement with the change.

NOTE: If more than three departments require this course, notification and discussion should have occurred through ALC/Department Head meetings. As a result, noting when the change was discussed at such meetings is sufficient.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

****

SUBJECT
> Capital University Center Agreement

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

BACKGROUND / DISCUSSION
> The Board of Regents has a long history of engagement with Capital University Center ("CUC") in Pierre. At the Board's May 2017 meeting, it reviewed and discussed a detailed report regarding CUC and the pathway forward. One of the action items identified in that discussion was the need for a new agreement between the Board of Regents and the CUC Foundation Advisory Board.
>
> Various iterations of models and approaches have been discussed between the parties since 2017. The proposed agreement set forth in Attachment I reflects the approach ultimately deemed to be the most prudent by CUC, Board staff and institutional representatives.   In short, the proposed agreement wipes the slate clean and starts fresh, voiding and/or replacing any and all prior agreements and/or understanding between the parties.
>
> The proposed agreement is structured to provide the necessary framework applicable to all offerings at or through CUC by our institutions, while also allowing flexibility at the institutional/CUC level to adjust offerings and tailor delivery to address the specific needs of CUC and its constituents. In that sense, the proposed agreement doesn't commit our institutions to anything, it simply provides the structure under which they can operate at or through CUC, outlining the core responsibilities of CUC and those of the Board and/or it's participating intuitions, with the details of the individual offerings, programming, etc. to be spelling out and attached as exhibits to the master agreement, which would be approved, priced, etc. in accordance with applicable BOR policy. The Board's financial commitment is unchanged, and remains at $84,768 annually, which is tied to an appropriation to the Board for such purposes, and in the event the appropriation ceases, the Board would have the ability to terminate the agreement without penalty.

****

DRAFT MOTION 20210803_7-F:
> I move to authorize the Executive Director to finalize and execute the CUC Agreement in substantially similar form to Attachment I.

IMPACT AND RECOMMENDATION

The attached Agreement provides a flexible framework through which our institutions can provide offering at or through CUC, allowing both CUC and our institutions to adjust and respond to the changing market conditions in timely fashion.

Staff recommends approval.

ATTACHMENTS

Attachment I – Proposed CUC Agreement

Memorandum of Agreement – Capital University Center ("CUC") Operations

This Memorandum of Agreement ("AGREEMENT") is by and between the South Dakota Board of Regents ("SDBOR"), as the Constitutional Governing Board for Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University and the University of South Dakota (collectively "SDBOR Institutions" and individually "SDBOR Institution") and the Capital University Center Foundation, Inc. ("FOUNDATION").

PREMISES

WHEREAS, from 1982 until 2003, SDBOR contracted with Capital University Center, Inc., administered by FOUNDATION, to offer postsecondary education in central South Dakota; and

WHEREAS, SDBOR and FOUNDATION entered into a Memorandum of Agreement for a Merger on October 9, 2003, to merge Capital University Center, Inc. into SDBOR, attached hereto as "Exhibit A" and incorporated herein by this reference as if set forth in full; and

WHEREAS, prior to the Merger, in 1989, The University of South Dakota entered into a Memorandum of Agreement with Capital University Center, Inc. ("CUC") attached hereto as "Exhibit B", on or about August 11, 1989 to "… enhance educational opportunities for residents of central South Dakota…"

WHEREAS, since entering into the Merger, FOUNDATION serves as an independent, non-profit organization in support of CUC's operations and offers non-credit, personal interest or personal development instruction; and

WHEREAS, since the Merger, SDBOR has administered and operated CUC via South Dakota State University, while offering credit-bearing postsecondary education through multiple SDBOR institutions; and

WHEREAS, in August 2009, FOUNDATION and SDBOR entered into a Lease Agreement (Lease) wherein FOUNDATION leased to SDBOR the Wallace R. Halverson Education Center and grounds for the purpose of "post-secondary classroom and administrative facilities and customarily associated activities" for an initial twenty-five (25) year term ending in December 2034, with the option to renew, attached hereto as "Exhibit C" and incorporated herein by this reference as if set forth in full; and

WHEREAS, FOUNDATION, SDBOR, and South Dakota State University entered into a Memorandum of Understanding ("MOU") as a result of SDBOR action on April 1, 2015, with the intent of developing targeted resources and an administrative blueprint to stabilize CUC operations and make it self-sustaining, attached hereto as "Exhibit D" and incorporated herein by this reference as if set forth in full; and

WHEREAS, a report was presented to the SDBOR on May 9, 2017, in which the postsecondary education needs of central South Dakota were analyzed alongside the CUC's current ability to meet those needs and be financially viable, and recommendations were offered to potentially broaden the CUC mission to include student support, brokering of educational services, and facilitating a community approach to postsecondary education; and

WHEREAS, FOUNDATION and SDBOR, in keeping with the May 9, 2017 report, recognize the need to re-clarify their own, respective obligations established in the Merger and all other documents referenced herein regarding CUC operations, in order to position CUC for continued success into the future.

NOW, THEREFORE, in consideration of these premises, the following terms and conditions, and the mutual benefits to be received and valuable consideration, the receipt of which is acknowledged, FOUNDATION and SDBOR enter into the following AGREEMENT:

1.   AGREEMENT

1.1 <u>Supersession</u>. This AGREEMENT supersedes and replaces all of the documents expressly called out above, having the effect of making Exhibits A, B, C and D null and void or otherwise terminated pursuant to and upon the execution of this AGREEMENT.

1.2 <u>Entire Agreement</u>. There are no agreements, representations, or warranties between or among SDBOR and FOUNDATION, other than those set forth in, or authorized by, this AGREEMENT.

1.3 <u>Funding</u>. In consideration of the services and facilities provided by FOUNDATION and the agreements otherwise contained herein, SDBOR is supportive of the outreach efforts afforded by this AGREEMENT and shall be obligated for the annual payment of $84,768 to FOUNDATION, which is to be paid in equal installments on the first day of each quarter, or as otherwise agreed by the parties. The parties acknowledge that a portion of this funding was explicitly authorized for the general purposes contained herein and that the continued appropriation of funding for the purposes set forth herein is critical to the continuance of this AGREEMENT.

2. TERM AND TERMINATION

2.1 <u>Effective Date</u>. This AGREEMENT shall have an Effective Date of _____, 2021, or the day on which the last required signature to this AGREEMENT is obtained, whichever is later.

2.2 <u>Initial Term</u>. This AGREEMENT shall have an Initial Term of ten (10) years, beginning on the Effective Date.

2.3 <u>Subsequent Terms and Auto-Renewal</u>. This AGREEMENT shall automatically renew at the end of the above Initial Term for additional, Subsequent Terms of five (5) years, unless this AGREEMENT has otherwise been terminated in accordance with the terms hereof or in the event notice of non-renewal is given by either party at least 180 days prior to the expiration of the then current term.

2.4 <u>Termination</u>. This AGREEMENT may be terminated at any time upon mutual consent of the parties, or in the event either party notifies the other of its intent to terminate based on a breach of this AGREEMENT and the breach is not cured within ninety (90) days, or as set forth in Section 5.5 below. In the event this AGREEMENT is terminated for any reason, the parties understand and agree that certain teach out or other requirements associated with the cessation of the course or program offerings delivered at CCC by SDBOR Institutions may exist, and the parties will work in good faith to effectuate any necessary transition(s) or adjustment(s) associated therewith.

3. **PERFORMANCE OF FOUNDATION**

3.1 <u>Facilities Maintenance, Repair, Operating Expenses</u>.
   3.1.1   FOUNDATION shall be solely responsible for all Capital University Center (dba Capital City Campus "CCC") facility and grounds maintenance, repair, improvement, and operating efforts and expenses, including utilities.
   3.1.2   FOUNDATION shall be responsible for all maintenance, repair, and the cost of the replacement of furnishings and equipment located on the premises of the CCC, including without limitation, any IT infrastructure necessary in the classroom for remote or hybrid course delivery at or through the CCC. In the event SDBOR maintains title to any furnishings and instructional equipment at CCC pursuant to Article 3, Section 2 of the Lease, that has not been previously removed or disposed of and is currently in place at the time this AGREEMENT is executed, title to the same shall revert back to Foundation.

3.2 <u>Administrative Staffing, Employees</u>.
   3.2.1   FOUNDATION shall be responsible for hiring, compensating, and benefiting CCC's administrative and support staff, including any Director of the CUC, or equivalent functionary.
   3.2.2   FOUNDATION agrees to the ceasing of operations of the CCC Bookstore and shall refer students for book purchases to the campus offering the course.
   3.2.3   FOUNDATION agrees to develop in conjunction with SDBOR and SDBOR Institutions, policies regarding weather emergencies, building access and card services, room usage, snow removal and custodian services, food in the building at various locations including common areas and classrooms, etc.

3.3 <u>Test Proctoring Services</u>. FOUNDATION shall offer test proctoring services to SDBOR Institutions at CCC.

3.4 <u>Promotional Services</u>. FOUNDATION shall market and promote the course and/or programmatic offerings authorized at or through CCC pursuant to this AGREEMENT in a manner consistent with the authorizations and restrictions set forth herein.

4   PERFORMANCE OF SDBOR

4.1 <u>Offering Educational Coursework</u>.

    4.1.1   SDBOR Institutions shall continue to offer general education courses at or through CCC dependent upon demand. Program offerings may be added or removed as appropriate based on the request of Foundation or SDBOR Institutions, in accordance with applicable BOR Policy ("Authorized Offerings").

    4.1.1.1 The parameters and specifics pertaining to any Authorized Offerings provided by SBOR Institutions at or through CCC shall be described, agreed to and set forth in separate delivery engagements, attached hereto as Exhibits E through Z, as applicable ("Delivery Engagements").

    4.1.1.2 The Delivery Engagements shall be authorized pursuant to and are subject to the terms and conditions of this AGREEMENT.

    4.1.1.3 SDBOR shall establish the tuition rates for Authorized Offerings at or through CCC, which shall be reflected in the applicable Delivery Engagement.

    4.1.1.4 The funding provided by SDBOR to Foundation hereunder shall serve as the sole remuneration for the provision of Authorized Offerings by SDBOR Institutions at or through CCC. Except where expressly agreed to in a Delivery Engagement, as applicable, and approved by SDBOR, no SDBOR Institution shall be charged or expected to pay any additional fee or other compensation to FOUNDATION for the provision of Authorized Offerings at or through CCC.

    4.1.1.5 The FOUNDATION will provide faculty and administrative office space, as well as all classroom, laboratories, and classroom computer equipment necessary to deliver Authorized Offerings at or through CCC at no additional cost to SDBOR Institutions.

4.2 <u>Student Support Services</u>.

    4.2.1.1 The CCC will have onsite support staff to provide basic student support responses to general student inquiries and various other immediate onsite and facility related requests. All other student support services will be provided by the SDBOR Institution and program in which the student is enrolled.

    4.2.1.2 SDBOR Institutions will be responsible for providing access to counseling services for their students at the CCC, which may be achieved through telehealth counseling or other remote services available through SDBOR

Institutions. Students will be expected to adhere to the Student Code of Conduct for the institution in which they are enrolled. Suspected violations will be reported to the home institution for further investigation, including enforcement and potential sanctions.

4.2.1.3 Information technology accounts and services will be provided by the students' home SDBOR Institution. All students will have access to wireless internet services and standard classroom technology supported by the CCC. The CCC will provide wireless connectivity assistance and event and classroom support. The CCC will control and manage the hardware and software available onsite, unless alternative arrangements are made and agreed to in writing by the CCC and the requesting SDBOR Institution. The students' SDBOR Institution will also provide technology support resources related to access to a 24x7 remote Help Desk, laptop checkout, and other personal computer support where applicable.

4.3 Faculty.

4.3.1 SDBOR Institutions shall hire qualified faculty as defined by the Higher Learning Commission's Guidelines.

4.3.2 SDBOR Institution faculty teaching general education coursework and coursework as part of Authorized Offerings at CCC will fall under one of these categories: Full-time instructors employed by the SDBOR Institution, or Part-Time/Temporary instructors hired directly by the SD BOR Institution.

4.3.3 SDBOR Institution faculty will be administered, compensated, and evaluated with established SDBOR and SDBOR Institution policies.

4.3.4 CCC will provide and support wireless internet services and standard classroom technology for SDBOR Institution faculty. The CCC will control and manage the hardware and software available onsite, unless alternative arrangements are made and agreed to in writing by the CCC and the requesting SDBOR Institution.

4.3.5 Information technology accounts and services will be provided by the faculties' SDBOR Institution. The faculties' SDBOR Institution will also provide technology support resources through access to a 24x7 remote Help Desk and other personal computer support where applicable.

5 GENERAL PROVISIONS

5.1 Compliance.

5.1.1   SDBOR and FOUNDATION agree to be bound by applicable federal and state rules governing Equal Employment Opportunity and Non-Discrimination, and to similar SDBOR and SDBOR Institution policy requirements.

5.1.2   FOUNDATION shall be bound by all applicable federal, state, and local laws, rules, and regulations, as well as SDBOR policies, in the performance of its obligations hereunder.

5.1.3   FERPA. FOUNDATION, its agents, and its contractors shall also maintain the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) ("FERPA"). Confidential student records and information ("Student Information") includes hard copy, and any other format or medium, student education record information and personally identifiable information contained therein as defined by FERPA. FOUNDATION agrees to abide by the limitations on re-disclosure of personally identifiable information from education records set forth by FERPA and with the terms set forth herein. 34 CFR 99.33(a)(2) states that the officers, employees and agents of a party that receives Student Information may use the information only for the purpose(s) for which the disclosure was made. FOUNDATION shall not use or disclose Student Information received from or on behalf of SDBOR/SDBOR Institutions (or its students) except as permitted or required by this AGREEMENT, as required by law, or as otherwise authorized in writing by SDBOR/SDBOR Institutions. FOUNDATION agrees not to use Student Information for any purpose other than the purpose for which the disclosure was made. Upon termination, cancellation, expiration or conclusion of this AGREEMENT, FOUNDATION shall return all Student Information to the SDBOR home institution(s) of each student, or, if return is not feasible, destroy all Student Information. FOUNDATION shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted Student Information received from, or on behalf of SDBOR/SDBOR Institutions or its students. These measures will be extended by agreement to all subcontractors used by FOUNDATION. FOUNDATION shall report to SDBOR/SDBOR Institutions any use or disclosure of Student Information not authorized by this AGREEMENT or in writing by SDBOR/SDBOR Institutions.

5.2   License. SDBOR hereby grants a general, non-exclusive, royalty free license to Foundation to use name(s) and associated logo(s) and trademark(s) of SDBOR and SDBOR Institutions ("SDBOR Marks") in all activities conducted in association with or in furtherance of carrying out this AGREEMENT. Use of the SDBOR Marks must be in a manner that clearly identifies the parties as separate entities, and Foundation may not use the SDBOR Marks to imply approval or action of SDBOR or an SDBOR Institution. This license does not extend to any other names or marks held by SDBOR or SDBOR

Institutions, and prior written approval must be obtained before using any other names or marks of SDBOR or SDBOR Institutions.

5.2 <u>Governing Law</u>. The laws of the state of South Dakota shall govern the validity, performance and enforcement of this AGREEMENT.

5.3 <u>Unenforceability</u>. The unenforceability of any provision contained in this AGREEMENT shall not affect or impair the validity of any other provision of this AGREEMENT, and should any provision of this AGREEMENT be declared by a court of proper jurisdiction to be illegal or unenforceable, the remaining terms shall be construed and enforced as if the AGREEMENT did not contain the provision.

5.4 <u>Relationship of Parties</u>. Nothing contained herein shall be deemed or construed by anyone as creating the relationship of principal and agent or of partnership or of joint venture between SDBOR or an SDBOR Institution and FOUNDATION. SDBOR and FOUNDATION agree that their respective employees and agents are not agents or employees of the other party.

5.5 <u>Funding Out</u>. SDBOR and FOUNDATION acknowledge that, even despite best efforts put forth by SDBOR, legislative action, including the failure of the Legislature to appropriate funds, may require curtailment or termination of some or all of SDBOR programming and support, which in turn may impact the availability of the provision of services and support by SDBOR and/or SDBOR Institutions as anticipated under this AGREEMENT. SDBOR and FOUNDATION acknowledge further that they are obligated to respond to such legislative action and may determine that it is necessary in the public interest to curtail this AGREEMENT based on these considerations, and that accordingly, termination of this AGREEMENT in response to a failure of appropriations shall not be deemed a breach of this AGREEMENT.

5.6 <u>Waiver</u>. If SDBOR or FOUNDATION waives a breach of one of this AGREEMENT's provisions by the other party, that waiver shall not operate or be construed as a waiver of any other of this AGREEMENT's provisions or as a waiver of a subsequent similar breach.

5.7 <u>Force Majeure</u>. Whenever a period of time is herein provided for SDBOR or FOUNDATION to do or perform any act or thing, that party shall not be liable or responsible for any delays, and applicable periods for performance shall be extended accordingly, due to strikes, lockouts, riots, acts of God, pandemic disease, shortages of labor or materials, national emergency, acts of a public enemy, governmental restrictions, laws or regulations, or any other cause or causes, whether similar or dissimilar to those enumerated, beyond its reasonable control.

5.8 <u>Amendment</u>. This AGREEMENT may not be amended or revised without the written consent of SDBOR and FOUNDATION.

5.9 Assignment. This AGREEMENT may not be assigned by SDBOR or FOUNDATION without the written consent of the other.

5.10 Notice. Whenever under this lease provision is made for notice of any kind, such notice shall be in writing and shall be deemed sufficient if actually delivered to the SDBOR Office or FOUNDATION Office, or if sent by registered or certified mail, return receipt requested, postage prepaid, to the SDBOR or FOUNDATION Office at the below addresses.

IN WITNESS WHEREOF, the parties, by the signatures below, signify agreement to all of the terms and conditions described above, their complete reading and understanding of the same, and their signatories' authorization to act on their behalf to so lawfully bind their respective institutions to these terms and conditions.

FOUNDATION	SDBOR
Capital University Center Foundation	**S.D. Board of Regents**
925 E. Sioux Avenue	**306 E. Capitol Ave., Ste. 200**
Pierre, SD 57501	**Pierre, SD 57501**

By: _____   By: _____
       (signature)   (date)   (signature)   (date)
                                                Brian Maher
Name: _____   Executive Director & CEO, S.D. Board of
       (print or type)   Regents

Title: _____
       (print or type)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

****

SUBJECT
> **Student-Athlete Commercial Use of Name, Image and Likeness (New Policy)**

CONTROLLING STATUTE, RULE, OR POLICY
> N/A

BACKGROUND / DISCUSSION
> In response to a recent US Supreme Court decision ([NCAA v. Alston](#)), on June 30th, the NCAA adopted an interim name, image and likeness ("NIL") policy. In short, the policy provides the following guidance to college athletes, recruits, their families, and member schools:

> - Individuals can engage in NIL activities that are consistent with the law of the state where the school is located. Colleges and universities may be a resource for state law questions.
> - College athletes who attend a school in a state without an NIL law can engage in this type of activity without violating NCAA rules related to name, image and likeness.
> - Individuals can use a professional services provider for NIL activities.
> - Student-athletes should report NIL activities consistent with state law or school and conference requirements to their school.

> While South Dakota has a few related laws with respect to agents, South Dakota does not have any state law specific to NIL. While the landscape in this area will certainly evolve in the months to come, the proposed policy set forth in Attachment I provides a basic framework under which our institutions and their student-athletes can operate in the interim. It is anticipated that institutions may, but wouldn't have to, create campus specific policies to provide additional detail, parameters, process, etc. consistent with the Board's general policy.

(Continued)

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DRAFT MOTION 20210803_7-G:
> I move to approve the first and final reading of the new policy as presented in Attachment I.

IMPACT AND RECOMMENDATION

Implementation of the policy set forth in Attachment I would provide the Institutions and their student-athletes with the guidance and framework necessary to engage in NIL activities in a responsible and reasoned manner.

Staff recommends approval.

ATTACHMENTS

Attachment I – Student-Athlete Commercial Use of Name, Image and Likeness Policy (New Policy)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Student-Athlete Commercial use of Name, Image and Likeness

NUMBER: X:X

A. PURPOSE

To establish the principles and policies of the SD Board of Regents (the Board) on Student-Athlete commercial use of name, image, and likeness subject to the requirements of state and federal law, Board policy, and applicable conference provisions.

B. DEFINITIONS

1. **Institution(s):** Institution: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, and the University of South Dakota.

2. **Name, Image and Likeness (NIL):** Right of publicity is a personality's property interest in their name, voice, signature, photograph, image, likeness, distinctive appearance, gesture, or mannerism involving commercial situations where permission is required of a person to use their name, image, and likeness.

3. **Student-Athlete(s):** is defined by the conference applicable to the Institution as applied through Institutional policies. For purposes of the Uniform Athlete Agents Act, a Student-Athlete includes an individual who engages in, is eligible to engage in, or may be eligible in the future to engage in, any intercollegiate sport. If an individual is permanently ineligible to participate in a particular intercollegiate sport, the individual is not a student-athlete for purposes of that sport.

C. POLICY

1. **Name, Image and Likeness Rules**

   1.1. The Board and Institutions, employees, affiliates, and Student-Athletes, shall abide by all applicable NIL state and federal laws and regulations, Board policies, rules and regulations promulgated by the appropriate national and regional subdivisions or conferences of which the Institution is a member.

   1.2. Institutions may adopt institutional policies and procedures in conformity with these governing provisions, including but not limited to the process by which Student-Athletes report NIL activities, assessment of NIL activities, and the process for monitoring the same.

   1.3. Each Institution's Athletic Department shall adopt athletic program participation enforcement guidelines regarding NIL violations.

1.4. The Board and its Institutions recognize that Student-Athletes are entitled to commercial use of their NIL in conformity with these governing provisions. Subject to other applicable governing laws, policies, and procedures, Student-Athletes may externally promote their own business; promote a corporate entity (e.g., brand ambassador, social media influencer); establish their own professional-sports-service such as a camp or clinic; make appearances and receive compensation; sign autographs and receive compensation; and similar activity that does not infringe upon the Board or Institutional property rights or obligations.

   1.4.1. Student-Athletes must comply with the governing provisions and refrain from accepting compensation in exchange for athletic performance, participation, or inducement for enrollment.

   1.4.2. Student-Athletes may have representation by an agent for NIL purposes, but they must be registered with the State of South Dakota and follow all reporting requirements.

   1.4.3. Institutional staff members shall not be involved in arranging or providing compensation in violation of conflict-of-interest policies, pay-for-play, achievement, compensation for work not performed, or impermissible inducements.

   1.4.4. Institutions will prohibit Student-Athletes from opportunities that violate existing institutional sponsorship agreements, are unlawful, or are not in conformity with applicable governing provisions.

   1.4.5. Employees, affiliates, and boosters are prohibited from creating or facilitating compensation opportunities as a recruiting inducement, extra benefit to remain enrolled at an Institution, for play or achievement, or for work not performed.

   1.4.6. Express written permission of the Institution, as set forth in the Institutional policies, is required to use the Board's or an Institution's intellectual property, including but not limited to, Institution's name, jersey, uniform, marks and logos.

   1.4.7. Student-athletes may not promote any third-party or third-party branding during official Institutional events and activities without the Institution's express written consent.

1.5. Student-Athletes may consent in writing to the use of their NIL by Institutions in conformity with applicable provisions.

1.6. Institutions may support education and educational experiences in areas such as financial aid, debt management, budget information, time management, and related information.

1.7. Allegations of Student Conduct Code violations or grievances of misapplication or misinterpretation of policies will be handled in accordance with applicable grievance policies.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2021.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
   SDBOR FY23 Budget Recommendations

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 4-7-7 – Annual Budget Estimates Submitted by Budget Unit

BACKGROUND / DISCUSSION
   The Board deliberated the FY23 budget request during their August retreat. The narrative and budget detail for all of the priorities can be found in Attachment I. The Board agreed to move forward with the following budget priorities:

   - Ongoing General Fund request - $1,341,000
   - One-Time General Fund requests - $37,395,073
   - Capital Project requests - $42,750,000
   - Total budget request - $81,486,073

IMPACT AND RECOMMENDATIONS
   A summary of the recommendation for FY23 General Fund requests is shown as Attachment II.

   The resulting increase in base funding is $1,341,000, or 0.57% over the FY22 General Fund base.

ATTACHMENTS
   Attachment I – FY23 Budget Priorities
   Attachment II – FY23 Budget Summary

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MOTION 20210805_8-A:
   I move to approve the FY23 Budget Request to include the priorities identified in Attachment II, to direct the staff to prepare and submit the FY23 Budget Request detail and justification to the Bureau of Finance and Management, and to refine any budget request figures and narratives as necessary. Any needs for federal and other expenditure authority, full-time equivalent (FTE), South Dakota Opportunity Scholarship, post-secondary scholarship, lease payments, salary policy, and utility adjustment requests should be included.

SD BOARD OF REGENTS

FY23 BUDGET REQUESTS

TABLE OF CONTENTS

FY23 BUDGET REQUEST SUMMARY
GENERAL FUNDS PORTION OF REQUESTS ONLY

FY23 Base Budget Requests

Priority	Campus	FTE	Amount
1	USD – Law Enforcement Training	0.0	$400,000
2	NSU – E-Learning Course Expansion	0.0	$491,000
3	SDSU Extension – Small Meat Processor Training	0.0	$150,000
4	USD – Coyote Small Business Consulting	0.0	$300,000
	SDSD – Harrisburg Contract Reduction	0.0	($150,000)
	BOR Office – Critical Deferred Maintenance	0.0	($6,929)
	TOTAL FY23 Base Budget Requests	**0.0**	**$1,184,071**
	FY22 Base Funding	5,140.4	$235,934,255
	FY23 Base Funding Requests	5,140.4	$237,118,326
	Percent Base Change	**0.00%**	**0.50%**

FY23 One-Time Funding Requests

Priority	Campus	FTE	Amount
1	BHSU – EAFB Contract	0.0	$209,080
2	System – Pay-Off Debt at CCSF	0.0	$14,000,000
3	System – Pay-Off GAF Funded Debt	0.0	$20,000,000
4	DSU/SDSU Extension – Cyber Ag Program	0.0	$1,250,000
5	SDSU – High Performance Computing	0.0	$1,935,993
	TOTAL FY23 One-Time Funding Requests	**0.0**	**$37,395,073**

FY23 BUDGET REQUEST SUMMARY
GENERAL FUNDS PORTION OF REQUESTS ONLY

FY23 Capital Project Requests

Priority	Campus	FTE	Amount
1	BHSU – West River Nursing Reno/Expansion	0.0	$8,000,000
2	NSU – Lincoln Hall Renovation/Expansion	0.0	$29,500,000
3	SDSMT – Ascent Innovation Building Purchase	0.0	$5,250,000
	TOTAL FY23 Capital Project Requests	**0.0**	**$42,750,000**

FY23 Base Budget Requests

Salary Competitiveness

Salary competitiveness continues to be a priority for the Board of Regents (BOR) and its institutions to ensure they are able to recruit and retain qualified employees.

The unknowns around COVID-19 in the spring of 2020 resulted in negative impacts on BOR salaries. In light of the pandemic, the Board did not increase tuition and fees for academic year 2020-2021, yet the State of South Dakota moved forward with a 2% salary policy for employees in FY21. Due to the lack of a tuition increase, the campuses were unable to give a 2.0% salary increase to all employees. To address this challenge, salaries for all employees at the assistant vice president or assistant dean level and above received no pay increases, CSA employees were provided the 2% increase, and the remainder of the General Funds available were provided to other non-faculty exempt employees ranging from 0.49% at BHSU to 1.20% at USD/Med/Law.

The pandemic has also been a driving factor in the availability of remote work, resulting in a highly competitive, and much broader market for top performing faculty and staff. In addition, the high rates of unemployment have driven employers to raise hourly rates and provide attractive incentives in order to recruit employees. Target increased its minimum wage to $15 an hour in July and gave front-line workers bonuses while Walmart increased pay for 165,000 of its workers.

A new trend emerged post-pandemic with people rethinking priorities and making career moves. The Pulse of the American Worker Survey conducted by Prudential in March 2021 shows that 1 in 5 workers changed their line of work entirely over the past year, with the top reasons being work-life balance and better compensation. Additionally, a quarter of workers say they plan to look for a job with a different employer once the threat of the pandemic has decreased. An Achievers Workforce Institute report supported the need for additional employee compensation with 35% of surveyed employees saying they would leave their current jobs for better compensation and benefits.

Salary Competitiveness (cont'd)

A tight labor market, coupled with rising inflation, will continue to highlight the necessity for competitive compensation and benefits packages. The Board of Regents strongly supports additional salary policy adjustments beyond the standard for all State of South Dakota employees, especially in a year when strong ongoing revenue growth may make progress possible.

Continued Funding
Maintenance & Repair

The Board of Regents (BOR) continues to support the state's target to fund Maintenance & Repair (M&R) equal to 2.00% of the total replacement value of our academic buildings (as well as other state buildings). During the 2021 Legislative session, an additional $3,654,196 was appropriated to the BOR general fund (M&R) fund. This will put the system at 1.66% of FY23 replacement values. The Regents strongly support the 2.00% M&R goal, especially in a year when strong revenue growth may allow significant progress toward that goal.

The estimated FY23 projected M&R % is as follows:

FY23 Projected M&R %	
M&R/Critical Deferred Maintenance Fee	$3.36
Projected Credit Hours	422,119
Projected Fee Revenue	$1,418,320
Projected HEFF Revenue	$15,000,000
General Fund M&R Revenue	$14,861,081
TOTAL M&R Funding	$31,279,401
Replacement Value	$1,886,824,694
% of Replacement Invested in M&R	1.66%
Additional Funding Needed for 2.00%	$6,457,093

Additional General Funds of $6,457,093 would bring the M&R funding to the 2.00% of replacement value that the state strives for.

Law Enforcement Training
$400,000 Base General Funds

USD is proposing a new program to encourage law enforcement careers for criminal justice students by streamlining law enforcement training with their classroom education.

The Armstrong-McCandless Program, named for two Rapid City police officers killed in the line of duty in 2011, would create a classroom-to-agency pipeline by allowing USD undergraduates to complete South Dakota's law enforcement training concurrently with their classroom education. Annually, the Criminal Justice Studies Program has 30-35 graduates, many of whom are interested in law enforcement. Currently, undergraduates interested in a career in policing must receive costly training (between $5,000 and $7,000) in addition to the traditional liberal arts program of study. Through this new initiative, criminal justice studies students would complete South Dakota's law enforcement training in the summer after their junior or senior year. The training received, coupled with the completed criminal justice degree at USD, would satisfy the educational component for certification.

This proposal seeks permanent base funding of $400,000 to:

• Support ongoing program costs
• Build a long-term partnership with USD and SD police organizations
• Create the opportunity for Criminal Justice graduates to complete law enforcement training required for certification
• Savings benefits extend to state and local agencies
• Enhances pipeline for well-trained officers

A summary of the fund utilization is found on the following page.

Law Enforcement Training
$400,000 Base General Funds

UNIVERSITY OF
SOUTH DAKOTA

FY23 Funding Request – Base Funding

Description	Amount
2 Full-Time Faculty Salary and Benefits	$200,000
Adjuncts Instructors Salary and Benefits (10 courses per year in specialized policing skills)	$45,500
Student Practicum Stipends ($2,000 per student)	$50,000
Staff Support	$16,000
Travel (speaker series, site visits, program coordinator travel)	$9,400
Contractual Services (firearms and EVOC training, background checks, physicals)	$30,400
Supplies (training manuals, recruitment material, cadet attire)	$7,200
Capital Assets (2 vehicles for patrol procedures, radar detectors)	$41,500
TOTAL	$400,000

NSU Center for Statewide E-Learning
$491,000 Base General Funds

Since 2001, the NSU Center for Statewide E-Learning has fulfilled its legislative mandate with an open promise to help schools meet instructional challenges. NSU E-Learning serves as a safety net for schools struggling to fill open teaching positions, offering continuity of instruction and opening a pathway for schools to connect students with high-quality instructors.

Despite increasing staff to the current level of 24 FTE teachers, NSU E-Learning is unable to meet all instructional needs. As of June 1, NSU E-Learning English, Spanish, and business courses for 2021-22 were already closed because they are at capacity and science courses were very near capacity.

FY23 Funding Request – Base Funding

Description	Amount
Science Faculty	$77,000
Spanish Faculty	$77,000
English Faculty	$77,000
Business Faculty	$77,000
Social Science Faculty	$44,500
High School Administrative Position	$71,500
Travel	$48,000
Contractual Services	$19,000
TOTAL	$491,000

SDSU Extension
Training for Small Meat Processors
$150,000 Base General Funds

SOUTH DAKOTA
STATE UNIVERSITY

Numerous delays in the food supply chain were experienced during the COVID-19 pandemic. The small meat processing industry in South Dakota experienced a sudden expansion of demand when large meat packers were shut down during the early days of the pandemic.

In order to respond to the initial disruption and provide a solution to the situation, SDSU Extension repurposed a field specialist position to provide leadership to the development of training components in support of small meat processors in South Dakota. With this proposal, SDSU Extension provides a longer-term solution to supporting and enhancing the industry, while establishing workforce development strategies that prevents a crisis response from happening again.

This proposal creates a virtual training program for small meat processor employees and managers. The training will utilize technology tools that allow the employees to minimize their time away from the job to take the training, thus minimizing the potential of the business being closed while the employee(s) are taking the training. Funding is requested to provide ongoing training and for the development of said training, curriculum, tools, application development, and hardware.

Training hardware and software would be placed into kits that are checked out to specific plants that have registered for the training. These kits would be used for the duration of the training and then returned. Body cameras worn by employees and the instructor would allow both participants and instructors to see what each other is doing during the virtual hands-on learning components of the curriculum. This approach allows for personalization of training based on the existing work environment present for each small meat processing operation.

FY23 Funding Request – Base Funding

Description	Amount
Curriculum, training, and tools/app development/ maintenance	$115,000
Supplies and hardware/camera equipment (e.g. Go-Pros)	$35,000
TOTAL	$150,000

Coyote Business Consulting
$300,000 Base General Funds

UNIVERSITY OF
SOUTH DAKOTA

USD proposes ongoing funding to support USD Beacom School of Business' new venture, Coyote Business Consulting.

The economic impact of the COVID-19 pandemic left businesses in uncharted territories, many times struggling with the financial impact and outlook. To respond to this challenge, USD launched Coyote Business Consulting, with the specific goal of contributing to the economic development and sustainability of small business in the state of South Dakota.

The program enabled student teams, with the guidance of faculty advisors, to help analyze businesses, focusing on critical issues within the organization, creating solutions to maintain viability and enhance competitiveness.

Started as a pilot program in 2020, 138 small businesses throughout South Dakota requested access to the resources within Coyote Business Consulting, with 56 receiving critical business analytics and solutions.

To date, requests for services have far exceeded USD's capacity. $300,000 in ongoing funding will support the program, while supporting South Dakota's small business sector.

A request for ARPA funds in the amount of a $1,680,000 endowment at the South Dakota Community Development Foundation is also being requested for this project.

FY23 Funding Request – Base Funding

Description	Amount
Student Stipends (45 projects * $1,500 per student * 2 students per team)	$135,000
Faculty Advisor Stipends and Benefits (45 projects * $1,500 per project) * 14% benefits	$76,950
Project Manager Salary and Benefits	$78,050
Travel and Presentation Expenses	$10,000
TOTAL	$300,000

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Harrisburg Contract Reduction
($150,000) Base General Funds

**South Dakota
School for the Deaf**

SDSD is requesting a decrease of $150,000 in contractual services operating budget. The excess is from the dissolution of the contract between SDSD and the Harrisburg School District for the Bilingual Program.

The original contract was for $300,000 and in the last year of the contract, due to lack of enrollment, only $100,000 was paid out. Since then, there have been ongoing discussions of a tuition assistance program for Outreach Consultants to receive their Deaf Ed degree at an out-of-state institution.

Initial numbers show, that even during full implementation, only about half (or $150,000) of the original $300,000 would be needed. Due to the change in administration, those discussions stopped for a time, but are now starting up again.

FY23 Funding Request – Base Funding

Description	Amount
Harrisburg Contract Reduction	($150,000)
TOTAL	($150,000)

Critical Deferred Maintenance
Lease Payment Adjustment
($6,929) Base General Funds

The 2007 Legislature (HB1101) authorized the South Dakota Building Authority (SDBA) to provide $8.6M in revenue bonds for critical maintenance and repair of certain academic buildings. The legislature appropriated general funds to the Board of Regents to pay the annual lease payment, which is repaid by the M&R fee revenue dollars. Securing a general fund appropriation provided the Board of Regents the full faith and credit of the state, thus securing a very favorable bond rating.

According to the current lease payment schedule, the FY23 critical deferred maintenance lease payment is $630,965, a decrease of $6,929. The table below provides the payment adjustments for the life of the bonds and the necessary adjustments in funding.

Critical Deferred Maintenance

FY	General Funds	Differential
FY22	$637,894	
FY23	$630,965	($6,929)
FY24	$628,427	($2,538)
FY25	$624,975	($3,452)
FY26	$620,609	($4,366)
FY27	$615,330	($5,279)

FY23 One-Time Funding Requests

BLACK HILLS
STATE UNIVERSITY

Ellsworth Air Force Base Contract
$209,080 One-Time General Funds

Ellsworth Air Force Base (EAFB) invited BHSU, along with seven other universities, to respond to a Request for Proposal to offer on-installation education at EAFB beginning in the Fall of 2021. The target audience is active military, active military spouses and children, and civil employees at Ellsworth.

A certificate program would be offered in Project Management, in addition to BS Degrees in:

- Criminal Justice
- Psychology
- Business Administration
- Human Resources Management
- Healthcare Administration
- Computer Science (with SD Mines)

Graduate Degrees would be offered in:

- Strategic Leadership
- Masters in Business Administration
- Computer Science (with SD Mines)

There is a significant enrollment opportunity among the target audience with over 1,800 approved educational plans at EAFB that would generate potential annual revenue in excess of $260,000.

The EAFB contract was awarded to BHSU for Fall of 2021, and the campus will need to invest in start-up funds prior to the program becoming fully self-sustaining.

A summary of start-up costs is as follows:

Ellsworth Air Force Base Contract (cont'd)
$209,080 One-Time General Funds

BLACK HILLS
STATE UNIVERSITY

One-Time FY23 Funding Request

Description	Amount
Psychology Assistant Professor	$80,022
Business Assistant Professor	$96,122
Testing Center Staff	$27,936
Firewall	$2,600
Network Switch	$1,600
Wireless AP	$500
VoIP Phone	$300
TOTAL	**$209,080**

Community College of Sioux Falls Debt Retirement $14,000,000 One-Time General Funds

The Community College of Sioux Falls (CCSF) has undergone a series of reviews/rebranding since it was conceptualized in the 2006/2007 timeframe. The Classroom Building and Graduate Education and Applied Research Center (GEAR) were approved by the Board in August 2006. The funding for the Classroom Building was - $8.0M in General Funds and $7.7M in HEFF funds - for a total project cost of $15.7M.

The GEAR building was funded by $4.28M in Federal Funds and $2.0M in HEFF funds – for a total project cost of $6.28M. The GEAR center provides laboratory space for researchers, including university research, private research, or public/private research partnerships. At the outset, the GEAR center represented the Board's first research facility built on land owned by the Board in Sioux Falls.

The Science/Technology building was funded in 2010 with $8.97M of HEFF dollars.

When CCSF was originally developed as the University Center, the intention was to grow enrollments for non-traditional students looking for a way to obtain a college education while still living and working in Sioux Falls. The anticipated need for face-to-face courses never surfaced as anticipated; rather enrollment dwindled from a high of 1,251 FTE in fall 2010 to 477 FTE in fall 2020 – a decline of 62% over ten years.

This drastic reduction in revenues makes the financial viability of CCSF unmanageable under the current model. Net Revenues for CCSF have continually declined – with a projected loss of over $700,000 for FY21, excluding any payments towards outstanding bonds.

As of August 2021, the South Dakota Board of Regents owed principle of $14,220,341 on bonds at the Community College of Sioux Falls (CCSF).

Community College of Sioux Falls Debt Retirement (cont'd)
$14,000,000 One-Time General Funds

Bond	Facility Bonded	Original Principle	Principle Outstanding
Series 2006A	Gear Building	$2,000,000	$815,000
Series 2007	Classroom Building	$7,700,000	$4,435,341
Series 2010B	Science/Tech Building	$8,970,000	$8,970,000
	TOTAL	$18,670,000	$14,220,341

An in-depth review of the management and operations of CCSF has been conducted by the SB55 Infrastructure workgroup and a plan is being developed that would keep these facilities utilized and financially viable, excluding bond payments.

General Activity Fee Debt Retirement
$20,000,000 One-Time General Funds

The cost of higher education within the Regental System in South Dakota is made up of multiple components:

- Tuition – Charged per credit hour. Varies by campus, method of instruction (face-to-face, online, hybrid, hi-flex, etc.), and by residency status.
- Special Discipline Fee – charged per credit hour on face-to-face offerings. Varies by campus and course. Typically assessed to high-cost courses in the STEM or Fine Arts areas to pay for additional costs associated with these disciplines.
- General Activity Fee (GAF) – charged per credit hour on face-to-face offerings. Varies by campus. Assessed in order to fund student organizations, student services such as health services and counseling, athletics, and, in some instances, operations of and bond payments for auxiliary facilities (student unions and wellness centers).
- Housing – charged per semester to students living in university housing. Varies by campus and housing option selected.
- Meal Plans – charged per semester to students living in university housing or those that select to participate in on-campus meal plans.

To assist in relieving the burden of the cost of education, the Central Office is requesting $20,000,000 to be applied to the campuses' debt retirement for GAF-funded auxiliary facilities. Because many of those outstanding bonds are not currently callable, the $20M would essentially be placed in escrow and payments of $2,000,000 would be applied to the outstanding bonds for the next 11 years.

It is estimated that retirement of $20M over 11 years would result in savings per student of $4.43 per GAF credit hour, or $530 over the term of a four-year degree. While the debt retirement would vary by institution, the saving per student would be consistent, regardless of their home location. This would equate to a savings of just under 1% per year on the total undergraduate cost – assuming the student is a resident, living on campus.

General Activity Fee Debt Retirement (cont'd)
$20,000,000 One-Time General Funds

Campus	2-Yr Avg GAF Credit Hours	Per Cr Hr Reduction	GAF Buy-Down per Year
BHSU	34,143	$4.43	$151,218
DSU	29,574	$4.43	$130,982
NSU	27,159	$4.43	$120,282
SDSMT	44,546	$4.43	$197,290
SDSU	186,823	$4.43	$827,423
USD	129,333	$4.43	$572,804
TOTAL	451,579	$4.43	$2,000,000

Joint Cyber Ag Program
$1,250,000 One-Time General Funds

With advanced precision agriculture technology and farm information management systems in the crop and livestock sectors continuing to grow in use and importance, agricultural producers are becoming more vulnerable. There is the potential for: an agricultural-based supply chain disruption similar to the recent ransomware attacks on Colonial Pipeline and JBS, manipulation of information that affects agricultural markets, such as yield projections, or tampering with automated agricultural platforms impacting planting, spraying and harvesting equipment.

An SDSU and DSU research group visited and interviewed several large farms and precision agriculture technology manufacturers located throughout the United States and identified potential threats to precision agriculture were often not fully understood or were not being treated seriously enough by the frontline agriculture producers.

Key findings included:
- Threats to Confidentiality – specifically intentional theft of data collected through decision support systems (DSS) or the unintentional leakage of data to third parties; intentional publishing of confidential information from within the industry such as from a supplier to damage the company or cause chaos; unauthorized foreign access to unmanned aerial systems; sale of confidential data.
- Threats to Integrity – intentional data poisoning to disrupt crop or livestock sectors; introduction of rogue data into a sensor network, which damages a crop or herd; insufficiently vetted machine learning modeling.
- Threats to Availability – disruption to positioning, navigation and timing systems; disruption to communication networks; foreign supply chain access to equipment used in precision agriculture; smart livestock production facility failure.
- Threats to Control – Examples include control systems for automated farm equipment being hacked, resulting in danger to people, animals, and property; programming in variable rate planters, fertilizers or sprayers could be overridden, resulting in crop damage or failure.

Joint Cyber Ag Program (cont'd)
$1,250,000 One-Time General Funds

SDSU Extension and DSU would create a partnership to bring together the advantages offered by a leading university in precision agriculture and a special focus on the development, application, implications, and impacts of computing, information technologies and cybersecurity.

The partnership will provide:
- Curriculum available to undergraduate and graduate students;
- Information outreach concerning cyber threats impacting precision agriculture;
- Research involving faculty, industry stakeholders and producers; and
- Licensable technologies from the intellectual property generated.

An RFP would be issued to target research efforts in the following critical areas:
- Examine the borderless, interconnected, and global nature of today's cyber-agriculture environments.
- Understand cyber risk management for ag producers and ag supply chain situations and apply solutions.
- Create effective models of cyber awareness throughout the agriculture community and effective models of community communication and intervention.
- Develop approaches to rapidly adapt to emerging threats, with an emphasis on new technologies and nontraditional business models.
- Develop systematic approaches to prevent and mitigate cyber attacks.

The institutions will begin establishment of an industry-university collaborative research center on precision ag cybersecurity (CPAC). University and company partners will be recruited to participate in CPAC. Companies will pay annual membership dues ($10,000/small company, $50,000/large company) to provide ongoing support for the research program described above. Companies will provide recommendations for funding priorities, review proposals and annual/final reports, and provide pathways to commercial deployment of technologies developed by CPAC. By year 2, it is anticipated there will be 5 large company and 5 small company members with total dues of $300,000/year. By year 4, it is anticipated there will be 7 large company and 10 small company members with total dues of $450,000/year.

Joint Cyber Ag Program (cont'd)
$1,250,000 One-Time General Funds

The campuses request the opportunity to build on early, national momentum, to place South Dakota in a leadership and facilitative role in protecting the agriculture industry in cyberspace. This request will expand the partnership between SDSU and DSU to address vulnerabilities related to confidentiality, data integrity, availability, and control by expanding development in four areas over the next three years. Consortiums will be developed for land-grant universities, ag-related industries, and like-minded cyber-intensive organizations. Additionally, an expanded federal partnership for ag cybersecurity research and learning will be planned.

One-Time FY23 Funding Request

Description	DSU	SDSU-AES	SDSU-EXT	Amount
Regional Precision Ag Cybersecurity Symposium	$50,000		$50,000	$100,000
Research Grants	$575,000	$575,000		$1,150,000
TOTAL PROJECT COST	**$625,000**	**$575,000**	**$50,000**	**$1,250,000**

High-Performance Computing & Storage
$1,935,993 One-Time General Funds

SOUTH DAKOTA
STATE UNIVERSITY

As the state's land-grant university, SDSU's mission is to engage in research and innovation to improve the quality of life in the state, region, nation, and the world. Research directly leads to economic development, workforce development, and technology commercialization.

High-performance computing (HPC) represents a strategic, game-changing technology with tremendous implications for economic competitiveness and scientific leadership in the state of South Dakota. It provides systems that, through a combination of processing capability and storage capacity, rapidly solve complex computational problems across a diverse range of scientific, engineering and industrial fields. HPC is essential for scientific researchers to generate discoveries and innovate breakthrough products and services.

SDSU's current HPC capacity has been effectively utilized and there is high demand for more, which would be made available to students, researchers, and faculty across the state of South Dakota. Expansion of HPC capacity and storage are needed to ensure comprehensive access to data processing for numerous vital applications including engineering, biotechnology, biomedical sciences, and precision agriculture technology.

HPC directly impacts precision agriculture, a modern scientific field that depends on compute-intensive methods and is the result of big data technology and high-performance computing. The result is aid in yield production, disease identification, weed detection, crop quality, and species recognition. Livestock management includes animal health and livestock production applications. This enhanced computing capacity is needed to provide critical and essential systems and support to enable producers and managers to make informed decisions with their operations.

One-Time FY23 Funding Request

Description	Amount
High-Performance Computing Cluster	$1,215,993
High-Velocity Data Storage	$720,000
TOTAL COST	$1,935,993

FY23 Capital Project Requests

West River Health Science Center
$8,000,000 One-Time General Funds
$2,000,000 Private Fund Authority
$5,114,644 HEFF Bonding Authority

BLACK HILLS
STATE UNIVERSITY

Black Hills State University worked very closely with the local health care industry, legislators, and other interested parties to develop the West River Health Science Center (WRHSC) at the current Black Hills State University – Rapid City campus in 2020. In FY22, the legislature approved a request for $90,000 to move the WRHSC forward with:

- Aggressive recruitment to create a pathway of students who pursue a BSN nursing degree in Rapid City.
- Seamless articulation between AS Applied Health Science (BHSU) and BSN program.
- Leverage student support to ensure student retention and success.
- Create a pipeline of nursing graduates to meet workforce needs in the Black Hills region.

The number of credit hours generated at BHSU-RC had declined by nearly 62% from FY13 to FY21. With a significant need for West River nursing, obvious capacity at BHSU-RC for additional credit hours and space utilization, and a directive from SB55 to review the use of the BHSU-RC space, a recommendation came forward to move all West River Regental nursing programs into the BHSU-RC building.

Space modification to accommodate nursing at BHSU-RC, would allow the BSN programs to grow from 229 students to 360. Didactic classes have already been moved to the BHSU-RC location, but a renovation/expansion of space is required to grow the program and provide space for labs and faculty offices.

Timeline	
Preliminary Facility Statement Approved	May 2021
Move Didactic Classes to BHSU-RC	Fall 2021
Facility Program Plan to BOR	October 2021
Funding & Renovation of Facility	2022 & On
Transition of Nursing Program Complete	Fall 2025

West River Health Science Center (cont'd)
$8,000,000 One-Time General Funds
$2,000,000 Private Fund Authority
$5,114,644 HEFF Bonding Authority

BLACK HILLS
STATE UNIVERSITY

One-Time FY23 Funding Request

Description	Amount
General Fund Request	$8,000,000
Private Fundraising	$2,000,000
HEFF Bonding	$5,114,644
TOTAL PROJECT COST	$15,114,644

Lincoln Hall Addition and Renovation
$29,500,000 One-Time General Funds

Northern State University is requesting one-time funding to construct an addition to Lincoln Hall to provide a modern-day learning environment for the College of Professional Studies. In addition, space within Lincoln Hall would be renovated to accommodate NSU Admissions and provide additional space for the SDSU Accelerated Nursing Program.

- NSU completed a campus master plan in 2017, which included the addition to Lincoln Hall as a means to enhance visibility, affirm the viability of their School of Business, and improve the educational experience for students and faculty.

- The School of Business is presently housed in Lincoln Hall, which was built in 1917 as a dormitory. The facility predominantly consists of offices spaces with only two classrooms in the building.

- Growth in College of Professional Studies' graduate enrollment of over 38% from AY19-20 to AY20-21, the addition of four new programs and undergraduate growth of 2.7% in the college further supports the request for facilities that provide spaces conducive to teaching and learning.

- This building addition would also make it possible for Northern's Office of Admissions to relocate from the Avera Student Center to Lincoln Hall.

- Students and faculty of the SDSU Accelerated Nursing Program will benefit from the availability of larger academic spaces in the renovated portion of Lincoln Hall.

Job	US Median Salary	SD Median Salary	US Job Growth Rate	SD Job Growth Rate
Accountant	$71,550	$64,941	4.3%	9.9%
Business Operations Manager	$100,787	$99,982	5.8%	9.3%
Compliance Officer	$69,050	$55,706	4.6%	6.7%
Financial Advisor	$87,850	$77,002	4.4%	14.6%
Financial Analyst	$81,590	$80,780	5.5%	11.3%
Financial Manager	$129,890	$133,920	15.5%	20.9%
Loan Officer	$63,270	$67,278	3.2%	13.3%
Management Analyst	$85,260	$70,993	10.7%	12.8%
Market Research Analyst	$63,790	$56,993	17.7%	20.9%
Operations Research Analyst	$84,810	$68,278	24.8%	13.9%

NORTHERN

Lincoln Hall Addition and Renovation (cont'd)
$29,500,000 One-Time General Funds
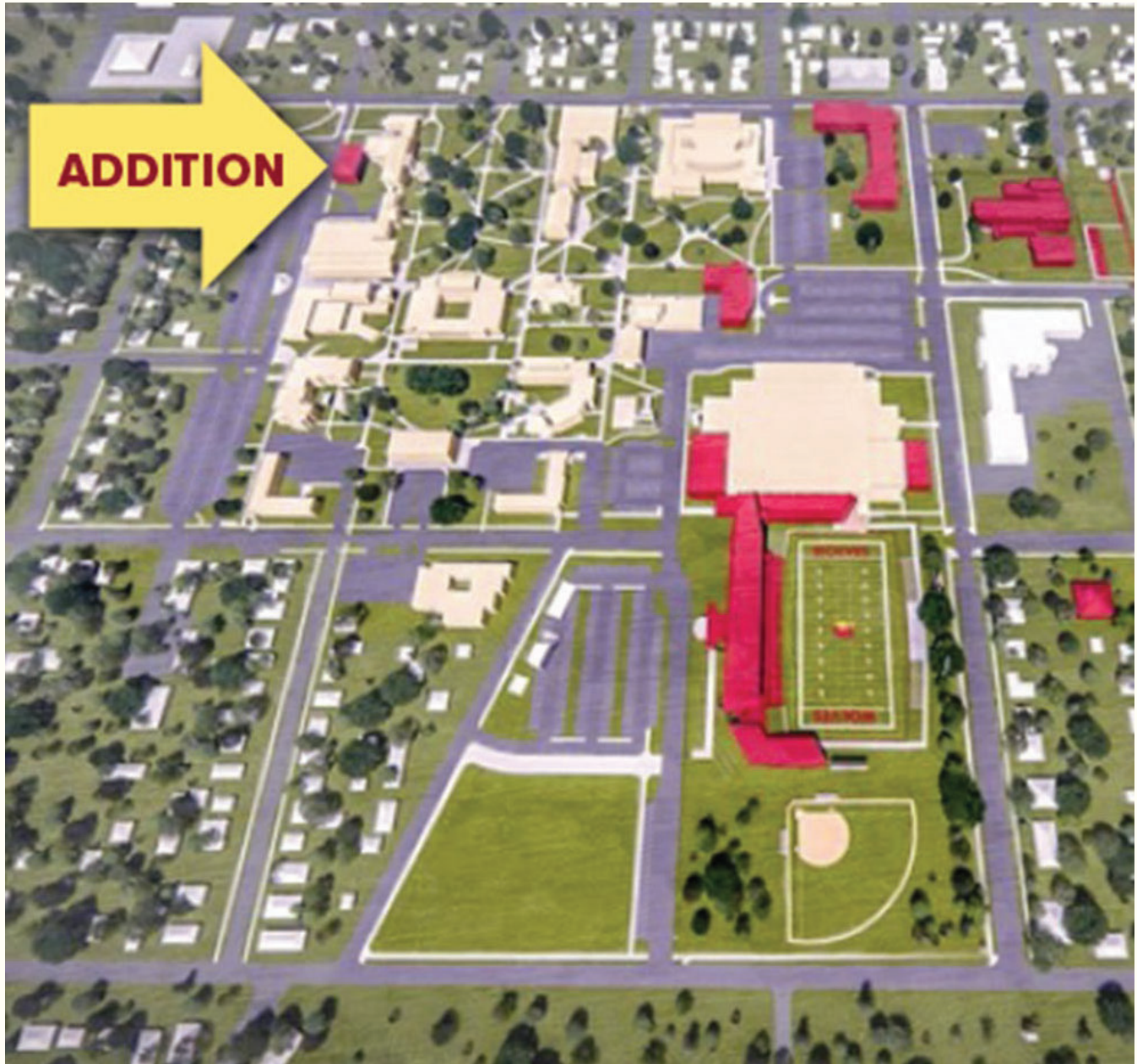
Ascent Building Purchase
$5,250,000 One-Time General Funds

SOUTH DAKOTA MINES

With Elevate Rapid City moving to its new campus, the original Ascent Innovation building is available for SD Mines to flex their own research muscles and help the city create an even stronger innovation climate. The old incubator has graduated 25 companies into commercial spaces. These companies have created over 400 jobs in the Black Hills region and provided over 300 student internships.

The SD Mines research environment is thriving but is limited in terms of space.
- Center for Understanding and Disrupting the Illicit Economy – in conjunction with DSU, SDSU, and USD.
  - o Requires 2,000 – 3,500 sf for wet chemistry/fume hoods and bench space.
- South Dakota Center for Electrochemical Energy Storage (CEES)
  - o Similar space needs as center above.
- Mines/SDSU Dakota Bioproducts Innovation Institute – bridges Mines research with the Bioproducts Institute being developed in Brookings.
  - o Need for wet lab space

The purchase of this facility is required for the university to foster economic growth by providing valuable research space for faculty and students. The expansion of space for the Composites & Polymer Engineering Lab (CAPE) is necessary because their current space is off-campus, leased, and has significant structural issues. Donors would fund any necessary infrastructure for the high-bay CAPE lab.

One-Time FY23 Funding Request

Description	Amount
Purchase of Ascent Building based on 2020 appraisal	$6,000,000
Value of EDA Grant Received for Construction	($750,000)
TOTAL REQUEST	**$5,250,000**

ARPA Funding Requests

ARPA FUNDING REQUEST SUMMARY

Campus	Amount
BHSU – Technology Funding	$585,117
BHSU – Wellness Center Addition/Expansion	$6,690,254
DSU – Information Assurance Lab Repair/Upgrade	$1,800,000
NSU – Student Programming & Education Space	$440,000
NSU E-Learning – Course Expansion	$99,925
SDSMT – Website Redesign/New CMS	$380,000
USD – Coyote Business Consulting	$1,680,000
System – Tutoring and Peer Mentoring	$587,622
System – Expand Wireless Access Points	$1,491,000
System – Deferred M&R	$65,599,000
System – VOIP for DSU and SDSMT	$517,500
System – Classroom Upgrades – HDMI and Web Conference	$1,457,017
System – Student Mental Tele-Health	$5,000,000
System – Outdoor Facility Projects	$9,400,000
System – Network Security	$4,472,000
System – Stipend for Facilities and Custodial Employees	$655,000
TOTAL ARPA Funding Request	**$100,854,435**

Technology Funding
$585,117 ARPA Funding Request

BLACK HILLS
STATE UNIVERSITY

The COVID-19 Pandemic significantly impacted the way all higher education institutions do business, placing a heavy burden on technology and its infrastructure.

BHSU is asking for assistance in the following areas of technology:

ARPA Funding Request

Description	Amount
HDMI Classroom Upgrade	$180,117
Microsoft Security Enhancement	$20,000
Outdoor Wireless Access Points	$85,000
Network Storage	$300,000
TOTAL	$585,117

The HDMI classroom upgrade, security enhancements, and wireless access points are included in other ARPA funding requests.

Question 4.2 addresses the use of ARPA funds for infrastructure other than water, sewer, and broadband. In the event this is not funded through ARPA there will be no additional General Fund request associated with this ask.

Wellness Center Addition/Expansion
$6,690,254 ARPA Funding Request
$2,845,000 Private Fund Authority

BLACK HILLS
STATE UNIVERSITY

The current fitness facility at Black Hills State University (BHSU) serves both BHSU students and community members. It is 4,278 sq. ft. and located in the upper level of the Young Center. The facility consists of cardio machines, weight machines and free weights (only). The current space and machines are not sufficient during peak hours.

National surveys have identified the importance of a Recreation Center on a university campus:

• 75% of students use on-campus recreation center facilities, programs, and services.

• 68% of students report that campus recreation facilities influenced their decision on which college/university to attend.

• 74% of students report that campus recreation facilities influenced their decision to continue attending their college/university.

BHSU is proposing a 20,000 GSF addition to the Young Center, which would include: a climbing wall, cardio, cycling, free weights, strength training, flex studio for yoga and Pilates, a recreation gym, and storage for outdoor gear.

ARPA Funding Request

Description	Amount
ARPA Funding Request	$6,690,254
Private Fundraising	$2,845,000
TOTAL PROJECT COST	$9,535,254

There would be no student fee increase for the capital project cost.

Question 2.18 addresses the use of ARPA funds for improving spaces to improve the built environment of neighborhoods and Question 2.11 addresses funding for support of social, emotional, and mental health needs. In the event this is not funded through ARPA there will be no additional General Fund request associated with this ask.

Information Assurance Lab Repair & Upgrade
$1,800,000 ARPA Funding Request

The Information Assurance Lab (IA) allows DSU to lace many virtual servers onto each physical server and is segregated from the University's network, allowing DSU to meet student learning needs while keeping the campus networks free from intrusion.

Due to "COVID pressure" on the virtual machine environment, DSU experienced VM sprawl, network congestion, and hardware failures. Necessary hardware repair and reworking would require an investment of $600,000 in order to meet the needs for residential and online course offerings.

An additional $1,200,000 investment would be required to increase the functionality and reliability of the machine and hardware environment.

ARPA Funding Request

Description	Amount
Replace Hardware	$1,200,000
Repair IA Hardware and Upgrades	$600,000
TOTAL PROJECT COST	$1,800,000

Question 4.2 addresses the use of ARPA funds for infrastructure other than water, sewer, and broadband. In the event this is not funded through ARPA there will be no additional General Fund request associated with this ask.

Student Programming and Education Space
Enhancements
$440,000 ARPA Funding Request

NORTHERN

Students across South Dakota experienced an unexpected transition from in-person instruction to online learning due to the COVID-19 pandemic. Over the past year, not only has the way in which courses are delivered changed, but the way people interact with one another has also changed. There is an increased interest in outdoor activities and events and the ability to participate in meetings using technology that expands access for those not able to attend in person.

ARPA Funding Request

Description	Amount
Avera Student Center technology improvements to support hybrid in-person and virtual student organization meetings and programming	$275,000
Construction of an amphitheater with seating, improved wi-fi and an outdoor game area to support outdoor programming and encourage student networking in the residential quad between Great Plains East and West	$80,000
Construction of an outdoor sculptural pavilion west of Spafford Hall to provide an outdoor place for art classes to be held. Space will also be used to showcase art being produced at Northern by students, faculty, and visiting artists	$85,000
TOTAL PROJECT COST	**$440,000**

Question 2.18 addresses the use of ARPA funds for addressing funding for outdoor spaces. In the event this is not funded through ARPA there will be no additional General Fund request associated with this ask.

NSU Center for Statewide E-Learning
$99,925 ARPA Funding Request

Since 2001, the NSU Center for Statewide E-Learning has fulfilled its legislative mandate with an open promise to help schools meet instructional challenges. NSU E-Learning serves as a safety net for schools struggling to fill open teaching positions, offering continuity of instruction and opening a pathway for schools to connect students with high-quality instructors.

Despite increasing staff to the current level of 24 FTE teachers, NSU E-Learning is unable to meet all instructional needs. As of June 1, NSU E-Learning English, Spanish, and business courses for 2021-22 were already closed because they are at capacity and science courses were very near capacity.

ARPA Funding Request

Description	Amount
Startup Costs for Course Development	$13,675
Computer Hardware/Software	$86,250
TOTAL	$99,925

Question 2.11 addresses the use of ARPA funds for addressing education disparities exacerbated by COVID-19. In the event this is not funded through ARPA there will be no additional General Fund request associated with this ask.

Website Redesign & New CMS
$380,000 ARPA Funding Request

SOUTH DAKOTA MINES

South Dakota School of Mines & Technology (SD Mines) is requesting $380,000 for a website redesign and new Content Management System (CMS).

As COVID-19 changed the way universities conducted business, one major area impacted was the increase in web traffic - exposing critical issues at SD Mines because of their CMS's end-of-life status as well as accessibility vulnerabilities.

With the increased number of virtual visitors, a heavy load was placed on the website to provide virtual experiences and increased content surrounding COVID processes and support services.

- The pandemic increased expectations for virtual access, as well as in-person, for things such as campus tours and getting a feel for college life.
- In-person campus visits from MN and CO were down over 30% each, so virtual visit options were required to engage students from these and other states.

The expectation post-pandemic is to have the enhanced virtual experience continue. The university's website holds more responsibility for hosting digital experiences that connect prospective students to the campus.

Currently, the SD Mines website:
- Does not have the capability to provide quality virtual experiences such as multiple images, videos, faster loading times, better social integrations, or mobile and tablet friendly versions.
- Is hosted on a local server, rather than the cloud, which has other applications stored on it that can affect its reliability.
- Lacks personalization features that provide users easier access to the content they want to view to help make their decision to attend Mines.
- Is only 73% compliant of ADA guidelines.
- CMS has reached end-of-life and lacks support and technical upgrades.

Question 4.2 addresses the use of ARPA funds for infrastructure other than water, sewer, and broadband. In the event this is not funded through ARPA there will be no additional General Fund request associated with this ask.

Coyote Business Consulting
$1,680,000 ARPA Funding Request

UNIVERSITY OF
SOUTH DAKOTA

One-time funding is being requested to provide seed capital for three years to sustain and grow USD Beacom School of Business' new venture, Coyote Business Consulting.

The economic impact of the COVID-19 pandemic left businesses in uncharted territories, many times struggling with the financial impact and outlook. To respond to this challenge, USD launched Coyote Business Consulting, with the specific goal of contributing to the economic development and sustainability of small business in the state of South Dakota.

The program enabled student teams, with the guidance of faculty advisors, to help analyze businesses, focusing on critical issues within the organization, creating solutions to maintain viability and enhance competitiveness.

Started as a pilot program in 2020, 138 small businesses throughout South Dakota requested access to the resources within Coyote Business Consulting, with 56 receiving critical business analytics and solutions.

To date, requests for services have far exceeded USD's capacity. This funding request will support a three-year pilot to sustain and expand consulting capacity.

Question 2.5 addresses the use of ARPA funds for assistance to small business ad non-profits, including technical assistance, counseling, or other services to assist with business planning needs. In the event this is not funded through ARPA, there is a base funding request of $300,000/year for this program as well.

Tutoring/Peer Mentoring
$587,622 ARPA Funding Request

COVID-19 has disrupted student learning, which in turn has not only impacted student preparedness for higher education and joining the state's workforce, but also emotional and social wellbeing. To combat this disruption, South Dakota Regental Institutions are proposing tutoring and peer mentoring programs that will help college students overcome learning losses that occurred during the pandemic and will also provide an avenue for addressing other concerns impacting their academic, career, and social development.

Tutoring Programs

BHSU is requesting $61,622 and 1.0 FTE in one-time ARPA funds to support an additional employee who will provide tutoring and testing center assistance to help students experiencing learning loss created by circumstances surrounding COVID-19.

The System Office is requesting $80,000 in one-time ARPA funds to purchase Pearson SmartThinking – Online Tutoring services. This program would provide online tutoring to students who are unable or are disinclined to access traditional, on-campus tutoring services.

By providing a flexible, alternative method for students to seek academic assistance, this program would give the universities another way of serving their students. In turn, it will help not only with student success and achievement, but completion and graduation rates as well as future workplace success.

Mentoring Programs

Past success with mentoring and peer advising has shown that student mentors can help bridge the gap between students and their professional advisors by providing support, answering basic questions related to campus experience, and providing academic content, policies, and processes assistance.

Tutoring/Peer Mentoring (cont'd)
$587,622 ARPA Funding Request

SDSU is requesting $400,000 in one-time ARPA funds for the Jacks on Track (JOT) program which provide support for academic recovery and regeneration post-COVID-19. This program would be split into two areas:

JOT LeaP (Learning Partnerships) Program for Math and Reading

- Undergraduate and graduate students will serve as mentors/tutors in small group or one-on-one meetings.

- Focus will be on science of learning, study skills, motivation, and resilience.

- The ALEKS PPL will be used for math placement and assessment. LeaP Math will continue through the freshman year.

- LeaP Reading will continue through the freshman year.

- Behavioral coaching with LeaP students may continue through years two and three as needed.

JOT Wellbeing Academy

- CHRD graduate students coach JOT students in one-on-one and small groups.

- The focus of coaching appointments will be on wellbeing, resiliency and student development, including academic, personal/social and career development.

- Coaching will follow a motivational interviewing model.

USD is requesting $46,000 in one-time ARPA funds to capitalize on their existing strengths in student support initiatives to institute an Advising Mentoring Team pilot project that provides advising and mentoring support to incoming students and improves student success among at-risk students.

Tutoring/Peer Mentoring (cont'd)
$587,622 ARPA Funding Request

Based on USD's successful Certified Peer Educator program, in which mentors are trained using the NASPA peer mentor training materials, the Advising Mentoring Team pilot project would seek to improve student success among at-risk students by assigning any student with a red or yellow in the "Predicted Needed Support" indicator in Coyote Connections, to an Advising Mentoring Team by the ACPC director. The team would consist of an upper-class student advisor/mentor (grouped based on academic discipline and ethnicity), a Retention Advisor, the student's current advisor, and the Associate Dean of Student Services (in case additional student issues need to be addressed).

The requested ARPA funds would support the student mentoring functions in the team concept by providing the NASPA peer mentoring training and stipends for peer mentors.

ARPA Funding Request

Description	Amount
BHSU – Tutoring/Testing Center Employee (1.0 FTE)	$61,622
System – Pearson SmartThinking – Online Tutoring	$80,000
SDSU – Jacks on Track	$400,000
USD – Advising Mentoring Team Pilot Project	$46,000
TOTAL	$587,622

Question 2.11 addresses the use of ARPA funds for addressing education disparities exacerbated by COVID-19. In the event this is not funded through ARPA there will be no additional General Fund request associated with this ask.

Expanded Wireless Access Points
$1,491,000 ARPA Funding Request

The System is requesting $1,491,000 in one-time ARPA funds to expand wireless access points to classrooms, outdoor space, and student housing.

The COVID-19 pandemic brought to the forefront the need for digital technology, so that students can remain linked and engaged during a pandemic. The Regental Institutions relied very heavily on online education during the pandemic and even after returning to campus, many courses were still hosted via Hybrid, HyFlex, and other online modalities in order to accommodate the new, COVID-capacities in classrooms.

To accommodate these new modalities and increased usage, campuses have experienced additional need for expanded wireless access points. They have also been looking at ways to deploy wireless access points to parking lots and other outdoor spaces in order to expand access to online campus resources while maintaining social distancing recommendations.

Question 4.2 of the ARPA FAQ addresses the use of ARPA funds for infrastructure other than water, sewer, and broadband. In the event this is not funded through ARPA there will be no additional General Fund request associated with this ask.

Deferred M&R
$65,599,000 ARPA Funding Request

The Board of Regents (BOR) has a target to fund maintenance and repair at 2.00% of the total replacement value of our academic buildings on an annual basis.

Maintenance and repair for the Regental institutions is funded through three sources:
- M&R/Critical Deferred Maintenance Fee ($3.36/credit hour) - $1.42M for FY22.
- HEFF Revenue (11.5% of all tuition collected) – estimated $15M for FY22.
- General Funds (specifically appropriated) - $14.9M for FY22.
- Total projected M&R funding for FY22 = $31.3M

While striving to meet the M&R goal over the years, the campuses still have a significant level of M&R backlog which was estimated at over $484M across the system in FY21.

An increase of $65.6M will help the campuses get ahead of the major backlogs that they are currently experiencing and would focus on major utility/infrastructure type projects that are currently authorized under ARPA.

Section 6 of the ARPA FAQ addresses the use of ARPA funds for infrastructure including water, sewer, and broadband. In the event this is not funded through ARPA there will be no additional General Fund request associated with this ask.

Deferred M&R (cont'd)
$65,599,000 ARPA Funding Request

UNIVERSITY	PROJECT	AMOUNT
BHSU	Storm Water Runoff Repair - Undersized, causes flooding and erosion	750,000
BHSU	Grasscrete Gravel Parking Lot - storm water runoff contaminates creek	3,000,000
BHSU	Water Main Replacement - original from 1940s	1,500,000
BHSU	Heidi/Thomas/Wenona Cook/Humbert Halls Central Air	7,500,000
BHSU	Jonas Academic Replace Unit Ventilators - original from 1963	2,000,000
BHSU	Central Air - DYC Fieldhouse	1,000,000
BHSU	Expand Utility Tunnel - HVAC infrastructure for DYC Central Air	1,500,000
DSU	Higbie/Zimmermann Hall and Kennedy Center HVAC Projects	4,250,000
NSU	Replace Pipe and Pumps in MeWaldt-Jensen & Gerber Hall	825,000
NSU	Replace Chiller - MeWaldt-Jensen/Tech Center	1,200,000
NSU	Replace Air Handling Units - Dacotah Hall	500,000
SDSMT	HVAC with Bipolar Ionization - multiple buildings	2,000,000
SDSMT	Water Replacement	400,000
SDSMT	Storm Water Management	600,000
SDSU	Utility Repairs & Modernization - Water & Sanitary Sewer	9,550,000
SDSU	Ag Engineering HVAC	2,820,000
SDSU	Replace laboratory exhaust system with Heat recovery	7,700,000
USD	Discovery District Infrastructure - currently vacant cornfield	5,100,000
USD	Dakota Dome/Arena 12 units HVAC/Ionization units	74,000
USD	Mechanical Upgrades	2,880,000
USD	Chillers	2,400,000
USD	Electrical Infrastructure - Switchboard & Substations	3,350,000
USD	Dakota Dome Water Heater Upgrades	350,000
USD	Main Boiler Plant Burner Upgrades	200,000
USD	Student Mental Health Facility Updates	1,200,000
USD	Churchill Haines - Cooling Tower Replacement	350,000
USD	Knudson School of Law Updates/Expansion	2,600,000
	GRAND TOTAL M&R	**65,599,000**

VOIP for DSU and SDSMT
$517,500 ARPA Funding Request

The COVID-19 pandemic placed a spotlight on how critical communication is during a crisis or emergency. With Voice over Internet Protocol (VoIP) technology, campus employees can be in instant contact with students, faculty, staff, and outside vendors from remote work locations utilizing their existing university contact information/connections. VoIP allows users to place voice calls over broadband internet connections rather than traditional analog telephone technology.

All of the Regental institutions, except for DSU and SDSMT, currently utilize VoIP technology, making the transition to remote work much smoother for the institutions taking advantage of VoIP.

A one-time investment of $517,500 for VoIP phones, headsets, other equipment, and implementation services at DSU and SDSMT will bring those campuses up-to-date in technology that will be key to communications with stakeholders in the event of another pandemic or other such emergency.

Question 4.2 addresses the use of ARPA funds for infrastructure other than water, sewer, and broadband. In the event this is not funded through ARPA there will be no additional General Fund request associated with this ask.

Classroom Upgrades
$1,457,017 ARPA Funding Request

The outbreak of COVID-19 was a major disruption to instruction at all levels across the country. In order to accommodate COVID-capacity in classrooms - many courses at the Regental institutions were offered through some combination of in-person, hybrid, or HyFlex modalities. These modalities rely heavily on synchronous videoconferencing.

Videoconferencing is defined as "a conference in which participants in different locations are able to communicate with each other with both sound and vision." Many classrooms on the Regental campuses in South Dakota are not fully equipped to provide quality audio and video services to students.

A one-time upgrade of HDMI and web conferencing technology in classrooms would make a significant improvement in the campuses' ability to meet the need for these teaching modalities.

Question 4.2 addresses the use of ARPA funds for infrastructure other than water, sewer, and broadband. In the event this is not funded through ARPA there will be no additional General Fund request associated with this ask.

ARPA Funding Request

Description	Amount
BHSU – Classroom HDMI Upgrades	$180,117
USD – Enable Hybrid Teaching Classrooms	$526,900
USD – Video Equipment for Convergence to Web-Conferencing Classrooms	$750,000
TOTAL PROJECT COST	$1,457,017

Student Mental Tele-Health
$5,000,000 ARPA Funding Request

With the onset of the Pandemic (CV19), the need for student mental health services have increased. In addition, there is a need to educate faculty and staff on the signs of mental health needs. This proposal is a request for funding to support supplemental mental health tools for the Board of Regents (BOR). Prior to CV19, a New York Times article stated that over 60% of students reported having "overwhelming anxiety." Inside Higher Education provided that a quarter of those surveyed during the CV19 crisis had considered suicide.

Partnering with the South Dakota Department of Social Services, the BOR would like to implement a pilot mental health services and education plan with the following goals:
- Provide a tele-mental health service to students that will supplement the work of Campus Counseling Centers.
- Support students and families as they pursue higher education.
- Provide resources to faculty and staff on mental health awareness.

The proposed process would work as follows:
- Call Line – 211: this is a call-line for the students to reach out for assistance. The students will be able to call into this service and receive guidance. The intake call line will connect a student with services should there be a need. The services will be covered under the next bullet point.
- MH (Mental Health)/Substance Use Disorder (SUD) and Recovery Support Services Voucher Program: when additional services are needed, a voucher (either MH or SUD) will be issued. Each voucher is estimated to cover four individual one-hour sessions and/or alternate services based on an individual's assessment and treatment plan. Utilization of a voucher by a provider as payment for services from a client will also require BOR compliance as well as attestation that payment is of last resort. Treatment costs will be reimbursed based on actual services delivered. SUD services may be provided by state-accredited providers. Mental health services may be provided by either state-accredited or private practice providers that maintain SD licensure for practice. Note that clients diagnosed with OUD (Opioid Use Disorder) will receive services first, as a payer of last resort, through the State Opioid Response (SOR) funding.

Student Mental Tele-Health (cont'd)
$5,000,000 ARPA Funding Request

ARPA Funding Request

Description	Amount
MH/SUD Services – 211 call-line -Up to 4 sessions * 6,000 students * $750 per student	$4,500,000
MH First Aid Training – 2-3 training sessions per campus	$75,000
Education/Marketing – hire consultant to destigmatize mental health & educate/inform student body on services available	$170,000
Administrative Staffing –to complete intake and budget/finance billing for managing program	$180,000
Technology/Broadband – supplement service providers	$75,000
TOTAL PROJECT COST	**$5,000,000**

Question 4.8 of the ARPA FAQ specifically deals with this item as a funding option. In the event this is not funded through ARPA – there will be no additional General Fund request associated with this ask.

Outdoor Facilities
$9,400,000 ARPA Funding Request

A negative impact of the COVID-19 pandemic was the toll on individuals' mental and physical health. As a result, an emphasis has been placed on the need for access to parks, public plazas, and other public outdoor recreation spaces in order to promote healthier living environments and outdoor recreation in order to mitigate the spread of COVID-19.

In order to expand access to outdoor spaces for students at the Regental Institutions, a request of $9,400,000 is being made for projects such as bike paths, gardens, sculpture yards, and improvements to outdoor fields and training spaces. Project proposals would be submitted to and funds distributed from the Central Office.

Question 2.18 of the ARPA FAQ specifically addresses this as a funding option. In the event this is not funded through ARPA – there will be no additional General Fund request associated with this ask.

Network Security
$4,472,000 ARPA Funding Request

Network security has always been a priority for the BOR. Even in the best of times, information security risk must be continually managed, monitored, and mitigated but can never be fully eliminated. With the onset of the Pandemic (CV19) the need for the highest level of security possible was exacerbated. A survey of security professionals by ISACA now showed that:

- 92% say threat actors will increase cyberattacks.
- 87% say a rapid shift to work from home increased risk of data privacy and protection issues.
- 58% say threat actors will take advantage of the pandemic to disrupt organizations.
- 51% are highly confident in their security team's ability to detect and respond to cyberthreats.

To best address system security, the following items are being requested:

- Firewall Refresh – this would update firewalls at all sites, including a pair of firewalls for the RIS office in Sioux Falls. With increasingly sophisticated cyber-attacks, updated firewalls assist in inspecting traffic on networks for potential malicious content.
- Microsoft Security Upgrades – provides intrusion detection and response capabilities at the endpoint level, as well as other security and compliance features.
- Red Canary Managed Detection Response – this is a third-party service that would provide 24x7 monitoring services for the Windows Defender deployments at our campuses.
- Penetration Testing – the BOR would hire a third-party company to provide an internal penetration test against the BOR system. This test would assume that a breach occurred on one of the campuses, and the testers would attempt to gain access to the RIS environment/Banner system. This test would be used to identify gaps in system security as well as to conduct incident response activities with security staff.

Network Security (cont'd)
$4,472,000 ARPA Funding Request

ARPA Funding Request

Description	Amount
Firewall Refresh	$3,042,000
Microsoft Security Upgrades	$830,000
Red Canary Managed Detection Response	$550,000
Penetration Testing	$50,000
TOTAL PROJECT COST	**$4,472,000**

Cybersecurity funding through the Technology Modernization Fund which specifically supports investments that move the government to a consistent baseline of maturity in cybersecurity and privacy protections, including addressing gaps uncovered in the recent SolarWinds incident. This may include identity, credential, and access management, as well as moving towards a "zero trust" architecture – while maintaining the capabilities and performance that agencies need to delivery modern services and succeed at their mission.

In the event this is not funded through ARPA/the Technology Modernization Fund – there will be no additional General Fund request associated with this ask.

Stipend for Facilities and Custodial Employees
$655,000 ARPA Funding Request

Facilities and custodial workers at the Regental Institutions were essential front-line workers dealing with the day-to-day impact of COVID-19 on our campuses. In addition to the role of front-line workers, these employees are also typically the lower paid staff at our universities.

A total of 327.5 employees were working on the South Dakota campuses during the March – June 2020 timeframe and remain employed by the campuses as of August 2021. A recommended $2,000 stipend to acknowledge the level of stress associated with these positions during the pandemic would result in a request of $655,000 from ARPA funding.

Section 5 of FAQ addresses Premium Pay. There will be no General Fund budget request for this in the event it is not funded via ARPA.

ARPA Funding Request

Description	Amount
327.5 facilities & custodial employees * $2,000 stipend	$655,000
TOTAL PROJECT COST	$655,000

FY23 Other, Tuition, and Federal Funds Authority Requests

Other Fund Authority Adjustments
($8,972,000) Funding Request
(36.0) FTE

BHSU is requesting a decrease of $2,000,000 and 5.0 FTE in other fund expenditure authority as a result of reduced sales in the residence halls, dining, and bookstore, as well as the closure of the on-campus childcare center.

SDSU is requesting a decrease of $7,000,000 and 31.0 FTE in other fund expenditure authority in order to adjust budget and spending in response to decreased revenues.

USD Knudson School of Law is requesting an increase of $28,000 in other fund authority to cover the bar preparation services expenses that each enrolled student is provided through BARBRI and is paid from student fee charges. With the 18% enrollment growth over the last two years, the School needs this authority in order to pay for these additional expenses.

FY23 Funding Request – Base Funding

University	Amount	FTE
Black Hills State University	($2,000,000)	(5.0)
South Dakota State University	($7,000,000)	(31.0)
University of South Dakota - Law	$28,000	0.0
TOTAL OTHER FUND AUTHORITY REQUEST	**($8,972,000)**	**(36.0)**

Informational Tuition Authority Adjustments
($4,858,673) Funding Request
(24.0) FTE

SDSU is requesting a decrease of $5,000,000 and 25.0 FTE in informational tuition authority in order to adjust budget and spending to align with a prior drop in credit hours.

USD Knudson School of Law is requesting an increase of $141,327 and 1.0 FTE in informational tuition authority due to increased class sizes and the corresponding need for additional courses and offerings. A new faculty member specializing in legal writing will be recruited to support the instructional efforts of Knudson School of Law. The authority request represents the estimated salary and benefit expenses to be incurred and the associated FTE.

FY23 Funding Request – Base Funding

University	Amount	FTE
South Dakota State University	($5,000,000)	(25.0)
University of South Dakota - Law	$141,327	1.0
TOTAL INFORMATIONAL TUITION AUTHORITY REQUEST	($4,858,673)	(24.0)

Informational Federal Authority Adjustments
$1,068,00 Funding Request
13.0 FTE

DSU is requesting an increase of $1,068,000 and 13.0 FTE in informational federal fund authority due to an increase in current and anticipated federal grants and contracts within the Applied Research Lab (ARL). These grants and contracts with federal agencies and contractors will require both budget and FTE authority and the university anticipates hiring many of them in FY22.

FY23 Funding Request – Base Funding

University	Amount	FTE
Dakota State University	$1,068,000	13.0
TOTAL INFORMATIONAL FEDERAL AUTHORITY REQUEST	$1,068,000	13.0

South Dakota Board of Regents FY23 Board of Regents General Fund Budget Request		
Priorities		
Base Funding Requests	**General**	**FTE**
1 USD – Law Enforcement Training	$400,000	0.0
2 NSU – E-Learning Course Expansion	$491,000	5.0
3 SDSU Extension – Small Meat Processor Training	$150,000	0.0
4 USD – Coyote Small Business Consulting	$300,000	0.0
Total FY23 Base Budget Request	$1,341,000	5.0
	General	**FTE**
FY22 Base Funding	$235,934,255	5,140.4
FY23 Base Funding Request	$237,275,255	5,145.4
Percent Base Change	0.57%	0.10%
FY23 One-Time Funding Requests		
1 BHSU – EAFB Contract	$209,080	0.0
2 System – Pay off Debt at CCSF	$14,000,000	0.0
2 System – Pay off GAF-Funded Debt	$20,000,000	0.0
3 DSU/SDSU Extension – Cyber Ag Program	$1,250,000	0.0
3 SDSU – High Performance Computing	$1,935,993	0.0
FY23 One-Time Funding Requests	$37,395,073	0.0
FY23 Capital Project Requests		
1 BHSU – West River Nursing Renovation/Expansion	$8,000,000	0.00
2 NSU – Lincoln Hall Renovation/Expansion	$29,500,000	0.0
3 SDSMT - Ascent Innovation Building Purchase	$5,250,000	0.0
FY23 Capital Project Requests	$42,750,000	0.0

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 8 – B
DATE: August 3-5, 2021

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SUBJECT
    FY22 HEFF Bonding

CONTROLLING STATUTE, RULE, OR POLICY
    SDCL 5-12-10 – Transfer of State Property to Authority
    SDCL 5-12-13 – Lease of Facilities and Sites to State Agencies Authorized
    SDCL 5-12-20 – Resolutions for Revenue Bonds Authorized

BACKGROUND / DISCUSSION
    In August or September of 2021, the South Dakota Building Authority will issue Series 2021 Revenue Bonds to provide $10,500,000 of funding for construction costs on the following Projects:

Project	Bonded Amount
BHSU	
E.Y. Berry Library Renovations	$3,000,000
USD	
Allied Health Sciences Facility	$7,500,000
TOTAL	**$10,500,000**

The E.Y. Berry Library Renovation was approved as part of the Board's ten-year capital improvement plan and authorized by HB1051 in 2012. The Board approved the Preliminary Facility Statement for this project in May 2012. The project was expanded with its Facility Program Plan, which the Board approved in December of 2019. The South Dakota Legislature authorized the project during the 2020 legislative session with HB1045.

Total funding for the E.Y. Berry Library project is as follows:

(Continued)
INFORMATIONAL ITEM

380

Fund Source	Amount	Comments
FY20, FY21, and FY22 Campus M&R Funds	$3,917,245	Approved by BOR in December 2018, 2019, and 2020 Meetings.
FY22 HEFF Bonds	$3,000,000	HB1051 in 2012
Performance Contract	$30,000	Approved by BOR June 2019
M&R Bond	$2,400,000	SB43 in 2020
Black Hills Energy	$25,000	Donation to Foundation
TOTAL COST	**$9,372,245**	

The USD Allied Health Sciences Facility received approval for its Preliminary Facility Statement in October of 2019, the Facility Program Plan in April of 2020, and its Facility Design Plan in October of 2020. The project supports the anticipated growth and demand for healthcare workforce professionals in South Dakota by providing hands-on experiences in healthcare simulation, lab settings, and collaborative/inter-professional endeavors. The South Dakota Legislature authorized the project during the 2020 legislative session with SB40.

Total funding for the Allied Health Sciences Facility is as follows:

Fund Source	Amount	Comments
Private/Local	$4,500,000	
FY22 HEFF Bonds	$7,500,000	HB1051 in 2012/modified with SB40 in 2020
One-Time State Funds	$5,000,000	SB40 in 2020
M&R Bond	$5,000,000	SB43 in 2020
TOTAL COST	**$22,000,000**	

South Dakota Building Authority Bonding
The Building Authority, at the request of the Board of Regents, has agreed to finance a portion of the costs of the Projects through the issuance of revenue bonds (the "*Revenue Bonds*") of the Building Authority. The Building Authority advised the Board staff that the Revenue Bonds are expected to be priced and sold within the following parameters:

The Revenue Bonds shall be issued in an aggregate principal amount such that not more than $10,500,000 of the proceeds of the Revenue Bonds shall fund a portion of the costs of

the construction, completion, furnishing, equipping, and maintaining of, including heating, air conditioning, plumbing, water, sewer, electric facilities, sidewalks, parking, landscaping, architectural and engineering services, and any other services or actions required, to address deferred maintenance and repair of the Projects.

IMPACT AND RECOMMENDATIONS

At such time as the South Dakota Building Authority issues the Series 2021 Revenue bonds, the Board will be asked to adopt a single resolution on a roll call vote, that will (1) request the Building Authority to go forward with the issuance of the Revenue Bonds to finance a portion of the costs of the Projects, (2) authorize the formal transfer of jurisdiction over the necessary property or structures to the Building Authority, and (3) amend the lease agreement between the Board and the Building Authority to reflect the new transactions.

Property transferred to the Building Authority as collateral for the Revenue Bonds will be reconveyed to the Board once the construction bonds, or refinancing instruments, have been discharged.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
> **SDSU/BOR Data Storage Project**

CONTROLLING STATUTE, RULE, OR POLICY
> SDCL 13-49-15 – Purchasing and contracting for institutions
> BOR Policy 5:4 – Purchasing

BACKGROUND / DISCUSSION
> The Board has delegated authority to enter into contracts for the purchase of equipment, supplies, and services by the institutions. Purchases of capital assets with a per-unit cost exceeding $500,000 must be approved by the Board of Regents prior to a purchase order being issued.

> SDSU and the Regents Information System (RIS) are seeking authority to purchase data storage to replace their existing systems. SDSU's primary data storage systems for enterprise, research, and disaster recovery functions are end-of-support and end-of-life beginning in June 2021. SDSU needs to replace these systems with new solutions. RIS also needs to upgrade their existing data storage systems for their production and disaster recovery operations, as maintenance and support agreements end in 2022.

> SDSU began review of data storage solutions in September 2020. They reviewed several solutions, including Pure Storage, NetApp, HP Nimble and Qumulo, and Hitachi. Each manufacturer proposed design architectures for these systems, and after thorough evaluation, product demonstrations, and cost analysis, SDSU has selected NetApp as the appropriate data storage solution. The following points were significant in the decision-making process:
> - The NetApp solution meets all SDSU requirements for data storage and provides the best overall solution to meet the needs of enterprise, research, and disaster recovery environments.
> - The NetApp solution offers a tiered-data storage solution, meaning the data that is used most often is stored on faster parts of the system and will be readily available and

(Continued)

****

DRAFT MOTION 20210803_8-C: I move to approve the SDSU/RIS request to purchase a NetApp data storage solution at a cost of $6,457,300. SDSU will be using Other Funds of $6,150,000 and RIS will be using their Capital Fund for $307,300.

- quickly retrievable. Data that is used less often is stored on slower parts of this system, but are quickly retrieved when necessary.
- NetApp is a proven data storage solution, and is on the upper right corner of the Gartner Magic Quadrant for data storage systems. This indicates they are a strong leader in data storage systems, with a strong vision and high ability to execute.
- NetApp will integrate with Microsoft Azure for cloud-based data storage.
- NetApp offers a management console that allows for easy management of storage allocations for system applications. It also provides improved reporting to understand data storage capacity and growth.
- The guaranteed useful life of the NetApp solution is five years; however, the NetApp solution can be supported for up to an additional three years.
- Xigent and NetApp will complete two annual health checks for five years on the storage array environment, including software and firmware upgrades as required.
- The NetApp solution for SDSU includes 5 years of support and maintenance with a 4-hour response time for any system-related issues.
- In summary, NetApp provides the best value for the investment in supporting the identified needs.

For SDSU, the NetApp data storage system will be the primary system for all enterprise, research, and disaster recovery operations. These systems are designed to include 8.23 petabytes of total storage for enterprise and research data, and 3 petabytes of storage for disaster recovery. Disaster recovery systems will be located in the BOR's data center on the Community College campus in Sioux Falls.

For RIS, the NetApp data storage system upgrades their current NetApp solutions in Pierre and Sioux Falls. By coordinating the purchases, the entities gain significant cost-savings and also improve their disaster recovery options by adding an addition backup location through integration of the storage systems.

IMPACT AND RECOMMENDATIONS

The NetApp data storage solution for SDSU's enterprise and research (non-HPC cluster) environments is $5,200,000. The NetApp disaster recovery solution for SDSU is $950,000. The total NetApp cost for SDSU is $6,150,000. With a list price of $28,700,000, SDSU is receiving a 79% total discount in total over list price for the hardware and related software. Reaching this level of discount required extensive negotiations with the reseller and NetApp.

The cost for the NetApp storage solution for the Board is $307,300. With a list price of $950,000, the Board is receiving a 68% discount for the hardware and related software. Given this is a smaller storage system and fewer dollars in play, the vendor is not able to provide as deep a discount on this solution. Attached are the NetApp proposals from Xigent

Solutions for SDSU and the BOR including the Capital Asset Request Form, which identifies the fund sources identified for these investments.

In negotiating these costs, NetApp has agreed to extend these discounts to other SD BOR institutions for their storage solutions to January 20, 2022 (approximately 6 months).   The Board office will review the discount information with the Universities and coordinate additional purchases under this discount program.

SDSU and the Board office are seeking approval to move forward with the purchase of the NetApp solutions beginning in August 2021.

ATTACHMENTS
Attachment I - Capital Asset Request Form
Attachment II - SDSU NetApp Proposal
Attachment III - BOR NetApp Proposal

SOUTH DAKOTA BOARD OF REGENTS
CAPITAL ASSET PURCHASE REQUEST

Please check approval action needed:		Is this an Externally Funded Research Purchase?	
Board Authorization Required:	✔	Yes	☐
Executive Director Approval Required:	☐	No	✔

Institution: SDSU and SD BOR RIS

Department: Information Technology Services / RIS

Fund Source: SDSU: Tuition, Self-Support Tuition, Recovered F&A, West River Delivery Fee

RIS: Capital Fund - 1RIS07 – 132030

(SPECIFIC REVENUE SOURCE MUST BE IDENTIFIED)

Estimated Cost: SDSU: $6,150,000   RIS: $307,300

Item Description: NetApp data storage systems for enterprise, research, and disaster recovery.

Purpose:

For SDSU, the NetApp data storage system will be the primary system for all enterprise, research, and disaster recovery operations. These systems are designed to include 8.23 petabytes of total storage for enterprise and research data, and 3 petabytes of storage for disaster recovery. Disaster recovery systems will be located in the RIS data center in Sioux Falls.

For RIS, the NetApp data storage system upgrades their current NetApp solutions in Pierre and Sioux Falls. By coordinating our purhases, we gain significant cost-savings and also improve our disaster recovery options by adding an addition backup location through integration of systems.

Institutional Authorization: DocuSigned by: _Barry H. Dunn_   7F75333EF810452...

Date: 7/22/2021 | 08:21 CDT

Date Approved by the Board of Regents: _____

Executive Director Approval: _____   **Date:** _____

NOTE: Institutions are responsible for processing their requisitions through their procurement department. All supporting information must be attached with this request.

Policy 5:4:   Capital asset purchases of $250,000 to $500,000 require Executive Director approval.
Capital asset purchases exceeding $500,000 requires Board of Regents approval.

SDSU

Storage Architecture Options and Visuals
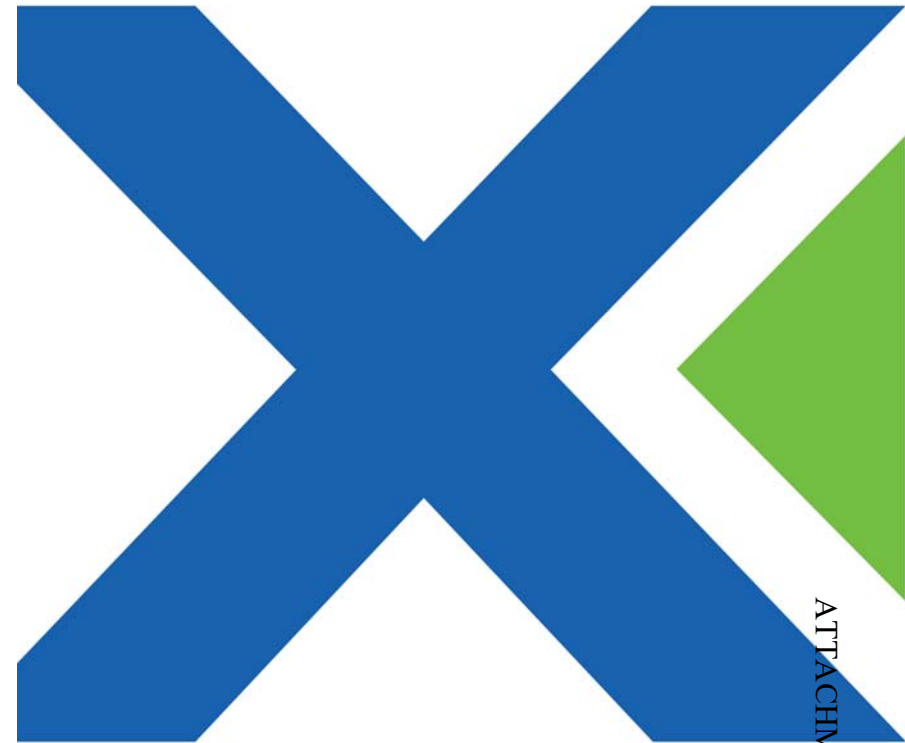
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ATTACHMENT II   6

Project Overview

Summary:

SDSU is needing to upgrade their current Enterprise and Research storage environments. They have asked for a partner to help guide them through the product and technology vetting phase.

Main Drivers:

Ease of use for staff/students, ease of management for IT Team, ease of scalability, appropriate amount of space growth, and upgrade in technology to help foster growth in the Research environment.

Timeline:

Their timeline for purchase is within the next 60 days.

System Requirements

- The storage solution must provide a complete system and storage fibre network redundancy with no single point of failure. **(Yes)**
- The system has five years (eight years is desired), full 24-hour, 365-day support, and maintenance, including same-day on-site support and same day faulty part replacement. Support personnel and a systems part depot should be located within a 150-mile radius of Brookings SD. The system should have a call-home feature that alerts the vendor technician/engineer and SDSU IT personnel of a system component failure. **(Yes)**
- The storage solution must provide a non-disruptive method to upgrade firmware/microcode and add replaceable field units. Specifically, there should be no downtime from a user perspective during the said upgrades. **(Yes)**
- The storage solution must scale seamlessly as additional capacity is needed. This includes, however, is not restricted by controllers and/or connections as system capacity is increased. **(Yes)**
- The storage solution must provide a rules-based hierarchical auto-tiering solution to support the automatic migration of electronic data between the different storage tiers. **(Yes)**
- The storage solution must provide QoS throttling. **(Yes)**
- The storage solution must work seamlessly in a variety of OS environments, including, but not limited to, UNIX, Linux, VMWare ESXI and Horizon, and Windows with no OS modifications**. (Yes)**
- The storage solution must support inline compression and deduplication along with encryption at rest. **(Yes)**
- The storage solution must support native network-attached storage (NAS) solutions to include the following: a minimum of 10GbE supporting fibre connectivity, CIFS/SMB, and NFSv3/NFSv4. **(Yes)**
- The network for the storage solution must support, at minimum, 16Gbps fibre channel storage protocol and support a minimum of 10GbE iSCSI and 32Gbps fibre channel in the future. It must also be backward compatible with 8Gbps, etc.… fibre channel protocols. **(Yes)**
- The storage solution must be presented as a single architecture that can be grown on demand without end-user disruption. Should additional units be needed, it must be able to 'join' the original and become seamlessly available. Management should be as one unit and not as a separate device, regardless of the existence of a single console. **(Yes)**
- The storage solution must support the ability to archive datasets and tier to an off-site storage location. **(Yes)**
- The storage solution must provide all the necessary licensing, formal in-class training, and the highest level of monitoring software available in the cost. Furthermore, monitoring should provide the ability to track and anticipate data usage over an extended period and provide monitoring and alerting solutions, both local and call-home capabilities. **(Yes)**
- The storage solution must provide mirroring to another unit for redundancy purposes in addition to an off-site storage location. **(Yes)**

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ATTACHMENT II

8

Feature Set Requirements

► **<u>Feature Set Requirements</u>**

- The ability for the storage solution to support simple migrations block and NAS storage from current storage arrays to the new platform. **(Yes)**
- The ability to tier/transfer data to and from a public cloud (AWS and Azure). **(Yes)**
- The ability of the system to support 40GbE technologies for iSCSI and NFS. **(Yes)**

Estimated Project Timelines

Project Closure Meeting Goal Date: October EoM

> This is high-level. More details under each bullet will be in the project plan. We will develop the implementation scope as a next step when components and deliverables are fully quantified.

► Working backwards, what are high level goal dates that must be hit to attain this?

- • Migration completed: November EoM

- • Implementation completed: Middle of October

- • Hardware delivered: Early October (most items will ship in 2-3 weeks, one switch/components are 5-6 weeks out).

- • Statement of Work signed: Late August

- • Hardware Ordered: August TBD

- • Statement of Work delivered to SDSU: August TBD, 2021

- • Full solution decided: August, 2021

- • Final Design options: May 19, 2021

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Current State – Enterprise
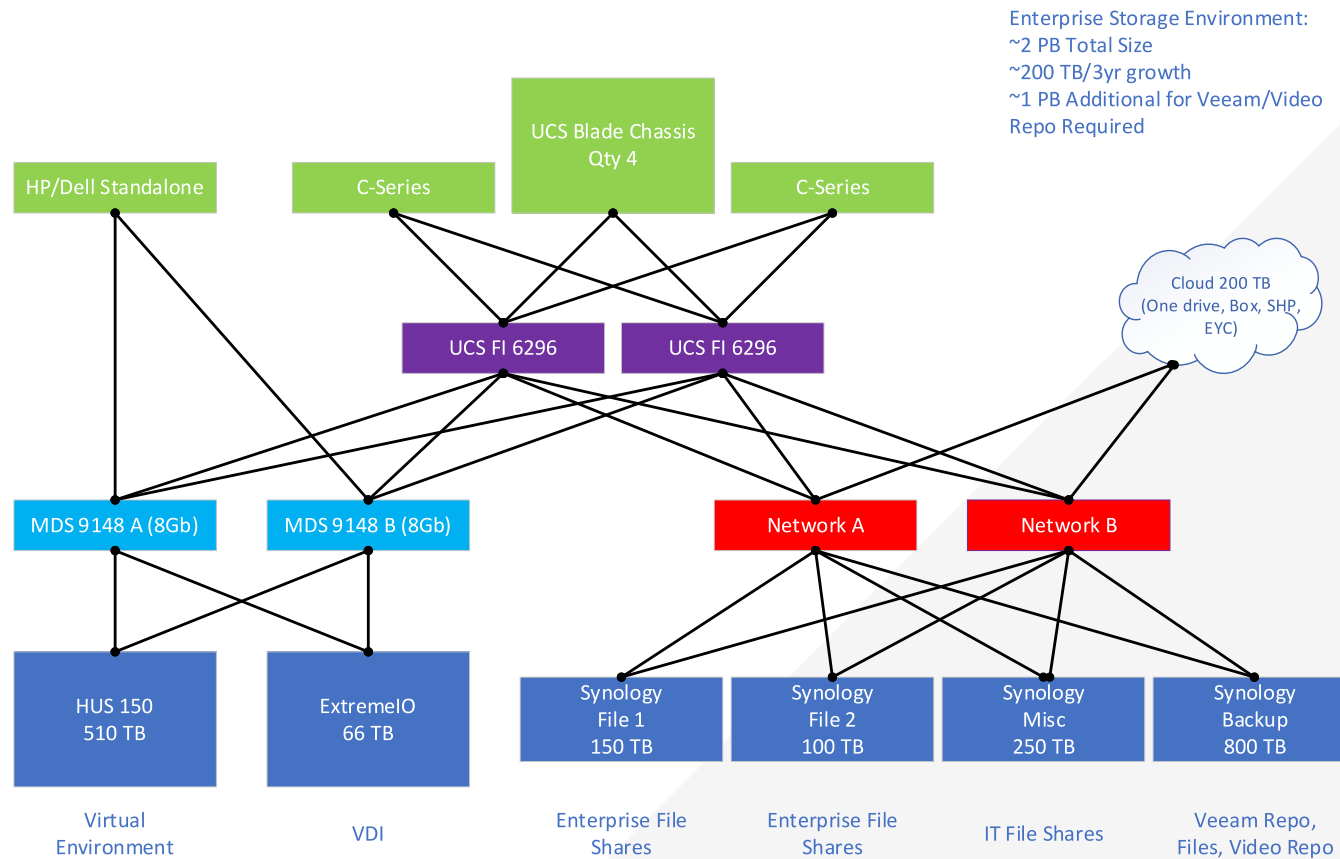
Enterprise Storage Environment:
~2 PB Total Size
~200 TB/3yr growth
~1 PB Additional for Veeam/Video Repo Required

Current State – Research
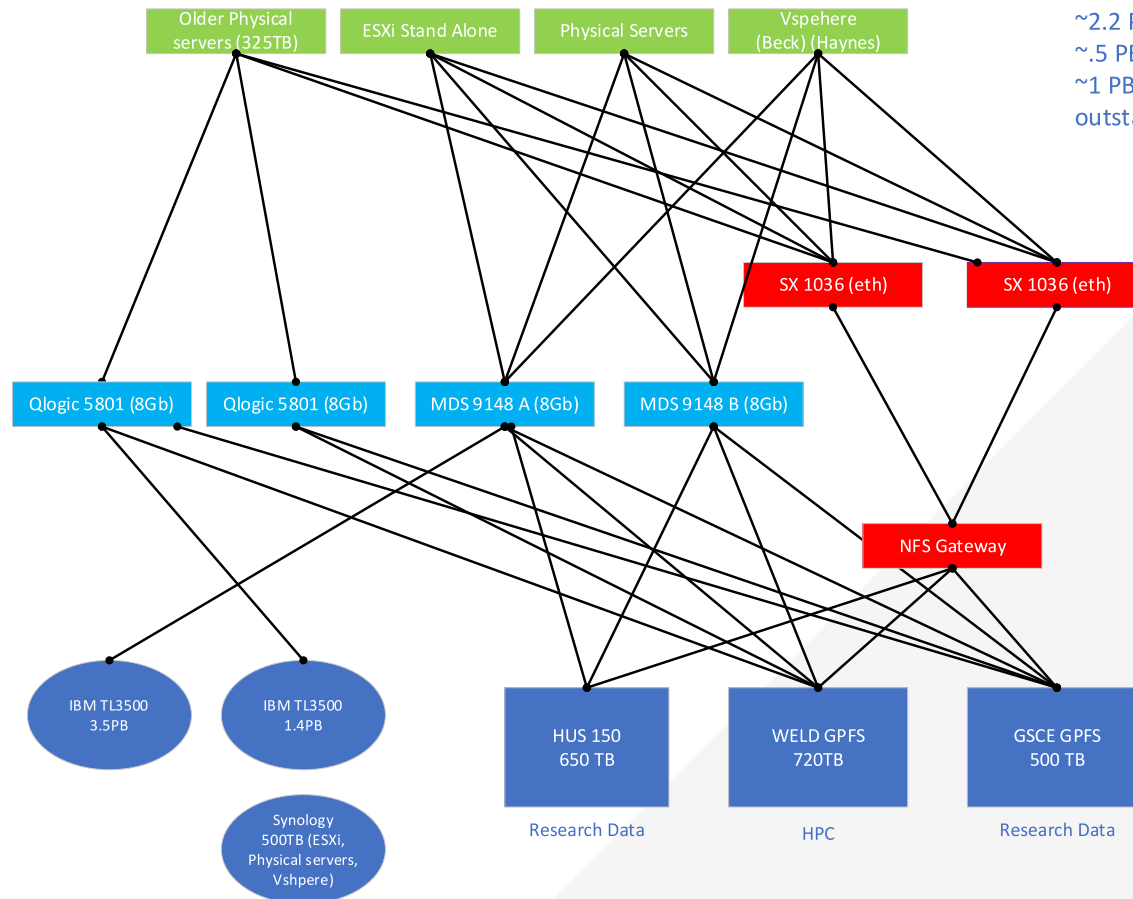
Research Storage Environment:
~2.2 PB Total Size
~.5 PB/yr growth
~1 PB Additional for current
outstanding needs

Older Physical servers (325TB)

ESXi Stand Alone

Physical Servers

Vspehere (Beck) (Haynes)

SX 1036 (eth)

SX 1036 (eth)

Qlogic 5801 (8Gb)

Qlogic 5801 (8Gb)

MDS 9148 A (8Gb)

MDS 9148 B (8Gb)

NFS Gateway

IBM TL3500
3.5PB

IBM TL3500
1.4PB

Synology
500TB (ESXi,
Physical servers,
Vshpere)

HUS 150
650 TB

WELD GPFS
720TB

GSCE GPFS
500 TB

Research Data

HPC

Research Data

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Future State – Combined Enterprise/Research

NetApp ONTAP – 4-node Cluster

- A700 All Flash Array
  - 72 x 15.3 TB NVMe SSD
- A700 All Flash Array
  - 72 x 15.3 TB NVMe SSD
- FAS8700 Hybrid Array
  - 420 x 10 TB NL-SAS + 4 TB NVMe Cache
  - 12 x 3.84 TB SSD
- FAS8700 Hybrid Array
  - 360 x 10 TB NL-SAS + 4 TB NVMe Cache
  - 12 x 3.84 TB SSD
- Performance Expectations
  - IOPS (8k Random IO): 1.2MM
- Capacity – 8.23 PB
  - SSD: 3.1 PB (at 2:1 Efficiency Ratio)
  - HDD: 5.13 PB
  - Total Rack Units: 76

Hardware Visuals
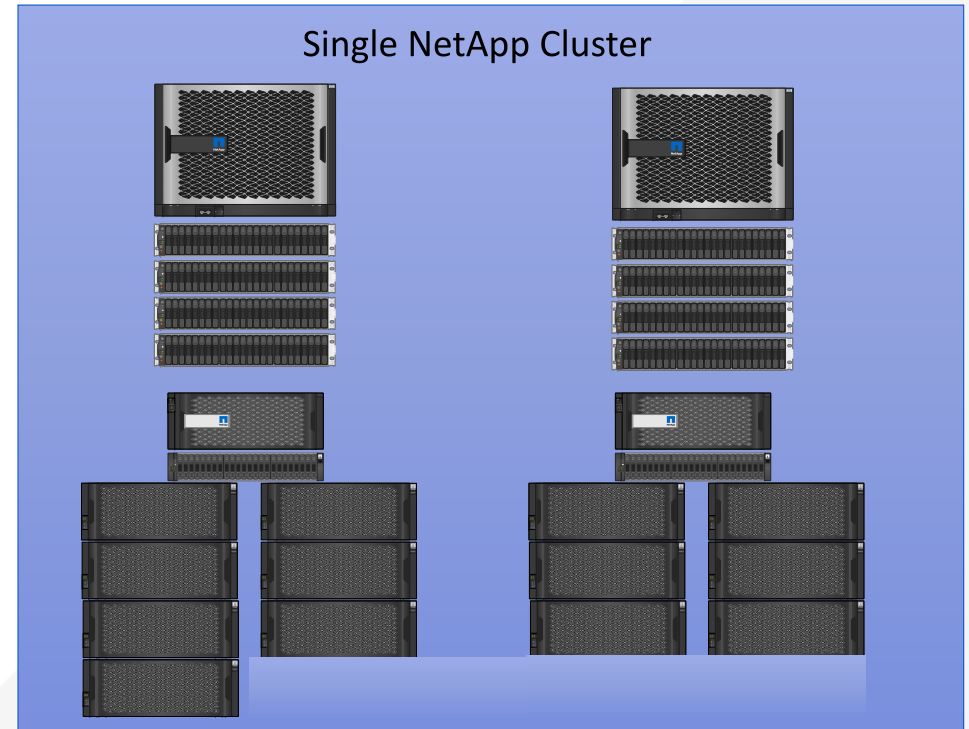
Single NetApp Cluster

Future State – Combined Enterprise/Research Visualization
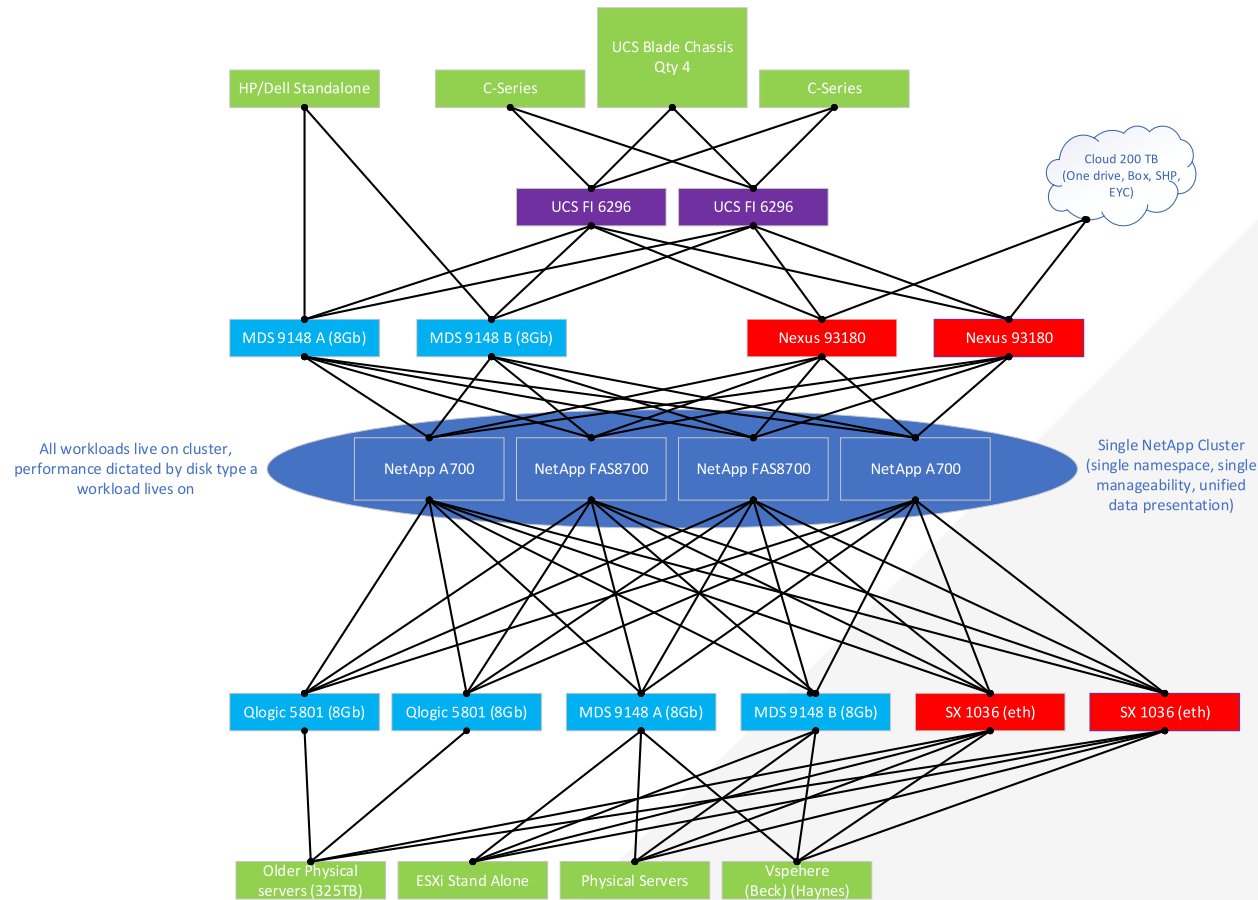
Future State – DR/Offsite Backup – ONTAP

NetApp ONTAP – 2-node Cluster

► FAS8300 Hybrid Array

- 480 x 10 TB NL-SAS + 4 TB NVMe Cache

► Performance Expectations

- IOPS (8k Random IO): 50k

► Capacity – 3.2 PB

- HDD: 3.2 PB

- Total Rack Units: 36

Hardware Visuals

FAS8300

Network and Fibre Channel Network Recommendations

► The existing 10Gb Ethernet and 8 Gb Fibre Channel network infrastructure is sufficient to integrate and operate the proposed solutions.

► In order to refresh the Network/Fibre Channel layer, switches, HBAs, FIs, and FEXs would have to be upgraded.

► Our suggestion is that this infrastructure remain in place and a project to upgrade this layer be considered separately.

► From a supportability perspective, our recommendation is that the MDS-9148S fiber channel switches should be replaced by MDS-9148T.

► To achieve 32Gb Fiber Channel 25/40Gb connectivity into the UCS, our recommendation is to upgrade Existing UCS FIs to 6454s. Additionally the fabric extenders in the blade chassis should be upgraded to the 2408 FEXs. Lastly, the virtual interconnect cards should be upgraded to the VIC-1440.

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DR Considerations

► Storage-based replication is included with the DR solution.

► This ONTAP-based solution also allows for multiple protocols, the most recovery capabilities, and the most on-box and integration capabilities.

► Replication relationships occur on a per-workload (per volume) basis and are flexibly configured and managed.

► Workloads could be replicated to a DR site based upon the Business Continuity and Disaster Recovery plans established by SDSU.

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Environmental Requirements

Line Voltage: 220

| System Components	Qty	Rack Units	Current (Amps)		AC Power (Watts)		AC Power (VA)		Thermal Rating (BTU/hr)		Power (kWh/year)	
			Typical	Worst	Typical	Worst	Typical	Worst	Typical	Worst	Typical	Worst
AFF A700s w/ 24x15.3TB SSDX670A (2xControllers, 1xChassis)	2	8	12.74	15.58	2,494	3,050	2,625.26	3,210.52	8,512	10,410	21,862.4	26,736.3
FAS8700A Ethernet Bundle (2xControllers, 1xChassis)	2	8	16.24	17.34	3,182	3,396	3,349.48	3,574.74	10,860	11,592	27,893.42	29,769.34
DS224C w/ 24x15.3TB SSDX670A	4	8	3.08	6.2	596	1,212	627.36	1,275.8	2,036	4,140	5,224.52	10,624.4
DS460C w/ 60x10TB NL-SAS 7.2kX377A	13	52	76.57	93.47	15,158	18,499	15,955.81	19,472.57	51,740	63,141	132,875.08	162,162.26
Total	21	76	108.63	132.59	21,430	26,157	22,557.91	27,533.63	73,148	89,283	187,855.42	229,292.3

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ATTACHMENT II   18

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Production Storage and DR Options Pricing

► NetApp 38% All Flash and 62% Hybrid (SSD+HDD)– Total Solution Cost: **$5,200,000**

    Includes shipping, implementation, training, one year residency (up to 2 hours a week) and 5 years of maintenance, software upgrades and health checks.

- 8.23 PB Total Enterprise/Research Solution Size
  - 3.1PB of SSD (assuming 2:1 efficiencies)
  - 5.13PB of HDD (no efficiencies assumed)
- Cost savings associated with combining Enterprise and Research
- Cost savings associated with right-sizing flash efficiency

► DR - 3 PB Total Solution Size –   Total DR Storage Cost: **$950,000**

    Includes shipping, implementation, training, one year residency (up to 2 hours a week) and 5 years of maintenance, software upgrades and health checks.

- Option 1: NetApp FAS (ONTAP-Allows for SAN/NAS-based mirroring/snapshots from main array)

► Add on Storage for 247 TB

    Option 1: Full shelf of 60 x 10 tb drives   **$135,000**

    Option 2: Half shelf of 15.3 tb SSD's $**359,000**

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South Dakota Board of Regents

Storage Architecture Options and Visuals
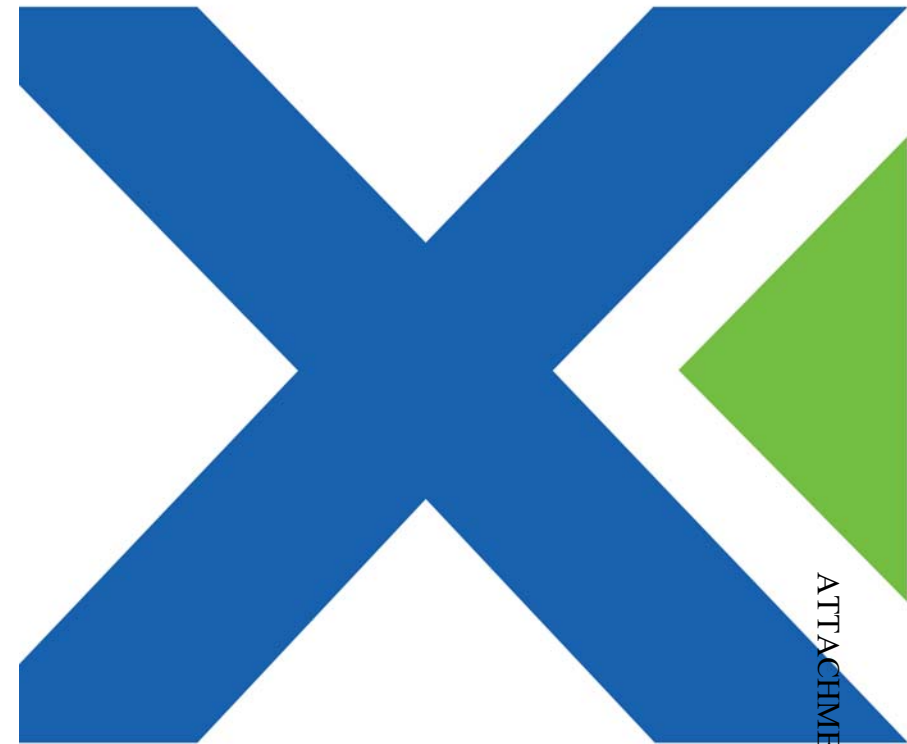
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Project Overview

Summary:

The South Dakota Board of Regents is working with SDSU to successfully upgrade and integrate their storage environments to meet evolving regulatory requirements. They have asked for a partner to help guide them through the product and technology vetting phase.

Main Drivers:

Ease of use for staff/students, ease of management for IT Team, ease of scalability, appropriate amount of space growth, and upgrade in technology to help foster growth in the Research environment. Additionally, successful integration of Board of Regents and SDSU storage technologies is desired.

Timeline:

Their timeline for purchase is within the next 90 days.

Estimated Project Timelines

Project Closure Meeting Goal Date: October EoM

>   This is high-level. More details under each bullet will be in the project plan. We will develop the implementation scope as a next step when components and deliverables are fully quantified.

► Working backwards, what are high level goal dates that must be hit to attain this?

- Migration completed: November EoM

- Implementation completed: Middle of October

- Hardware delivered: Early October (most items will ship in 2-3 weeks, one switch/components are 5-6 weeks out).

- Statement of Work signed: Late August

- Hardware Ordered: August TBD

- Statement of Work delivered to SDSU: August TBD, 2021

- Full solution decided: August, 2021

- Final Design options: May 19, 2021
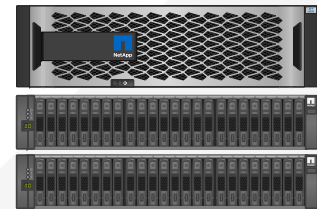
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Current State – NetApp Environment

Sioux Falls

► A300 2-node Cluster

- 60 x 3.84 TB SSD

► Capacity:

- Total Capacity 150 TB

- Used Capacity: 47.5 TB (32%)

- Performance

- Current Avg+StDev IOPS: 4k

- IO Capability of the System: 250k at sub 1ms latency

- Support: Renewal December 31st, 2022
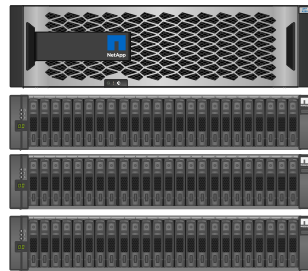
Pierre

► A300 2-node Cluster

- 48 x 3.84 TB SSD

► Capacity:

- Total Capacity 131 TB

- Used Capacity: 35.5 TB (27%)

- Performance

- Current Avg+StDev IOPS: 5k

- IO Capability of the System: 250k at sub 1ms latency

- Support: Renewal December 31st, 2022

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ATTACHMENT III   24

Future State – NetApp Environment

Sioux Falls

▶ A400 nodes, part of the larger SDSU DR Cluster
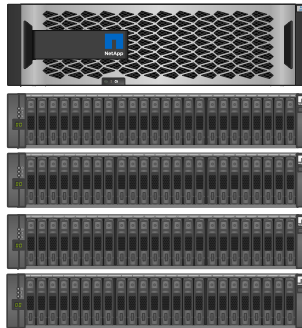
- 12 x 7.6 TB SSD
- 60 x 3.84 TB SSD

▶ Capacity:

- Total Capacity 206 TB
- Used Capacity: 47.5 TB
- Performance
  - Current Avg+StDev IOPS: 4k
  - IO Capability of the System: 400k at sub 1ms latency
- Support: Renewal Late 2026

Pierre

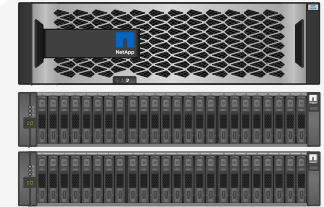▶ A400 2-node Cluster (headswap the existing A300s)

- 48 x 3.84 TB SSD

▶ Capacity:

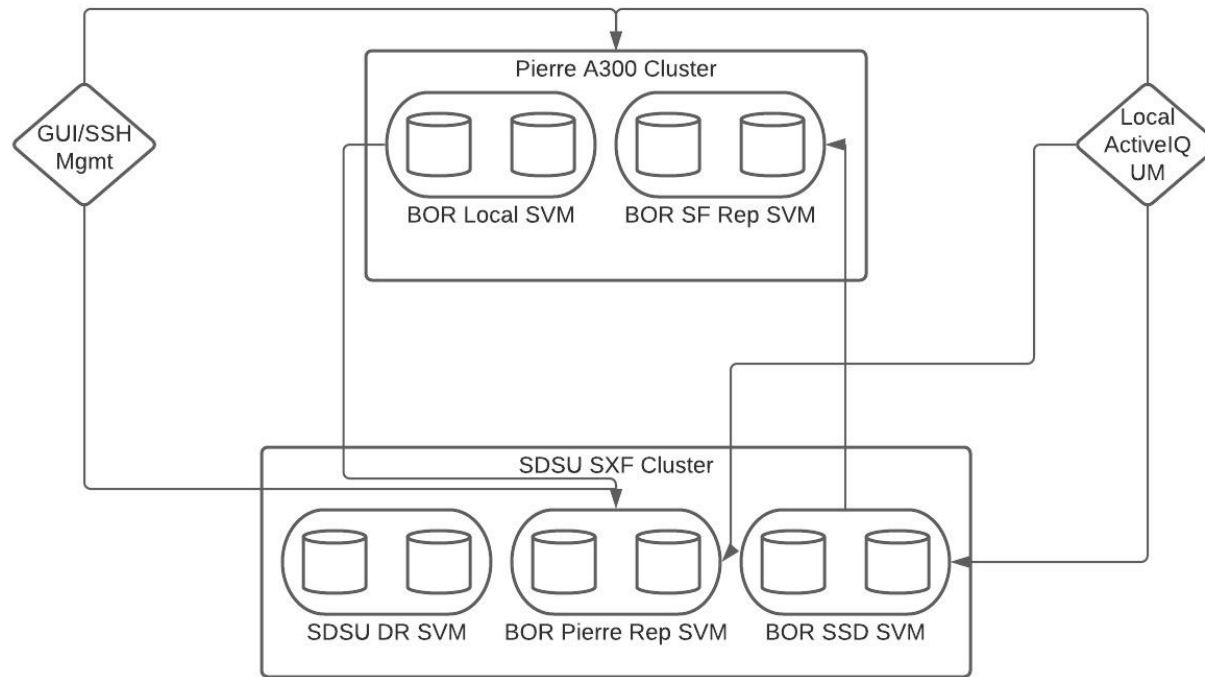- Total Capacity 131 TB
- Used Capacity: 35.5 TB (27%)
- Performance
  - Current Avg+StDev IOPS: 5k
  - IO Capability of the System: 400k at sub 1ms latency
- Support: Renewal Late 2026

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Visuals

Per-Site Environmentals

Line Voltage: 220

System Components	Qty	Rack Units	Current (Amps)		AC Power (Watts)		AC Power (VA)		Thermal Rating (BTU/hr)		Power (kWh/year)	
			Typical	Worst	Typical	Worst	Typical	Worst	Typical	Worst	Typical	Worst
AFF A400A Ethernet Bundle (2xControllers, 1xChassis)	1	4	6.3	7.8	1,233	1,528	1,297.89	1,608.42	4,209	5,215	10,808.48	13,394.45
DS224C w/ 24x7.6TB SSDX319A	1	2	0.87	1.66	170	324	178.95	341.05	581	1,106	1,490.22	2,840.18
Total	2	6	7.17	9.46	1,403	1,852	1,476.84	1,949.47	4,790	6,321	12,298.7	16,234.63

Production-DR and Backup Options Pricing

*pricing is good until 7/31/2021

Pierre Production Storage: **Total Cost:**   **$74,500**

    A400 Controller swap-utilize existing SSD's

    Implementation/training, 5 years of NetApp 4-hour hw/sw support and two software upgrades per year included

Sioux Falls DR Storage: **Total Cost:**   **$ 232,800**

    A400 controller upgrade with 12-7.6 TB SSD of new disk

    Utilize existing SSD from A300 array

    Implementation/training, 5 years of NetApp 4-hour hw/sw support and two software upgrades per year included

Brookings BoR Backup hosted at SDSU Site: **Total Cost:**   **$ 0**

    80 TB spinning disk

    Implementation/training, 5 years of NetApp 4-hour hw/sw support and two software upgrades per year included

Total cost of three sites(production/Recovery/Backup):   **$ 307,300**

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Budget and Finance

****

SUBJECT

  NSU Request to Dispose of Rental House

CONTROLLING STATUTE, RULE, OR POLICY

  SDCL 13-51-12 - Moving or disposal of certain structures authorized by regents.
  BOR Policy 6:2 – Acquisition and Disposal of Real Property

BACKGROUND/DISCUSSION

  NSU requests permission to dispose of the house located at 1217 South Lincoln Street in Aberdeen. This house was one of three properties purchased from the NSU Foundation in 2019. The Board of Regents approved the acquisition of the properties in December 2018. The acquisition plan submitted and approved in 2018, stated that the two houses included in the purchase would eventually be sold and moved from the site in order to provide additional parking for Wolves Memorial Suites which is adjacent to 1217 South Lincoln Street. The house has stood empty for nearly two years and needs major repairs.

  Permission is requested to demolish the house if it cannot be sold and moved from the site. The estimated cost of demolition is $10,000.

  Additional parking would not be added at this time. The lot would be graded and planted to grass to be used as a recreational space.

  In the event this space is turned into parking, a special parking permit would be established and all revenues for said permits would be part of the NSU Auxiliary System.

IMPACT AND RECOMMENDATIONS

  Not applicable.

ATTACHMENTS

  None

****

DRAFT MOTION 20210805_8-D: I move to approve the demolition of the rental house located at 1217 South Lincoln Street in Aberdeen at a cost not to exceed $10,000. In the event NSU converts this location to parking, revenues generated from said parking permits will be part of their Auxiliary System.

Budget and Finance

****

SUBJECT
   NSU Naming Request

LEGAL BASIS FOR EXECUTIVE SESSION
   SDCL § 1-25-2(3)
        (3) Consulting with legal counsel or reviewing communications
        from legal counsel about proposed or pending litigation or
        contractual matters.

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 1:27 – Naming of Institutional Facilities, Programmatic Units or Funded
   Academic Honors

BACKGROUND / DISCUSSION
   Northern State University (NSU) requests authorization to name the football field within
   the new football stadium as Thares Field. The new Dacotah Bank Stadium, which is located
   on the southeast corner of campus within the Regional Sports Complex, is currently under
   construction and slated for completion in August 2021.

   BOR Policy 1:27, Section 5, states, "Under ordinary circumstances, serving Regents,
   elected officials, and institution employees are not eligible for naming." Section 6 goes on
   to state, "The Board may make exceptions to the standards and practices ordinarily required
   under this policy where, in its discretion, circumstances justify such departures to serve
   what it deems to be in the best interests of the particular school or the system."

   Jim and Tracy Thares have been leaders in the Aberdeen community for years, and have
   helped lead the comprehensive Education Impact Campaign for the last four years, which
   has resulted in over $60 million in gifts in support of the construction of four transformation
   facilities on the campus of NSU and the South Dakota School for the Blind and Visually
   Impaired. The Regional Sports Complex is part of this campaign. Furthermore, Jim and
   Tracy Thares have made a substantial gift to NSU and the Educational Impact Campaign.
   Naming of the football field within the new Dacotah Bank Stadium as Thares Field
   recognizes this gift and their many years of significant support to Northern State
   University.

****

DRAFT MOTION 20210803_8-E:
   I move to grant an exception to BOR Policy 1:27 and approve the request from Northern
   State University to name the football field within the new Dacotah Bank Stadium as
   "Thares Field".

Board Policy No. 1:27 states the pertinent standards:

2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration shall be 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.

      …

      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.

      …
   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.
3. Prior to recommending to the Board the naming of a facility or programmatic unit for a person, family or organization, the president or superintendent shall have a reasonable assurance that:
   A. the proposed name will bring additional honor and distinction to the institution,
   B. the recognition implied by the naming is appropriate for the behavior exhibited by the individual, family, or organization, and
   C. any philanthropic commitments connected with the naming can be realized.

IMPACT AND RECOMMENDATION
The naming request from NSU requires an exception to Board Policy 1:27 (naming after serving Regent), which the Board has the authority to allow. Given the circumstances noted above, Board staff recommends granting an exception to the aforementioned policy restriction, and approving the naming request.

ATTACHMENTS
Attachment I – Naming Request Form

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: 5-21-2021

Name of Institution: Northern State University

Current Name: currently under construction

Proposed Name: Thares Field

Effective Date and Duration of Proposed Name: August, 2021 and in perpetuity

Location on Campus: Southeast corner of campus

Purpose of Facility, Space, or Program to be Named: Football field within the new football stadium

If the naming request is the result of a gift, is the institution currently in possession of the gift? : _____ Yes

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.)

Rationale for Proposed Name (Include in the space below, or attach documentation):

Jim and Tracy Thares have been tremendous leaders in the Aberdeen community for many years. They have helped lead the comprehensive Educational Impact Campaign for the last four years which has resulted in over $60 million in gifts in support of the construction of four transformational facilities on the campus of NSU and the South Dakota School for the Blind and Visually Impaired. In addition, Jim and Tracy have made a substantial gift to NSU and the Educational Impact Campaign. In recognition of Jim and Tracy's gift and their many years of significant support of Northern State University, we are requesting to name the new football field located within Dacotah Bank Stadium: Thares Field.

Authorization for Use of Name

I, the undersigned, authorize the use of my name for the proposed naming request specified above.

_____   _____5/17/21_____
Signature   Date

_____Jim Thares_____
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.

_____Veronica Paulson_____   _____5/20/2021_____
President/Superintendent Signature   Date

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SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
   BOR Policy 1:27 – Naming of Institutional Facilities, Programmatic Units, or
   Funded Academic Honors

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 1:27

BACKGROUND / DISCUSSION
   Board Policy 1:27 provides the process and approval structure for naming institutional facilities (e.g., buildings, additions and roadways), programmatic units (e.g., colleges, schools, institutes, centers or departments) and wings, halls rooms or other areas within buildings, chairs, lecture series or other academic honors. While the bulk of BOR Policy 1:27 is specific to naming facilities or programmatic units in recognition of a person, family or organization, the second paragraph is generally applicable to the naming of all facilities (costing more than $250K) and programmatic units. As a result, the current policy can be read to require Board approval of generic/logical names, such as East Hall, Department of Biomedical Engineering, Center for Applied Sciences, etc.

   The proposed revisions seek to clarify this issue, and in doing so, leave the authority to name facilities or programmatic units that are not in recognition of a person, family and organization and which bear a generic descriptive name that is logically related to its use, offering(s) and/or location, with the presidents and superintendents.

IMPACT AND RECOMMENDATION
   The proposed revisions to BOR Policy 1:27 clarify when Board approval of facility and programmatic naming requests is necessary, and in doing so, simplifies and streamlines the process for assigning generic/logical names to institutional facilities and programmatic units.

   Staff recommends approval.

ATTACHMENTS
   Attachment I – BOR Policy 1:27 – Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors Revisions

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DRAFT MOTION 20210803_8-F:
   I move to approve the first reading of the proposed revisions to BOR Policy 1:27, as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors

NUMBER: 1:27

A. PURPOSE

To set parameters for the naming of institutional facilities, programmatic units, or funded academic honors.

B. DEFINITIONS

None.

C. POLICY

1. Overview

The Board has a long-standing tradition of naming institutional facilities, programmatic units and funded academic honors in recognition of persons or entities who have made important contributions to enable or to advance the missions of the institutions. All naming in recognition of an honoree must be consistent with the Board's role as a public trust. Accordingly, all such proposals shall be reviewed and approved in accordance with this policy.

The Board shall approve the names of all new or existing campus facilities, such as roadways and buildings and additions (if they are to carry a different name from the original building), costing more than $250,000, if the name is in recognition of a person, family or organization. It shall also approve the naming of programmatic units such as colleges, schools, institutes, centers or departments made in recognition of a person, family, or organization. The presidents and superintendents may name facilities and programmatic units that are not in recognition of a person, family or organization and which bear a generic descriptive name that is logically related to the use, offering(s) and/or location, and all wings, halls, rooms or other areas within buildings, and chairs, lecture series or other funded academic honors.

2. Criteria for Naming

2.1. When naming a facility or programmatic unit 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:

2.1.1. Serving the university in an academic or administrative capacity with high distinction, or

2.1.2. By contributed in other exceptional ways to the welfare and reputation of the university, to education, or to the community in genera.

2.2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration shall be given to the following factors:

2.2.1. The significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:

2.2.1.1. 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.

2.2.1.2. 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.

2.2.1.3. 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.

2.2.1.4. 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.

2.2.1.5. 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.

2.2.1.5.1. 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.

2.2.2. The urgency or need for the project or program, or continuing support for the program,

2.2.3. The standing of the individual, family, or entity in the community or profession,

2.2.4. The nature and duration of the relationship of the proposed honoree to the university.

2.3. Prior to recommending to the Board the naming of a facility or programmatic unit for a person, family or organization, the president or superintendent shall have a reasonable assurance that:

2.3.1. The proposed name will bring additional honor and distinction to the institution,

2.3.2. The recognition implied by the naming is appropriate for the behavior exhibited by the individual, family, or organization, and

2.3.3. Any philanthropic commitments connected with the naming can be realized.

2.4. A name will generally be effective for the useful life of the facility or the designated use of the area. If a facility must be replaced or substantially renovated, or the use of an area re-designated, it may be named for a new donor, subject to the specific terms and conditions set forth in any gift agreements related to the prior naming action.

2.5. Under ordinary circumstances, serving Regents, elected officials, and institution employees are not eligible for a naming.

2.6. The Board may make exceptions to the standards and practices ordinarily required under this policy where, in its discretion, circumstances justify such departures to serve what it deems to be the best interests of the particular school or university or the system.

2.7. A naming conferred in recognition of a pledge is contingent on fulfillment of that pledge and will be approved on that condition.

2.8. If the institution proposes to change the function of a named facility or area, it must document the review of related gift agreements to determine if the proposed use is consistent with the restrictions that may have been previously stipulated. If the proposal for change in use is inconsistent, the institution shall consult with the General Counsel.

2.9. Notwithstanding any contractual provision to the contrary, if at any time following the approval of a naming, circumstances change substantially so that the continued use of that name may compromise the public trust, the Board may authorize an institution to discontinue use of the name.

FORMS / APPENDICES:

Naming Request Form

SOURCE:

BOR June 1994, formerly Board Policy 6:10 (Naming of Campus Facilities); BOR August 2006; June 2017 (Clerical).

The South Dakota Board of Regents adjourned its annual retreat and business meeting on August 5, 2021 and will meet again for its regular business meeting on October 6-7, 2021 in Rapid City.

I, Brian Maher, Executive Director & 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 August 3-5, 2021.

Dr. Brian L. Maher
Executive Director & CEO
South Dakota Board of Regents