

**BOARD OF REGENTS
MINUTES OF THE MEETING
June 21-22, 2023**

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ADJOURN

**BOARD OF REGENTS
MINUTES OF THE MEETING
June 21-22, 2023**

The South Dakota Board of Regents met on June 21-22, 2023, at Dakota State University in Madison at 9:00 a.m. Central Time and via Zoom* with the following members present:

ROLL CALL:

Brock Brown – PRESENT
Judy Dittman – PRESENT
Randy Frederick – PRESENT
James Lochner – PRESENT
Douglas Morrison – PRESENT
Randy Rasmussen – PRESENT
Pam Roberts – PRESENT
Jeff Partridge, Vice President – PRESENT
Tim Rave, President – PRESENT

Also present during all or part of the meeting were Nathan Lukkes, Board of Regents Executive Director and CEO; Liza Clark, Chief of Staff; Dr. Janice Minder, System Vice President for Academic Policy and Planning; Heather Forney, System Vice President of Finance and Administration; Kayla Bastian, Chief Human Resources Officer; Shuree Mortenson, Director of Communications; Dr. Pamela Cariveau, System Associate Vice President for Academic Programming; Katie Maley, Executive Assistant to the CEO and Board; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Laurie Nichols, BHSU President; Jim Rankin, SDSMT President; Dr. Neal Schnoor, NSU President; Sheila Gestring, USD President; Kim Wadsworth, SDSD Superintendent; Dan Trefz, SDSBVI Superintendent; and other members of the Regental system and public and media.

WEDNESDAY, JUNE 21, 2023

Regent Rave declared a quorum present and called the meeting to order at 9:00 a.m.

1-A Approval of the Agenda

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

1-B Declaration of Conflicts

There were no declared conflicts.

1-C Approval of the Minutes – Meeting on May 9, 2023

IT WAS MOVED by Regent Roberts, seconded by Regent Partridge, to approve the minutes of the Board of Regents meeting on May 9, 2023. Motion passed.

1-D Election of Officers

IT WAS MOVED by Regent Brown seconded by Regent Roberts, to elect the following slate of officers effective immediately June 21, 2023: Tim Rave as President; Jeff Partridge as Vice President; and Doug Morrison as Secretary. Motion passed.

1-E Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, that the Board dissolve into Executive Session at 9:15 a.m. on Wednesday, June 21, 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.

That it rise from Executive Session at 3:30 p.m., and reconvene in public session, to resume the regular order of business, and that the Board report its deliberations while in executive session and take any action it deems prudent as a result thereof in public session on Thursday, June 22. Motion passed.

The Board dissolved into executive session, recessed from executive session at 3:30 p.m. to reconvene in public session before resuming executive session.

LEGISLATIVE ROUNDTABLE

Senator Casey Crabtree and Representative Will Mortenson, majority leader for the Republican caucus. Mortenson stated that he feels the BOR is south Dakota focused and heading in the right direction. Making affordability and the American Dream are at the forefront by pushing programs like the Freedom Scholarship and the South Dakota Opportunity Scholarship for students and their families.

Regent Rave stated on behalf of the Board, the Presidents and their staff to thank the legislators and the Governor for the tuition freeze as it has made a huge impact on enrollment and placing South Dakota at a strategic advantage to surrounding states and look forward to having additional conversations about. He also noted that the only thing that matters is the kids and keeping school affordable and that does not happen without the help of the Governor and the Legislators.

Regent Partridge noted that the one thing that surfaces for the Board's priorities in his book is Senate Bill 55 and the work of that task force. We are well on our way to completing all 35 of the recommendations set forth by that taskforce. The Board is working to get those finished. Regent Partridge extended compliments the Presidents and their leadership teams on getting those tasks implemented and continually moving forward. There is a challenge on the way with our universities in the form of declining enrollments; the Board and university Presidents are ready for that storm, and one thing for them to look forward to and to meet that challenge would be the opportunity for discussion on an additional tuition freeze if possible. Regent Partridge also noted another thing on the Board's plan is to look at marketing more aggressively regionally as well as nationally.

Senator Crabtree stated that everyone is aware of the comments/concerns coming in being reported on in the media and inquired if the Board is aware of those concerns and whether those issues been noticed in the regental system. Regent Rave stated that the BOR and institutions have policies and procedures in place to address those concerns, amongst others.

Regent Brown affirmed that in his experience in his constitutional law studies, never once has he felt that his or fellow classmates' voices have been stifled in any way. His experience has been surrounded by very poised and thoughtful practices. Regent Rave agreed with those sentiments and noted that he feels South Dakota serves as a role model for other institutions across the country on how to have open, meaningful, and thoughtful conversations and debates.

Regent Partridge noted that the solution that a lot of people came up with was the Opportunity Centers and those really being an Opportunity for All. It doesn't matter who you are, where you are from, or what you look like, we want students to come to South Dakota and have every opportunity in front of them to be successful in South Dakota. The Opportunity Centers really help accomplish that and are working very well. Each of our universities has an Opportunity Center.

In regard to working with the SD Technical Colleges, Regent Rave highlighted the work that Dr. Janice Minder and Dr. Pam Carriveau have been diligently working on with the Tech Ed leadership regarding statewide articulation agreements amongst the institutions. Regent Roberts affirmed that she has been working in the system a long time and in the past, there have been very strong turf wars amongst institutions and the technical colleges, and that just is not the case today. She commended the staff from the technical colleges and the regental system who meet on a regular basis to continue to streamline paths of success between the regental institutions and the technical colleges to make student articulation as effective and streamlined as possible and for students to improve their overall success in attaining their postsecondary education in South Dakota.

Regent Partridge noted that it is very important that ensuring a freshman student becomes a sophomore, etc. An awful lot of work goes into retention that many staff/faculty at the institutions do that goes unrecognized. Regent Roberts stated that increased graduation rates will

follow the work being done on retention. Representative Mortenson stated that he knows that reasons for students leaving an institution are highly varied, and he and the other legislators are ready to help address those issues along with the Board where they can.

Regent Rave stated that if we are not here to help students who do not do well on standardized tests, then we are not doing our job; however, he feels the Board and the system are on the right track to address those concerns. Regent Partridge noted that President Nichols has been a nice job of streamlining the BHSU-Rapid City location into a health sciences location, and in getting an agreement in place to support health science pathways.

Senator Crabtree noted that regarding the Freedom Scholarship, he is excited to see where that is at now and it is fantastic. The backbone of that program was based on public and private partnerships. We have private industry partnerships leading and changing our paths. How does the Board see those partnerships changing those paths going forward. Regent Rave stated that he sees those partnerships getting bigger in gifts and doing research to expand and collaborate between the Board, Presidents, and the Legislature to drive those over the finish line. Regent Rave noted that his mind is with the entrepreneur and how the system can foster those individuals and IP to put together new paths and innovation. The Board is very open to more feedback on how they can step up to foster those new ideas and relationships.

Representative Mortenson affirmed the notion that the more requests the BOR can put before the legislature that is coming from a clear and concise voice for the system, the easier it makes it for them to do their jobs while also keeping an even hand when working through everything in front of them in session. Senator Crabtree noted that they would like the Board's budget priorities sooner rather than later, noting that they understand that those topics are still underway. Regent Roberts noted that she was glad and appreciative to hear from legislators that they like and prefer the unified approach the Regental system has been taking when it comes to the budget priorities.

Senator Crabtree noted that he is pleased with BOR staff and Regents in being very responsive to all of their inquiries and being quick to provide responses. He further affirmed that he is appreciative of Nathan Lukkes and Liza Clark in their leadership roles in the Board of Regents. Senator Crabtree noted that both he and Representative Mortenson have been working on a lot of projects workforce and education related, and they want to be active partners with the Board and know that the BOR has a lot of pressure in those areas, so they want to share some of that burden when opportunity allows.

Motion to Amend Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, to amend the motion to dissolve into executive session to reconvene in executive session at 6:00pm to continue discussing the matters previously described, and that it rise from executive session at 9:00pm and reconvene in public session on June 22 to resume the regular order of business, report its deliberations while in executive session and take any action it deems prudent as a result thereof.

THURSDAY, JUNE 22, 2023

The Board reconvened in public session at 9:00 a.m.

3. Informal Budget Hearings

SDSU/CES/AES: President Dr. Barry Dunn and Michael Holbeck, Vice President for Finance & Budget, reviewed the budget priorities for South Dakota State University which focused on the Ag Experiment Station in M&R funding, rising construction costs Cottonwood, and BioProducts funding.

USD/Law School/SSOM: President Sheila Gestring, Julie Kriech, Vice President of Finance & Administration, Kurt Hackemer, Provost, and Dr. Tim Ridgway, Vice President of Health Affairs and Dean of the Sanford School of Medicine, reviewed the budget priorities for the University of South Dakota, the USD School of Law, and the Sanford School of Medicine.

SDSMT: President Dr. Jim Rankin reviewed budget priorities for South Dakota School of Mines & Technology which focused in part on Intellectual Property Protection (Patent) Fund.

DSU: President Dr. José-Marie Griffiths, Rebecca Hoey, Provost, and David De Jong, Dean of the College of Education, reviewed budget priorities for Dakota State University, which focused on the South Dakota Teacher Education Pathway program and SD-QIST Opportunities.

NSU: President Dr. Neal Schnoor and Veronica Paulson, VP of Finance and Administration reviewed the budget priority for Northern State University which focused on a Center for Public History and Civic Engagement and the Lincoln Hall Project.

BHSU: President Dr. Laurie Nichols and Kathy Johnson reviewed budget priorities for Black Hills State University, which focused on GAP Funding, enhancements to the Business School as a Regional Resource / Shared Business Program Facility, and a Center for Civic Engagement.

System Requests: Heather Forney, System Vice President of Finance & Administration, explained the system's budget priorities, which include requests for Dual Credit funding, Debt Retirement – HEFF Bonded Debt (which ties closely to Maintenance and Repair), and Tuition Freeze.

A copy of the Informal Budget Hearing materials can be found on page **18** of the official minutes.

5-A Report and Actions of Executive Session

Regent Morrison reported the Board dissolved into Executive Session at 9:15 a.m. on Wednesday, June 21, 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.

The Board recessed from executive session at 3:30 p.m. to reconvene in public session to resume the regular order of business, after which it reconvened in executive session to continue discussing the matters previously stated, before rising from executive session at 9:00 p.m.

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 Morrison, seconded by Regent Roberts, 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 19 to 29 of the official minutes.

5-B Resolutions of Recognition

IT WAS MOVED by Regent Roberts, seconded by Regent Partridge, to recognize Jim Thares and Dr. Brian Maher for their service to South Dakota's system of public higher education. Motion passed.

A copy of the Resolutions of Recognition can be found on pages 30 to 32 of the official minutes.

5-C Welcome and Presentation by DSU President José-Marie Griffiths

DSU President José-Marie Griffiths welcomed the Board and other attendees to Dakota State University and provided a presentation about the institution through the eyes and experiences of current students.

5-D(1) Student Organization Awards – DSU

Amy Crissinger, DSU Vice President for Student Affairs and Enrollment Management, presented the DSU student organization award winners for 2022. Future Business Leaders of America Collegiate (FBLA) accepted the award for academic excellence. The Newman Club accepted the award for community service. Lights, Camera, Action Film Club accepted the award for organizational leadership.

A copy of the DSU Student Organization Awards can be found on pages 33 to 34 of the official minutes.

5-D(2) Student Organization Awards – USD

Scott Pohlson, USD Vice President of Enrollment, Marketing/University Relations and Student Services, presented the USD student organization award winners for 2022. The Plastic and Reconstructive Surgery Interest Group (PRSIG) accepted the award for academic excellence. The Coyote Clinic accepted the award for community service. The Cultural Wellness Coalition accepted the award for organizational leadership.

A copy of the USD Student Organization Awards can be found on pages 35 to 36 of the official minutes.

5-E Reports from Individual Presidents and Superintendents

Jim Rankin noted that today is the first day of retirement for their previous VP of Research. He did a lot of service for the institution during his tenure and wanted to extend his gratitude.

5-F Reports on Individual Regent Activities

Regent Partridge noted that he is glad we now have a full board as the last six regents were very busy during spring commencement ceremonies without any backups, so he appreciates all the new members to now join in on those festivities. Regent Rave echoed Regent Partridge's remarks on the marathon processes of commencement ceremonies, but he really appreciated the extra time he was able to spend with the leadership teams at the institutions.

Regent Lochner noted that since his appointment to the Board he has visited three of the campuses so far and was thrilled with how rewarding an experience it has been. He is looking forward to visiting the remaining institutions and is excited to be on this board and a part of the higher education process.

5-G Report from the Student Federation

Josh Styskal, Student Federation Executive Director, and Michael Garofolo, Student Federation President introduced themselves to the Board and provided an overview of what the Student Federation is and what they do for new Board members. All six institutions are currently holding their orientation for new students for the summer and have seen great attendance in those. They are also looking forward to their continued work on the mental health space and the work that was done in the last legislative session. One of the tools they use Eval eCare, which is a crisis hotline that they have seen a lot progress on.

Regent Rave noted that there was money allocated for suicide prevention for students, and the organization Lost and Found is one of the groups the Student Federation is looking at to engage with those funds.

Josh also brought up the challenge that the Governor put forth toward the Board and they encouraged the engagement of the Board with the Student Federation in that process.

5-H Report of the Executive Director

Nathan Lukkes, Executive Director and CEO, thanked the Board, Presidents, and staff for their support and confidence in him in this new role. He is very appreciated to Dr. Maher as well for his mentorship. Nathan wants to continue to work to ensure that every student in South Dakota has the opportunity for postsecondary education and that they have clear pathways to do so. No matter their background or institution they wish to attend. It is critical to do everything in our power to see that students are successful and that they are able to complete their degrees and enter into the workforce. We have a strong system of great institutions and exceptional leadership.

6 Public Comment Period

Jim Thares of Aberdeen, SD, as a resident and business owner in Aberdeen, stated that he is here to advocate for the Nursing Program proposal by NSU in Aberdeen. His area of expertise is in senior

residential care and there is a great need for that program at NSU in the community.

Alan Aldrich of USD noted that there has been a lot of discussion this week about job readiness and Senate Bill 55 (SB55); all are very legitimate and important concerns, but he asks that the Board consider ‘what does it mean to be a well-rounded educated person’. We all need to have knowledge in soft skills, and the general education requirements are often supported by those departments.

CONSENT AGENDA

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, to approve consent agenda items 7-A through 7-J as presented.

Motion passed.

Academic and Student Affairs – Consent

7-A SDSBVI Membership in SDHSAA

Approve the request of SDSBVI for continued membership in the South Dakota High School Activities Association.

A copy of the SDSBVI Membership in SDHSAA can be found on pages **37** to **38** of the official minutes.

7-B Revised BOR Policy 2:37 – Syllabi and Learning Management System Policy (First and Final Reading)

Approve the first and final reading of the proposed revisions to BOR Policy 2:37 – Syllabi and Learning Management System, as presented.

A copy of the Revised BOR Policy 2:37 can be found on pages **39** to **43** of the official minutes.

7-C Inactivation of Outdated BOTE Articulation Agreements

Approve the inactivation of the outdated articulation agreements presented in Attachment II. The Board of Regents supports the ongoing efforts between the Technical Colleges and the Universities.

A copy of the Inactivation of Outdated BOTE Articulation Agreements can be found on pages **44** to **50** of the official minutes.

7-D(1) New Program Requests – DSU – Minor in Communication Studies

Authorize DSU to offer a minor in Communication Studies, as presented.

A copy of the New Program Requests – DSU – Minor in Communication Studies can be found on pages **51** to **60** of the official minutes.

7-D(2) New Program Requests – DSU – Minor in Management

Authorize DSU to offer a minor in Management, as presented.

A copy of the New Program Requests – DSU – Minor in Management can be found on pages **61** to **68** of the official minutes.

7-D(3) New Program Requests – NSU – AS in Early Childhood Education

Authorize NSU to offer an AS in Early Childhood Education, as presented.

A copy of the New Program Requests – NSU – AS in Early Childhood Education can be found on pages **69** to **74** of the official minutes.

7-E(1) New Certificate Requests – DSU – Management (Undergraduate)

Authorize DSU to offer an undergraduate certificate in Management, as presented.

A copy of the New Certificate Requests – DSU – Management (Undergraduate) can be found on pages **75** to **80** of the official minutes.

7-E(2) New Certificate Requests – NSU – Marketing and Digital Design (Undergraduate)

Authorize NSU to offer an undergraduate certificate in Marketing and Digital Design, as presented.

A copy of the New Certificate Requests – NSU – Marketing and Digital Design (Undergraduate) can be found on pages **81** to **90** of the official minutes.

7-E(3) New Certificate Requests – NSU – Principal and Building Leadership (Graduate)

Authorize NSU to offer a graduate certificate in Principal and Building Leadership, as presented.

A copy of the New Certificate Requests – NSU – Principal and Building Leadership (Graduate) can be found on pages **91** to **98** of the official minutes.

7-F(1) New Specialization Requests – DSU – Analytics – MS in Information Systems

Authorize DSU to offer a specialization in Analytics within the MS in Information Systems, as presented.

A copy of the New Specialization Requests – DSU – Analytics – MS in Information Systems can be found on pages **99** to **102** of the official minutes.

7-F(2) New Specialization Requests – USD – Applied Behavior Analysis – MS in Health Sciences

Authorize USD to offer a specialization in Applied Behavior Analysis within the MS in Health Sciences, as presented.

A copy of the New Specialization Requests – USD – Applied Behavior Analysis – MS in Health Sciences can be found on pages **103** to **107** of the official minutes.

7-G New Site Request – NSU – MSED in Counseling (Online)

Approve NSU’s new site proposal to offer the MSED in Counseling online, as presented.

A copy of the New Site Request – NSU – MSED in Counseling (Online) can be found on pages **108** to **114** of the official minutes.

7-H Inactive Status & Program Termination Requests – DSU, SDSU, & USD

Approve the program termination and inactivation requests from DSU, SDSU, and USD, as presented in Attachments I through III.

A copy of the Inactive Status & Program Termination Requests – DSU, SDSU, & USD can be found on pages **115** to **124** of the official minutes.

7-I Agreement on Academic Cooperation – SDSU

Approve South Dakota State University’s agreement on academic cooperation with the Universidad de los Llanos of Villavicencio, as presented.

A copy of the Agreement on Academic Cooperation – SDSU can be found on pages **125** to **129** of the official minutes.

7-J Program Modifications Requiring Board Approval – SDSU

Approve SDSU’s program modification requests for the MS in Sociology – Community Development Specialization, as presented.

A copy of the Program Modifications Requiring Board Approval – SDSU can be found on pages **130** to **134** of the official minutes.

Routine Informational Items – No Board Action Necessary

7-K Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages **135** to **136** of the official minutes.

7-L Capital Projects List

A copy of the Capital Projects List can be found on pages **137** to **141** of the official minutes.

7-M Program Review Reports

A copy of the Program Review Reports can be found on pages **142** to **143** of the official minutes.

7-N Intent to Plan Requests

A copy of the Intent to Plan Requests can be found on pages **144** to **145** of the official minutes.

7-O SDSU Strategic Plan

A copy of the SDSU Strategic Plan can be found on pages **146** to **149** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

8-A Revised BOR Policy 2:6 – System Academic Year / Academic Calendar (First Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, joined by Dr. Pam Cariveau, System Associate Vice President for Academic Programming, stated that the Board of Regents system academic staff, working with a large group of stakeholders, have attempted to revise BOR Policy 2:6. The revisions are substantial; thus, a new draft of the Policy is being proposed in Attachment I which would replace the version that is currently in place and provided in Attachment II for reference.

The process of evaluating the academic calendar, policies and procedures included stakeholders from academic leadership, student leadership, registrar, financial aid, and accounts receivable representation. Through that cross-functional, cross-institutional representation, additional outreach by those members included faculty, students (including Student Federation), and athletics. Feedback was received informally by faculty officers at institutional-specific faculty forums with Regents and staff.

IT WAS MOVED by Regent Brown, seconded by Regent Lochner, to proposed BOR Policy 2:6 – System Academic Year/Academic Calendar, as presented. Motion passed.

A copy of the Revised BOR Policy 2:6 – System Academic Year / Academic Calendar (First Reading) can be found on pages **150** to **161** of the official minutes.

8-B Revised BOR Policy 2:32 – Definition and Assignment of Credit Hours (First Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, joined by Dr. Pam Cariveau, System Associate Vice President for Academic Programming, stated the changes to this policy are related to the previous agenda item, but not as substantive. This policy revision enhances and provides more clarity on federal rules and regulations as compared to the current policy. Most importantly, the definition section was created to further inform students about why and how the academic calendar was developed. In addition, the reference of the code of federal regulations and the accreditation documentation can be found in the policy allowing additional research of the stakeholders and transparency of the policy.

IT WAS MOVED by Regent Brown, seconded by Regent Lochner, to approve the first reading of the proposed revisions to BOR Policy 2:32 – Definition and Assignment of Credit Hours, as presented. Motion passed.

A copy of the Revised BOR Policy 2:32 – Definition and Assignment of Credit Hours (First Reading) can be found on pages **162** to **167** of the official minutes.

8-C 2027-28, 2028-29, and 2029-30 Academic Calendar Approval

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that we need to put calendars out as far in advance as possible since they impact processing in the system Student Information System (SIS). Currently, we only have calendars approved through the 2026-27 academic year. As a result, academic calendars for 2027-28, 2028-29, and 2029-30 are being presented for approval.

IT WAS MOVED by Regent Brown, seconded by Regent Morrison, to approve the system academic calendars for 2027-28, 2028-29, and 2029-30 academic years, as presented. Motion passed.

A copy of the 2027-28, 2028-29, and 2029-30 Academic Calendar Approval can be found on pages **168** to **172** of the official minutes.

8-D Statewide Nursing Proposal for Uniform Articulation Agreement between the Board of Regents and the Board of Technical Education

Dr. Janice Minder, System Vice President for Academic Policy and Planning, and Dr. Pam Cariveau, System Associate Vice President for Academic Programming, stated that Goal 2 of the strategic plan is Access and Affordability and one of the objectives outlined includes seamless transfer by increasing enrollments through improved access to bachelor degree programs for students with earned credits from technical and community colleges. Since January of 2022, the Board of Regents academic affairs staff have been meeting with the Board of Technical Education (BOTE) academic programming staff. As a leadership team both the academic vice presidents of the universities and the technical colleges meet annually in April to discuss progress, opportunities, and identifying areas of enhancing their partnership.

In April of 2022, that leadership team identified the desire to move toward a statewide nursing agreement. Through a LEAN process of improvement, Lake Area Technical College, Mitchell Technical College, Southeast Technical College, and Western Dakota Technical College partnering with South Dakota State University and the University of South Dakota nursing deans and department heads have developed a statewide nursing articulation agreement presented as Attachment I.

IT WAS MOVED by Regent Brown, seconded by Regent Morrison, to approve the statewide uniform articulation agreement in nursing between the Board of Regents and Board of Technical Education. Motion passed.

A copy of the Statewide Nursing Proposal for Uniform Articulation Agreement between the Board of Regents and the Board of Technical Education can be found on pages **173** to **189** of the official minutes.

8-E New Certificate Request – BHSU, DSU, NSU, SDSMT, SDSU, & USD – Basic Spanish Language Proficiency (Undergraduate)

Dr. Pamela Carriveau, System Associate Vice President for Academic Programming, explained that all six regental universities request authorization to offer an undergraduate certificate in Basic Spanish Language Proficiency. The proposed certificate was the result of a collaborative workgroup comprised of Spanish faculty from each university. The certificate may be completed at any university. The purpose of the proposed certificate is to mark students' achievements in acquiring Spanish language at the basic level. The academic field in this certificate is elementary and intermediate language study, with a focus on developing all modes of language production: speaking, listening, writing, and reading in an everyday context. The certificate program seeks to attract undergraduate students pursuing majors in fields in which a demonstrable degree of language ability and intercultural competency would be beneficial but would also be available as a stand-alone certificate for those already in the workforce.

IT WAS MOVED by Regent Brown, seconded by Regent Roberts, to authorize BHSU, DSU, NSU, SDSMT, SDSU, and USD to offer an undergraduate certificate in Basic Spanish Language Proficiency, as presented. Motion passed.

A copy of the New Certificate Request – BHSU, DSU, NSU, SDSMT, SDSU, & USD – Basic Spanish Language Proficiency (Undergraduate) can be found on pages 190 to 197 of the official minutes.

8-F(1) New Program Requests – NSU – BSED in Secondary Education

Dr. Pamela Carriveau, System Associate Vice President for Academic Programming, joined by Erin Foubert, Associate Provost, and Anna Schwan, Dean of the School of Education, from NSU stated that Northern State University (NSU) requests authorization to offer a BSED in Secondary Education. The BSED in Secondary Education will provide students with a solid understanding of the discipline through theoretical and practical components of the curriculum. The proposed program will include seven specializations, including: social studies, history, science, chemistry, biology, math, and English. Students will be trained to be knowledgeable of their academic discipline and to create environments that will support the teaching and learning process in their content area. The flexible course delivery options are designed to meet the student's professional needs. The BSED in Secondary Education is part of the SD Teacher Apprenticeship Pathway to encourage and support paraprofessionals to become licensed teachers in South Dakota.

Dr. Schwan provided a summary of the program and the workforce needed in South Dakota for secondary educators. NSU wants to be a part of the solution to address this workforce shortage and this program provides a way to do that. Dr. Schwan noted that this program will not fix everything, but it is a great start in helping not only students but schools as well.

IT WAS MOVED by Regent Brown, seconded by Regent Roberts, to authorize NSU to offer a BSED in Secondary Education, as presented. Motion passed.

A copy of the New Program Requests – NSU – BSED in Secondary Education can be found on pages 198 to 206 of the official minutes.

8-F(2) New Program Requests – NSU – BSN in Nursing

NSJ President Schnoor, Dr. Janice Minder, Mike Wanous, Dr. Pamela Carriveau, System Associate Vice President for Academic Programming, stated that Northern State University (NSU) requests authorization to offer a BSN in Nursing. The BSN in Nursing would provide students with the knowledge, skills, and disposition for entry into registered nursing practice. The BSN would be a new degree for NSU.

Dr. Minder noted that as a system we know that we need to overproduce nurses due to the fact that we lose many of them to out of state employment opportunities. President Schnoor further emphasized that education, healthcare, and water are the foundations of a community to survive. What we know from the experts is that our population is older, sicker, and poorer. Making the need for local healthcare that much more critical.

Mike Wanous stated this BSN aligns with the Governor's workforce initiative and NSU's mission. The budget projections presented only represents NSU's courses. The negative numbers indicate a significant community support/buy-in that will be needed.

President Schnoor noted that thanks to an anonymous donor, NSU has acquired a \$3 million donation for a startup cost guarantee. The Aberdeen community has over the years contributed \$150 million to invigorate the NSU campus and make it what it is, and all of the community leaders are behind this nursing program proposal.

IT WAS MOVED by Regent Brown, seconded by Regent Roberts, to authorize NSU to offer a BSN in Nursing, as presented. Motion passed.

A copy of the New Program Requests – NSU – BSN in Nursing can be found on pages 207 to 214 of the official minutes.

BUDGET AND FINANCE

9-A(1) Research Parks – Research Park Reports

Duane Chappell, CEO and Executive Director, of the Research Park at SDSU, Craig Arnold of DBII, Ryan Oines, Chief Operating Officer of the USD Discovery District, and SDSMT President Jim Rankin each provided updates on the current status of operations and future plans for the respective entities.

A copy of the Research Park Reports can be found on page 215 of the official minutes.

9-A(2) Research Parks – Dakota Bioproducts Innovation Institute (DBII) Annual Meeting

IT WAS MOVED by Regent Partridge, seconded by Regent Frederick, to appoint David Chicoine to a one-year term, David Iverson to a two-year term, and Mark Luecke to a three-year term on the Board of Directors of DBII. Motion passed.

A copy of the Dakota Bioproducts Innovation Institute (DBII) Annual Meeting can be found on page 216 of the official minutes.

9-A(3) Research Parks – USD Discovery District Annual Meeting

IT WAS MOVED by Regent Partridge, seconded by Regent Frederick, to reappoint Deb Peters and Jim Abbot, and appoint Nathan Peterson and Matt Michels, all to serve three-year terms on the Board of Directors of the USD Discovery District. Motion passed.

A copy of the USD Discovery District Annual Meeting can be found on pages **217** to **218** of the official minutes.

9-B HR Transformation

Kayla Bastian, System Chief Human Resources Officer, provided an overview and status update on the HR Transformation project along with the current set of recommendations from the steering committee that are before the Board for approval.

IT WAS MOVED by Regent Partridge, seconded by Regent Roberts, to adopt the Human Resources Steering Committee recommendations as outlined in this item. Motion passed.

A copy of the HR Transformation can be found on pages **219** to **226** of the official minutes.

9-C Revised BOR Policy 4:15 – Medical Leaves and Leaves of Absence Revisions (First and Final Reading)

Kayla Bastian, System Chief Human Resources Officer, stated that in May 2023, administrative rule changes were adopted in ARSD 55:09:04:13 to modify the paid family leave benefits. The new rule provides 40 hours of paid family leave to eligible employees for a period of up to 12 weeks for the purpose of bonding after the birth or adoption of a child. Part-time employees receive a prorated amount based upon the percent time for their position. The changes to this rule went into effect on May 22, 2023, and the modifications to this policy align BOR Policy 4:15 with administrative rules. In addition, to align with Governor Noem’s initiatives to support employees of the state of South Dakota, the executive branch has implemented the use of administrative leave to for qualifying Family and Medical Leave Act (FMLA) absences. Under this new policy, employees who have a qualifying FMLA event and who have a sick leave balance that falls below 80 hours, the employee will be eligible for Paid Family Medical Leave (PFML) for the remainder of the 12 weeks of their FMLA leave. There are specific nuances to eligibility and application of PFML, so the policy refers to FMLA guidelines that will be provided for the system by the Board office. The guidelines are found in Attachment II. If approved, this policy will go into effect for BOR employees on June 22, 2023, to align with the new fiscal year.

IT WAS MOVED by Regent Partridge, seconded by Regent Brown, to approve the first and final reading of the proposed revisions to BOR Policy 4:15, as outlined in Attachment I. Motion passed.

A copy of the Revised BOR Policy 4:15 – Medical Leaves and Leaves of Absence Revisions (First and Final Reading) can be found on pages **227** to **239** of the official minutes.

9-D New BOR Policy – Sanctions, Exclusion, and Debarment Screening, and Revised BOR Policies 4:47 – Background Checks, 4:48 – Export Controls, and 5:4 – Purchasing (First Reading)

Holly Farris, System Assistant General Counsel, stated that campus implementation in the areas of background checks, export controls, and procurement indicated the need for a common policy regarding screening potential employees, vendors, contractors, and other affiliated entities for prohibited status such as appearance on the federal or state sanction and debarment lists. The associated updates will also ensure the Board and its institutions are thoroughly vetting entities, including foreign corporate and governmental entities, and therefore have the necessary knowledge about who it is accepting money from and doing business with.

The proposed new policy on sanctions, exclusion, and debarment screening set forth in Attachment I details the necessary steps for an adequate review of the state and federal resources that indicate an entity's prohibited status prior to establishing a contractual or employment relationship with an entity, as well as appropriately assigning the oversight for the screening functions to the applicable campus office or department.

IT WAS MOVED by Regent Partridge, seconded by Regent Brown, to approve the first reading of new BOR Policy—Sanctions, Exclusions, and Debarment Screening, repeal and replacement of BOR Policy 4:47, and revisions to BOR Policies 4:48 and 5:4, as presented. Motion passed.

A copy of the New BOR Policy – Sanctions, Exclusion, and Debarment Screening, and Revised BOR Policies 4:47 – Background Checks, 4:48 – Export Controls, and 5:4 – Purchasing (First Reading) can be found on pages 240 to 263 of the official minutes.

9-E SDSU Student Union Renovations Facility Program Plan (FPP) – Phase 4

Barry Mielke, SDSU Associate VP for Facility Services, noted that SDSU is seeking approval of this Facility Program Plan for phase 4 of renovations to its Student Union. Approximately 25,000 total square feet will be impacted by Phase 4 renovations, at a cost of approximately \$8,000,000. The project will be funded with maintenance and repair fees generated from current general activity fees (GAF) revenues, and therefore no fee increase will be needed for this project.

IT WAS MOVED by Regent Partridge, seconded by Regent Frederick, to approve the Facility Program Plan for phase 4 of SDSU's renovation of space within the University Student Union to be funded with Auxiliary System maintenance and repair funds. Motion passed.

A copy of the SDSU Student Union Renovations Facility Program Plan (FPP) – Phase 4 can be found on pages 264 to 270 of the official minutes.

9-F DSU Lease Agreement for Property in Madison

Holly Farris, System Assistant General Counsel, joined by Stacy Krusemark of DSU, stated that

IT WAS MOVED by Regent Partridge, seconded by Regent Brown, to grant Dakota State University the authority to finalize and execute the Lease Agreement between Dakota State University and the Dakota State University Foundation in substantially similar form to that set forth in Attachment I. Motion passed.

A copy of the DSU Lease Agreement for Property in Madison can be found on pages 271 to 276 of the official minutes.

ADJOURNMENT

IT WAS MOVED by Regent Partridge, seconded by Regent Brown, to adjourn the meeting.
Motion passed.

The meeting adjourned at 3:00 p.m.

SOUTH DAKOTA BOARD OF REGENTS

FY25 Informal Budget Hearings

AGENDA ITEM: 3
DATE: June 21-22, 2023

SUBJECT

FY25 Institutional Budget Priorities

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 4-7-7](#) – Annual Budget Estimates Submitted by Budget Unit

BACKGROUND/DISCUSSION

Each institution and the system office will individually present their highest budget priorities.

IMPACT AND RECOMMENDATIONS

During the presentations, the Board will discuss priorities and give direction on the development of the proposal for the FY25 budget request that will be approved at a special Board meeting to be set in July 2023.

FY25 Informal Budget Hearings	Thursday, June 22, 2023
SDSU/CES/AES	9:00 – 9:30 am
USD/Law School/SSOM	9:30 – 10:00 am
SDSM&T	10:00 – 10:15 am
DSU	10:15 – 10:30 am
NSU	10:30 – 10:45 am
BHSU	10:45 – 11:00 am
System Requests	11:00 – 11:30 am

ATTACHMENTS

Attachments will be provided prior to the meeting on June 22, 2023.

INFORMATIONAL ITEM

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 Wednesday, June 21st, in accordance with SDCL § 1-25-2 to discuss matters authorized therein. Following executive session, on June 22nd, 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-G(1). Approve the request from BHSU to provide naming rights in substantially similar form to those set forth in Attachment I, subject to the stated edit, as approved by the Executive Director.*
- 2-I. Approve the requests to grant tenure as an Associate Professor to Dr. Fenecia Homan (DSU) and Dr. Mary Bell (DSU).*
- 2-J. Approve the requests to appoint Dr. Teresa Chasing Hawk (USD) to the rank of Lecturer and Dr. KC Santosh (USD) to the rank of Full Professor.*
- 2-L. Approve the compensation adjustments and appointments as outlined in Attachment I.*

BLACK HILLS STATE UNIVERSITY TARGETED FUNDS											
Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
Faculty	Basyal, Ganga Prasad	Instructor of Data Analytics	\$61,904.00	\$70,195.00	\$8,291.00	5.15	4.74	0.56		2.94	13.39
NFE	Carmichael, Kristin	Asst AD for Student-Athlete Success/SWA	\$55,939.00	\$68,200.00	\$12,261.00	3.1	5.01	0.45		13.36	21.92
Faculty	Drummond, Nicholas	Chair, Schl of Math & Soc Sci	\$23,661.20	\$27,545.20	\$3,884.00	4.36	3.93	0.86		7.26	16.41
NFE	Gorbatenko, Oxana	Researcher II	\$43,068.00	\$52,600.00	\$9,532.00	2.37	6.5	1.37		11.9	22.14
NFE	Guthmiller, Kanda	Scholarship Coordinator	\$54,319.00	\$62,000.00	\$7,681.00	5.9		0.92		7.32	14.14
NFE	Hart, Melissa	Dir Human Resources	\$85,164.00	\$100,700.00	\$15,536.00	4.37	3.66			10.22	18.25
Faculty	Hsiao, Du-lu	Associate Professor, Spanish	\$57,334.00	\$64,225.00	\$6,891.00	4.85	3.4	0.86		2.9	12.01
NFE	Karinen, Gustave	Buzz Card Specialist	\$45,526.00	\$51,700.00	\$6,174.00	4.7	2.93			5.94	13.57
Faculty	Lee, Sangbong	Assistant Professor, Marketing	\$83,272.00	\$93,401.00	\$10,129.00	4.94	3.76	0.56		2.91	12.17
Faculty	Marc, Max	Professor, Mgmt Info Systems	\$103,403.00	\$117,130.00	\$13,727.00	5.91	3.87	0.56		2.94	13.28
NFE	Maser, Cassie	HR Coordinator	\$56,200.00	\$70,101.00	\$13,901.00	1.3	4.21	3.22		16.01	24.74
NFE	Meeker, April	Registrar	\$80,432.00	\$93,242.00	\$12,810.00	0.31	3.18	1.24		11.19	15.92
NFE	Meeker, Steven	Vice Pres for Univ Advancement	\$172,329.00	\$199,014.00	\$26,685.00	1.94	5.42	2.9		5.22	15.48
Faculty	Morris, Allen	Asst Prof, Mass Communications	\$53,545.00	\$60,329.00	\$6,784.00	5.06	3.84	0.86		2.92	12.68
NFE	Nelson, Frederick	Dir Network & Computing Svs	\$82,877.00	\$97,489.00	\$14,612.00	4.03	2.74			10.86	17.63
Faculty	Prosser, Laura	Assistant Professor, Acct	\$90,058.00	\$104,645.00	\$14,587.00	6.46	5.6	1.12		3.01	16.19
Faculty	Reman, Bethany	Instructor of Chemistry and Biology	\$42,000.00	\$47,448.00	\$5,448.00	4.74	4.74	0.56		2.93	12.97
NFE	Shelbourn, Jesse	Digital Media Specialist	\$50,561.97	\$56,845.31	\$6,281.48	2.02	3.37			7.03	12.42
NFE	Shockey, Leah	Chief Foundation Accounting Officer	\$85,000.00	\$99,988.00	\$14,988.00	1.98	4.48	0.59		10.59	17.64
NFE	Temple, Jade	Asst Athl Dir - Compliance	\$57,700.00	\$68,200.00	\$10,500.00	0.62	4.98	0.87		11.73	18.2
Faculty	Hollingsworth, Michael	Assistant Professor	\$57,614.00	\$67,528.00	\$9,914.00	8.84	4.68	0.65		3.04	17.21
Faculty	Ellis, Trenton	Associate Prof, Human Services	\$66,382.00	\$75,799.00	\$9,417.00	6.66	5.02	0.65		1.86	14.19

Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
DAKOTA STATE UNIVERSITY TARGETED FUNDS											
Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
NFE	Dockendorf, Amy	Controller	\$94,786.00	\$108,636.00	\$13,850.00	4.27	4.22	1.9		4.22	14.61
NFE	Entringer, Alicia	Human Resources Manager	\$57,675.00	\$67,926.00	\$10,251.00	7.11	6.33	1.73		2.6	17.77
NFE	Fawbush, Donna	Dir of Trojan Zone/Univ Events	\$66,411.00	\$77,468.00	\$11,057.00	3.06	4.22	1.09		8.28	16.65
NFE	Fedeler, Melinda	Asst Director of Financial	\$57,652.00	\$64,834.00	\$7,182.00	1.78	4.22	1.25		5.2	12.45
NFE	Grayson, Denise	Director of Financial Aid	\$82,621.00	\$94,765.00	\$12,144.00	2.34	4.22	0.87		7.26	14.69
NFE	Hare, Sara	Dir of Budget/Grants/Contracts	\$86,774.00	\$98,242.00	\$11,468.00	3.58	4.22	1.38		4.03	13.21
NFE	Lindberg, Hayley	Assistant Athletic Trainer	\$36,382.00	\$42,343.00	\$5,961.00	1.59	4.22			10.58	16.39
NFE	Slaughter, Austin	Director of Veterans Affairs	\$50,000.00	\$56,672.00	\$6,672.00	5.68	4.22	1.44		2	13.34
NFE	VanderPol, Alyson	Assistant Athletic Trainer	\$36,382.00	\$42,343.00	\$5,961.00	1.59	4.22			10.58	16.39
NFE	Voss, Kristi	Assistant Controller	\$66,402.00	\$78,514.00	\$12,112.00	5.74	4.22	0.75		7.53	18.24

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NORTHERN STATE UNIVERSITY TARGETED FUNDS											
Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
NFE	Bengs, Jennifer	Acad Advisor/Study Abroad	\$40,785.00	\$46,600.00	\$5,815.00	0.86	6.5			6.9	14.26
NFE	Block, Gavin	2nd Asst Men's BB Coach	\$18,292.04	\$21,081.04	\$2,789.00		6.5			8.75	15.25
NFE	Bumpous, Deborah	VP for Technology/CIO	\$137,362.00	\$161,743.00	\$24,381.00	0.87	6.5			10.38	17.75
NFE	Heikes, Tena	Asst Dir Admissions/Reg Rec	\$45,079.00	\$51,300.00	\$6,221.00		6.5			7.3	13.8
Faculty	Scholl, Aaron	Assistant Professor	\$65,838.00	\$80,627.00	\$14,789.00	11.42	3.45			7.59	22.46
SD MINES TARGETED FUNDS											
Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
NFE	Bauer, Jennifer	Assistant Director, Bookstore	\$52,104.00	\$61,100.00	\$8,996.00		3.39	3.61		10.27	17.27
Faculty	Clabo, Darren	Assoc Prof of Practice State Fire Meteorologist	\$91,458.00	\$105,768.00	\$14,310.00	4.26	4.33	1.4		5.66	15.65
NFE	Delgado, Thomas	Custodial Program Manager	\$53,575.00	\$62,500.00	\$8,925.00		5.32	1.68		9.66	16.66

Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
NFE	Erickson, Jason	Assoc Dir Technology Svcs	\$92,000.00	\$105,170.00	\$13,170.00		3.51	3.49		7.32	14.32
NFE	Harkin, Samantha	Asst Dir of Student Engagement	\$45,737.00	\$51,700.00	\$5,963.00		4.21	3.06		5.76	13.03
NFE	Kinzer, Marlin	Director	\$71,871.00	\$82,500.00	\$10,629.00		5.66	1.34		7.79	14.79
NFE	Parrow, Douglas	Chief of Public Safety	\$65,444.00	\$75,650.00	\$10,206.00		5.43	5.72		4.44	15.59
NFE	Smallbrock, Margaret	Campus Enviro Hlth & Safe Mgr	\$60,483.00	\$68,200.00	\$7,717.00		5.32	2.1		5.34	12.76
NFE	Taylor, Janet	Coordinator Library Operations	\$58,925.00	\$68,200.00	\$9,275.00		3.7	2.38		9.67	15.75

SD STATE UNIVERSITY TARGETED FUNDS

Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
NFE	Boone, Rachel	Director-Equestrian Operations	\$43,250.00	\$55,600.00	\$12,350.00	1.7	3.3	4.25		19.31	28.56
NFE	Bult, Tyler	Residence Hall Director	\$38,150.00	\$43,223.00	\$5,073.00	0.79	4.5	5.24		2.76	13.29
NFE	Busch, Kathy	Senior Finance & Budget Spec.	\$80,000.00	\$90,000.00	\$10,000.00	0.7	5.7	3.6		2.5	12.5
NFE	Buyse, Austin	Athletic Facilities Manager	\$40,335.00	\$47,384.00	\$7,049.00	1.45	5.55			10.48	17.48
NFE	Christopherson, Alison	Academic Advisor/Coordinator	\$52,000.00	\$58,467.03	\$6,467.03	1.35	4.5	3.85		2.74	12.44
NFE	Cox, Anna	Admissions Counselor	\$39,676.00	\$45,485.00	\$5,809.00	1.05	4.5	6.3		2.8	14.65
NFE	Edwards, Nathan	Mesonet Operations Manager	\$79,746.00	\$97,800.00	\$18,054.00	0.7	8.78	1.25		11.9	22.63
NFE	Eichten, Kendra	Athletic Academic Advisor	\$42,400.00	\$47,762.95	\$5,362.95	1.78	8.12			2.75	12.65
NFE	Exner, Abby	Professional Academic Advisor	\$50,000.00	\$56,363.73	\$6,363.73	1.48	4.5	4		2.75	12.73
NFE	Forney-Eide, Jennifer	Horse Unit Manager	\$55,344.00	\$65,700.00	\$10,356.00	0.55	6.32	1.81		10.03	18.71
NFE	Fourney, Barbara	Electronics Lab Manager	\$55,276.00	\$62,000.00	\$6,724.00	0.86	4.5	1.81		5	12.17
NFE	Francis, Christopher	Grant Proposal Specialist	\$49,255.00	\$56,850.00	\$7,595.00	1.9	5.5	0.41		7.62	15.43
Faculty	Gloege, Laura	Lecturer	\$50,634.00	\$60,346.70	\$9,712.70	1.72	5.91	2.37		9.18	19.18
Faculty	Granum, Melissa	Lecturer	\$48,924.00	\$54,881.03	\$5,957.03	1.09	5.83	2.45		2.8	12.17
NFE	His Horse Is Thunder, Wiyaka	Advisor- Student Success	\$51,000.00	\$57,778.23	\$6,778.23	1.13	4.5	4.9		2.76	13.29

Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
NFE	Hoffman, Logan	Admissions Counselor	\$39,676.00	\$45,485.00	\$5,809.00	1.05	4.5	6.3		2.8	14.65
NFE	Hoover, Amanda	Program Coordinator/Advisor	\$47,000.00	\$52,809.03	\$5,809.03	0.9	6.38	2.34		2.74	12.36
NFE	Jacobs, Laura	Advising & Events Coordinator	\$61,735.00	\$70,362.15	\$8,627.15	0.84	5.5	4.86		2.78	13.98
NFE	Jacobson, Amanda	Counselor-Res Hall & Outreach	\$45,187.00	\$54,285.00	\$9,098.00	0.92	4.5	4.43		10.29	20.14
NFE	Jenkins, Benjamin	Associate Director-Development	\$42,453.00	\$49,350.00	\$6,897.00					16.25	16.25
NFE	Kepford, Joyce	Registrar/Director	\$83,309.00	\$108,250.00	\$24,941.00	1.49	5.21	2		21.24	29.94
NFE	Knight, Nathania	Extension Associate-Fam & Comm	\$45,342.00	\$51,300.00	\$5,958.00	0.98	6.27			5.88	13.13
NFE	Leahy, Susie	Prof Acad Advisor/Recruiter	\$50,000.00	\$58,669.98	\$8,669.98	1.48	5	8		2.86	17.34
NFE	Lewis, Jessica	Advising & Recruitment Coord	\$59,441.00	\$66,625.00	\$7,184.00	0.77	6	2.58		2.73	12.08
NFE	McCausland, Gwen	Director-Agricultural Museum	\$88,750.00	\$99,900.00	\$11,150.00	0.59	5.6	0.85		5.52	12.56
NFE	McConnell, Ashley	Academic Advisor	\$56,798.00	\$65,613.33	\$8,815.33	0.77	4.01	7.92		2.82	15.52
NFE	McLaren, Maranda	Clinic Operations Manager	\$46,980.00	\$56,850.00	\$9,870.00	0.91	5.75			14.35	21.01
NFE	Meehan, Jenna	Assistant Director of Devlpmt	\$40,335.00	\$51,700.00	\$11,365.00	1.45	5.55			21.18	28.18
Faculty	Meendering, Jessica	Prof&Interm Assoc.Dean of Research	\$108,843.00	\$122,674.37	\$13,831.37	4.19	6.12	1.84		0.56	12.71
NFE	Mudgett, Emma	Admissions Counselor	\$42,748.00	\$48,741.00	\$5,993.00	0.89	4.5	5.85		2.78	14.02
NFE	Odegard, Doug	Production Supervisor	\$57,635.69	\$67,182.71	\$9,547.02	0.58	5.59	0.87		9.53	16.57
Faculty	Olson, Kenneth	Professor/Ext Spec	\$91,849.00	\$104,465.85	\$12,616.85	3.41	7.08	1.09		2.16	13.74
NFE	Parke, Cheyenne	4-H Program Manager, Outdoor Education	\$47,150.00	\$54,285.00	\$7,135.00	1.24	5.02			8.88	15.14
NFE	Rice, David	Accounts Payable Supervisor	\$53,000.00	\$59,640.00	\$6,640.00	1.68	4	2.34		4.51	12.53
NFE	Rops, Bradley	Operations Manager	\$59,721.00	\$73,650.00	\$13,929.00	0.68	5.02	1.52		16.09	23.31
NFE	Salvati, Joseph	4-H Program Manager, Outdoor Education	\$47,150.00	\$54,285.00	\$7,135.00	1.24	5.02			8.88	15.14

Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
NFE	Schlobohm, Jerad	Union Services Manager	\$54,471.00	\$62,000.00	\$7,529.00	0.72	5.75	4.59		2.76	13.82
NFE	Schlobohm, Paul	Livestock Unit Manager	\$55,419.00	\$65,700.00	\$10,281.00	0.55	6.32	2.26		9.43	18.56
NFE	Schubloom, Andrea	Marketing & Comm Coord	\$49,251.00	\$56,850.00	\$7,599.00	0.79	6.29			8.34	15.42
NFE	Sommerfeld, Jessica	Academic Professional Advisor	\$50,000.00	\$58,413.73	\$8,413.73	1.48	4.5	8		2.85	16.83
NFE	Stephens, Moneik	Program Coordinator	\$44,336.00	\$52,486.00	\$8,150.00	0.71	4.89	1.39		11.38	18.37
NFE	Vander Wal, Kevin	Livestock Unit Manager	\$55,419.00	\$65,700.00	\$10,281.00	0.55	5.88	1.8		10.32	18.55
NFE	Vos, Sarah	Coordinator-Recruit & Acad Svc	\$41,236.00	\$47,050.00	\$5,814.00	1.22	6.06	2.91		3.91	14.1
NFE	Walker, Dylan	Residence Hall Director	\$39,640.00	\$44,804.00	\$5,164.00	0.72	4.5	5.05		2.76	13.03
NFE	Walter, Chanda	Academic Advisor	\$52,802.00	\$59,324.95	\$6,522.95	1.01	7.09	1.52		2.74	12.36
NFE	Williams, Emma	Residence Hall Director	\$38,790.00	\$44,399.00	\$5,609.00	0.76	5.75	5.16		2.79	14.46

UNIVERSITY OF SD TARGETED FUNDS											
Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
Faculty	Ackman, Nicole	Instructor	\$44,390.62	\$49,882.94	\$5,492.32		5.5	6.31		0.56	12.37
NFE	Adikhanov, Saidiburkhaniddin	Research Associate II	\$40,000.00	\$44,890.00	\$4,890.00		6			6.22	12.22
NFE	Andersen, Dawna	Director, Childcare Center	\$51,498.81	\$58,988.39	\$7,489.58		6.3	0.58		7.66	14.54
NFE	Bakker, Ruth	ARC Manager & Attending Vet	\$86,054.47	\$97,050.83	\$10,996.36		6.3	0.7		5.78	12.78
NFE	Barroso Moreno, Jorge Alberto	Post Doctoral Researcher	\$49,875.00	\$56,157.08	\$6,282.08		5.85			6.75	12.6
Faculty	Bates, Nathan	Lecturer	\$52,329.10	\$59,081.91	\$6,752.81		6.99	5.35		0.56	12.9
NFE	Bird, Sara	Mgr, USD Body Donation Prog	\$44,216.40	\$50,373.90	\$6,157.50		6			7.93	13.93
NFE	Bray, Ethan	Director of Track Operations	\$39,220.00	\$46,625.00	\$7,405.00		5.23	1.27		12.38	18.88
NFE	Bye, Michelle	Education Coach	\$19,725.61	\$23,186.49	\$3,460.88		6.3	0.59		10.66	17.55
Faculty	Chaussee, Michael	Professor	\$131,573.52	\$151,314.80	\$19,741.28	4.86	5.72	1.31		3.12	15.01

Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
Faculty	Cranson, Russell	Assistant Professor of Music	\$61,616.02	\$74,307.77	\$12,691.75	0.9	5.44		8	6.26	20.6
Faculty	Custis, Tyler	Assistant Professor	\$103,167.27	\$117,540.06	\$14,372.79	5.66	5.9	1.65		0.73	13.94
NFE	Drapeau, Luci	BRIN Tribal College Coord	\$54,217.34	\$61,510.33	\$7,292.99					7.45	13.45
NFE	Duncan, Mary	Assistant Director	\$62,715.14	\$71,345.13	\$8,629.99		6.3	0.59		6.88	13.77
Faculty	Feris, Alessandra	Associate Professor	\$58,023.23	\$67,060.31	\$9,037.08	2.93	5.69	1.46		5.49	15.57
Faculty	Fierro, Jennifer	Instructor	\$53,982.53	\$61,120.49	\$7,137.96		7.23	5.19		0.8	13.22
Faculty	Filotas, Edwin	Associate Professor	\$66,883.29	\$75,964.47	\$9,081.18	4.14	5.03	4.19		0.22	13.58
Faculty	Freese, Lauren	Assistant Professor of Art	\$55,287.63	\$66,533.48	\$11,245.85	1.28	6.27		8	4.79	20.34
NFE	Freidel, Joanne	Dir Scholarship Administration	\$63,275.85	\$71,345.13	\$8,069.28		6.2	0.93		5.63	12.76
Faculty	Galu, Ioana	Associate Professor	\$66,563.89	\$74,873.91	\$8,310.02	2.47	4.98			5.03	12.48
NFE	Ganschow, Darby	Director, Auxiliary Services	\$94,100.00	\$110,264.11	\$16,164.11		6.45	1.04		9.69	17.18
NFE	Gilbert, Nicholas	Honors Program Coordinator	\$45,400.00	\$51,700.00	\$6,300.00		6.3	0.95		6.63	13.88
Faculty	Giovannettone, Suzanne	Teacher	\$49,429.00	\$59,916.00	\$10,487.00	6.21	2.04	0.96		12	21.21
NFE	Groninger, Emma	Asst. Director of Recruiting	\$53,000.00	\$62,500.00	\$9,500.00		6.6	0.62		10.7	17.92
NFE	Gruhn, Kyle	Dir, IT Operations&Development	\$127,691.30	\$147,918.98	\$20,227.68		6.48	0.7		8.66	15.84
NFE	Harrington, Madison	Coord Prev Services/Counselor	\$37,960.86	\$46,927.05	\$8,966.19		6.42			17.2	23.62
Faculty	Heinert, Adrianna	Teacher	\$46,015.00	\$55,963.00	\$9,948.00	6.93	1.83	0.86		12	21.62
Faculty	Helmer, Angela	Professor	\$79,156.36	\$88,883.93	\$9,727.57	6.14	5.43			0.72	12.29
Faculty	Hook, Phillip	Professor	\$74,051.43	\$83,905.33	\$9,853.90	2.6	5.23			5.48	13.31
Faculty	Huber, Victor	Professor	\$126,976.50	\$146,664.02	\$19,687.52	5.51	6.09	0.28		3.63	15.51
Faculty	Jepperson, Shelby	Assistant Professor	\$68,000.00	\$78,569.01	\$10,569.01	6.38	5.07			4.09	15.54
NFE	Kaiser, Rebecca	ICARE Director	\$41,667.00	\$46,900.95	\$5,233.95		6.42			6.15	12.57
Faculty	Keith, Angela	Instructor	\$45,966.15	\$52,407.28	\$6,441.13		7.11	6.09		0.81	14.01

Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
NFE	Krus, Bianaca	Graduate Enrollment Coord.	\$45,476.89	\$51,700.00	\$6,223.11		6.62	0.2		6.86	13.68
Faculty	Larson, Christopher	Instructor	\$36,924.87	\$43,649.49	\$6,724.62		5.83	2.48		9.91	18.22
Faculty	Laursen, Amy	Assistant Professor	\$50,910.27	\$64,616.38	\$13,706.11	2.02	6.27	1.83	8	8.81	26.93
Faculty	Lebo, Rachael	Clinical Svs Lib/Assist Lib	\$72,103.47	\$82,242.73	\$10,139.26	3.01	5.73	1.11		4.21	14.06
Faculty	Li, Yifan	Professor	\$135,178.76	\$154,971.43	\$19,792.67	4.37	6.09	1.44		2.75	14.65
NFE	Lira, Jose	Research Associate II	\$37,272.00	\$44,553.50	\$7,281.50		6			13.54	19.54
Faculty	Lombardi, Paul	Associate Professor	\$59,511.50	\$76,014.01	\$16,502.51	2.57	4.86		10	10.3	27.73
NFE	Mart, Sara	Assist Director, ACPC	\$56,821.43	\$66,779.05	\$9,957.62		6.3	0.3		10.92	17.52
NFE	Miller, Lauren	Gross Anatomy Lab Assistant	\$37,959.27	\$44,130.00	\$6,170.73		6			10.26	16.26
Faculty	Mollman, Scott	Professor	\$73,364.59	\$83,769.18	\$10,404.59	2.77	5.61			5.81	14.19
Faculty	Nielsen Ogdahl, Erin	Instructor	\$69,574.73	\$78,046.67	\$8,471.94		10.03			2.15	12.18
NFE	Podvianiuk, Ruslan	Postdoctoral Researcher	\$49,901.24	\$56,663.45	\$6,762.21		6.49			7.07	13.56
NFE	Roy Chowdhury, Sabyasachi	Post Doc	\$50,043.96	\$56,608.60	\$6,564.64		5.85			7.27	13.12
NFE	Roy, Shotabdi	Research Associate II	\$40,000.00	\$44,890.00	\$4,890.00		6			6.22	12.22
Faculty	Sanderson, David	Assistant Professor of Music	\$57,438.13	\$70,787.56	\$13,349.43	1.74	5.23		8	8.27	23.24
NFE	Sangster, Juston	Assistant Chief of Police	\$74,000.00	\$91,600.00	\$17,600.00		5.4	1.6		16.78	23.78
Faculty	Sathyanesan, Samuel	Professor	\$137,334.54	\$157,147.71	\$19,813.17	4.09	6.09	1.71		2.53	14.42
Faculty	Schmidt, Sally	Instructor	\$48,722.16	\$54,849.47	\$6,127.31		6.27	5.75		0.56	12.58
NFE	Shumaker, Linda	Assistant Dir Financial Aid	\$55,029.38	\$62,119.98	\$7,090.60		6.47	0.2		6.22	12.89
Faculty	Soto y Caballero de Galicia, Dayana	Instructor	\$63,223.35	\$70,946.80	\$7,723.45		6.99	4.43		0.8	12.22
NFE	Sternburg, Jack	Research Assistant II	\$38,498.83	\$44,253.50	\$5,754.67		6			8.95	14.95
NFE	Stewart, Carmen	Director, Headstart	\$74,659.00	\$83,787.88	\$9,128.88		6.3	0.59		5.34	12.23
NFE	Thompson, Emma	Director of SRR	\$48,000.00	\$56,335.00	\$8,335.00		6.42			10.95	17.37
NFE	Tiaht, Cheryl	Chief Information Officer	\$143,604.17	\$182,377.00	\$38,772.83		5.4			21.6	27
Faculty	Tiaht, Thomas	Assoc Prof Decision Sciences	\$117,407.27	\$131,908.73	\$14,501.46	5.77				0.22	12.35
Faculty	Truhe, Lorie	Clinical Lab Specialist	\$47,840.78	\$54,180.57	\$6,339.79		3.34	2.43		7.48	13.25

Employee Type	Name	Title	FY23 Salary	FY24 Salary	Total Increase	Market %	Performance %	Institutional Priorities %	Promotion %	Targeted %	Total % Increase
Faculty	Vargas, Minga	Instructor	\$65,000.00	\$75,120.85	\$10,120.85		6.68	1.16		7.72	15.56
NFE	Weyrich, Robert	Pierre Regional Director	\$64,890.56	\$75,025.06	\$10,134.50		6.24	0.71		8.67	15.62
NFE	Wittmuss, Sarah	SI Tutor Coordinator/Advisor	\$51,534.85	\$59,936.89	\$8,402.04		6.3	0.3		9.7	16.3
Faculty	Wohletz, Erin	Assistant Professor	\$47,500.00	\$54,971.63	\$7,471.63	3.39	4.61	0.53		7.2	15.73
Faculty	Wone, Beate	Instructor	\$53,047.06	\$59,468.38	\$6,421.32		6.27	5.28		0.56	12.11
Faculty	Wulf, Nicholas	Instructor	\$46,887.88	\$52,549.75	\$5,661.87		5.54	5.97		0.56	12.07

SOUTH DAKOTA STATE UNIVERSITY						
Name	Title	Effective date	Job Change Reason	Requested Salary	Current Salary	% Increase
Austin Buysse	Senior Associate AD	6/22/2023	Reclassification	\$47,474.00	\$43,158.00	10.0%

Name	Title	Effective date	Job Change Reason	Requested Salary	Current Salary	% Increase
Amanda Stade	Program Manager II	6/22/2023	Additional duties	\$55,559.00	\$50,508.00	10.0%

SD MINES						
Name	Title	Effective date	Job Change Reason	Requested Salary	Current Salary	% Increase
Paula Wilkinson Smith	Prevention Specialist	6/22/2023	Salary Policy	\$47,840.00	\$38,840.00	23.2%

Name	Title	Effective date	Job Change Reason	Requested Salary	Current Salary	% Increase
Kenneth Benjamin	Associate Professor	8/22/2023	Salary Policy	\$119,410.30	\$100,410.00	18.51%

DAKOTA STATE UNIVERSITY					
Name	Title	Effective date	Job Change Reason	Requested Salary	Current Salary % Increase
Julie Wulf Plimpton	Associate Professor	8/22/2023	Salary Policy	\$86,324.00	71,665.00 20.46

APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR				
NAME	TITLE	EFFECTIVE DATE	SALARY	INSTITUTION
Liza Clark	Chief of Staff	6/22/2023	\$177,000.00	BOR
Laurie Anderson	Interim VPR	6/22/2023	\$225,000.00	SDSMT

SOUTH DAKOTA BOARD OF REGENTS

REVISED
AGENDA ITEM: 5 – B
DATE: June 21-22, 2022

SUBJECT

Resolutions of Recognition

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Regent Jim Thares served the people of the state of South Dakota for six years, from July 2017 to June 2023, as a member of the South Dakota Board of Regents.

Dr. Brian Maher served the people of the state of South Dakota for three years, from July 2020 to June 2023, as the Board of Regents' executive director and chief executive officer.

IMPACT AND RECOMMENDATION

The South Dakota Board of Regents wishes to recognize Regent Jim Thares and Dr. Brian Maher for their outstanding service to the higher education system in South Dakota.

ATTACHMENTS

Attachment I – Resolution of Recognition – Jim Thares

Attachment II – Resolution of Recognition – Dr. Brian Maher

DRAFT MOTION 20230621_5-B:

I move to recognize Jim Thares and Dr. Brian Maher for their service to South Dakota's system of public higher education.

SPECIAL RESOLUTION

WHEREAS, Jim Thares served the people of the state of South Dakota for a six year term, from 2017 - 2023, on the South Dakota Board of Regents; and

WHEREAS, Regent Thares served with distinction as the Vice President and the Secretary of the Board of Regents; and

WHEREAS, Regent Thares served on numerous committees, including Academic and Student Affairs, Audit, Budget and Finance, and Legislative leading to lasting impacts on every South Dakota campus, financial savings for universities, streamlined academic offerings, and strong legislative partnerships; and

WHEREAS, during his time on the Board, Regent Thares took an active and involved role to share the story of South Dakota's public universities and broadcasting the importance of higher education to individuals and to the growth of our great state; and

WHEREAS, as a result of his active role on leadership search committees, Chairing of the Northern Presidential Search and Co-Chairing the Superintendent searches for the 2018 South Dakota School for the Deaf, the 2018 and 2022 South Dakota School for the Blind and Visually Impaired, the Board of Regents built a strong foundation with capable authorities thanks to Regent Thares' dedication; and

NOW, THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to recognize Regent Jim Thares for his service; and

BE IT FURTHER RESOLVED, that Regent Jim Thares be thanked for his contributions and dedication to the betterment of students' higher education, and it is ordered that this Resolution be spread upon the minutes of this Board and that a copy thereof be forwarded to Regent Thares.

Adopted this 22nd day of June 2023.

SOUTH DAKOTA BOARD OF REGENTS

Tim Rave, President

Jeffrey D. Partridge, Vice President

Douglas Morrison, Secretary

Special Resolution Number 04-2023

SPECIAL RESOLUTION

WHEREAS, Dr. Brian Maher served the people of the state of South Dakota for three years, from 2020 - 2023, as the Executive Director and CEO of the South Dakota Board of Regents; and

WHEREAS, Dr. Brian Maher led the Senate Bill 55 Taskforce, which became the groundwork for an in-depth look into the state's higher education system, prioritized system-wide services, increased viability for the University Centers now known as University of South Dakota - Sioux Falls and Black Hills State University - Rapid City, and more than 30 other initiatives; and

WHEREAS, during his time as Executive Director, Dr. Maher led during a period of double-digit inflation, meanwhile students saw nearly identical tuition for three consecutive years with the help of university leadership and legislative action; and

WHEREAS, as a result of his leadership, the Board of Regents strengthened connections throughout South Dakota, increased partnerships with our state's Technical Colleges, and built upon Legislative relationships; and

NOW, THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to recognize Dr. Brian Maher for his service; and

BE IT FURTHER RESOLVED, that Dr. Brian Maher be thanked for his contributions and dedication to the betterment of students' higher education, and it is ordered that this Resolution be spread upon the minutes of this Board and that a copy thereof be forwarded to Dr. Maher.

Adopted this 22nd day of June 2023.

SOUTH DAKOTA BOARD OF REGENTS

Tim Rave, President

Jeffrey D. Partridge, Vice President

Douglas Morrison, Secretary

Special Resolution Number 03-2023

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 5 – D (1)

DATE: June 21-22, 2023

SUBJECT

Student Organization Awards – DSU

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the March 2023 Board of Regents meeting, the Board approved recommendations offered by each institution for the 2022 student organization award winners. The winners of these awards are announced at Board meetings throughout 2023. Dakota State University (DSU) Student Organization Awards will be presented at the June BOR meeting in Madison.

2022 DSU Award for Academic Excellence: Future Business Leaders of America Collegiate (FBLA)

The Future Business Leaders of America’s purpose is to combine business and education together into a positive relationship using innovative leadership and career development programs. FBLA provides members with the unique opportunity to build leadership, teamwork, networking, and project management skills. In addition, the club participates in several campus and community activities. Members are encouraged to attend state and national leadership conferences. At these conferences, members advance their business skills, develop professional resumes, and network with business leaders. Members also compete in a variety of competitive events which are designed to put classroom lessons into practice.

2022 DSU Award for Community Service: Newman Club

The purpose of the Newman Club is to provide a faith-based community for students to grow in relationship with their peers, faculty, and community.

2022 DSU Award for Organizational Leadership: Lights, Camera, Action Film Club

Lights, Camera, Action has been building the voices and visions of South Dakota statewide since 2018. They strive to produce great promotional videos for special events and people in the local community, to support a student-led environment that encourages the realization of students’ creative visions and learn the simple wonders of storytelling and filmmaking.

(Continued)

INFORMATIONAL ITEM

IMPACT AND RECOMMENDATIONS

The Board recognizes the important role that student organizations play in the Regental system. Student organizations provide students the opportunity to connect with others who have similar interests as well as experience a sense of community, all of which increases the likelihood of successful college completion. They also provide students with opportunities for professional development by offering practical opportunities to hone skills, including those in leadership and communication.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 5 – D (2)

DATE: June 21-22, 2023

SUBJECT

Student Organization Awards – USD

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the March 2023 Board of Regents meeting, the Board approved recommendations offered by each institution for the 2022 student organization award winners. The winners of these awards are announced at Board meetings throughout 2023. The University of South Dakota (USD) Student Organization Awards will be presented at the June BOR meeting in Madison.

2022 USD Award for Academic Excellence: Plastic and Reconstructive Surgery Interest Group (PRSIG)

The purpose of PRSIG is to provide educational opportunities to medical students who desire to specialize in the field of plastic and reconstructive surgery. This interest group hosts journal clubs, surgical skills workshops, and meetings with surgeons and residents. This group provides students with numerous research opportunities and mentorship experiences.

2022 USD Award for Community Service: Coyote Clinic

The University of South Dakota (USD) Sanford School of Medicine (SSOM) Coyote Clinic strives to enhance the well-being of the Sioux Falls community by providing high-quality, free health care to uninsured and underinsured individuals while instilling the values of kindness and service in USD SSOM medical students. Members must be students at USD Sanford School of Medicine and in good academic standing.

2022 USD Award for Organizational Leadership: Cultural Wellness Coalition

The purpose of the Cultural Wellness Coalition is to bridge the gaps between different cultures on campus by fostering an inclusive community and advocating for historically marginalized communities.

(Continued)

INFORMATIONAL ITEM

IMPACT AND RECOMMENDATIONS

The Board recognizes the important role that student organizations play in the Regental system. Student organizations provide students the opportunity to connect with others who have similar interests as well as experience a sense of community, all of which increases the likelihood of successful college completion. They also provide students with opportunities for professional development by offering practical opportunities to hone skills, including those in leadership and communication.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – A
DATE: June 21-22, 2023

SUBJECT

SDSBVI Membership in South Dakota High School Activities Association

CONTROLLING STATUTE, RULE, OR POLICY

[SD High School Association – Constitution and Bylaws](#)

BACKGROUND / DISCUSSION

The South Dakota School for the Blind and Visually Impaired requests approval for continued membership in the South Dakota High School Activities Association. The membership begins July 1, 2023 and ends on June 30, 2024, with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

IMPACT AND RECOMMENDATION

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDHSAA School Board Resolution 2023-2024

DRAFT MOTION 20230621_7-A:

I move to approve the request of SDSBVI for continued membership in the South Dakota High School Activities Association.



South Dakota High School Activities Association
P.O. Box 1217 ❖ Pierre, SD 57501
Phone (605) 224-9261 FAX: (605) 224-9262

SCHOOL BOARD RESOLUTION

Authorizing Membership in the South Dakota High School Activities Association

By resolution, the School Board of:

South Dakota School for the Blind and Visually Impaired / South Dakota Board of Regents
 (Name of School District or School)

has authorized membership in the South Dakota High School Activities Association for the high school(s) under its jurisdiction as hereinafter listed:

SDSBVI – South Dakota School for the Blind and Visually Impaired / Aberdeen SD

This is to be for the period which begins July 1, 2023 and ends on June, 30, 2024 with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

In addition, the above-mentioned School Board has ratified the Constitution, By-Laws, and rules of the South Dakota High School Activities Association as of July 1, 2023 and agrees to conduct its activities programs within the framework of these instruments.

June 21, 2023

Date of Resolution

 President of Board

 Superintendent of Schools

Due By:

July 15, 2023

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – B
DATE: June 21-22, 2023

SUBJECT

Revised BOR Policy 2:37 – Syllabi and Learning Management System (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:37](#) – Syllabi and Learning Management System

BACKGROUND / DISCUSSION

This policy has been updated to reflect the Medical School exception as requested by USD. The Medical School has a third- and fourth-year rotation that requires additional agreements to be in place that will satisfy the syllabi requirements as outlined in Section C.4:

1. The only substantive change to this policy includes the following statement:

Courses that are exempt from the LMS posting requirement include [advanced medical education for the school of medicine \(USD specific Medical School 800 level courses\)](#), internships, thesis, and dissertation sections (Student Information System Instructional Method of U Thesis/Research Sustaining, T Thesis, S Internship/Practicum). These sections will require an agreement to be completed between the institution and the student¹.

2. The minor changes to this policy are the updated links to the AAC Approved Guidelines.

IMPACT AND RECOMMENDATION

This is coming before the Board as the first and final reading due to the start of the academic term for the Med School timing and the narrow modification impacted.

Academic Affairs and Board staff support the policy revisions as recommended.

ATTACHMENTS

Attachment I – BOR Policy 2:37 Syllabi and Learning Management System

¹ Higher Learning Commission: Assumed Practices. [Criteria for Accreditation \(CRRT.B.10.010\) | Policies \(hlcommission.org\)](#)

DRAFT MOTION 20230621_7-B:

I move to approve the first and final reading of the proposed revisions to BOR Policy 2:37 – Syllabi and Learning Management System, as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Syllabi and Learning Management System Policy

NUMBER: 2:37

A. PURPOSE

This policy outlines the information to be made available to students and the associated posting requirements, ensuring students have access to accurate and timely information on the courses in which they are enrolled.

B. DEFINITIONS

1. **Board of Regents (“BOR”):** The constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
2. **Institution(s):** One of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
3. **Instructor of Record:** The individual assigned by the institution with overall responsibility for the development and implementation of the course syllabus, delivery of the course, and issuing grades for a given course.
4. **Learning Management System (LMS)¹:** A comprehensive, integrated software that supports the development, delivery, assessment, and administration of courses in traditional face-to-face, blended, or online learning environments.
5. **Course Schedule:** An outline providing students with a list of lecture topics, activities, assignments, and due dates to be used in preparation and planning of their student engagement and success.
6. **Course Catalog:** The student information system catalog for student registration to include the course title, course subject and number, credit hours, instructor of record (if/when assigned), academic term and year, course meeting schedule, building location, delivery method, and campus.
7. **Course Syllabus:** An academic document that communicates information about a specific course and explains the rules, responsibilities, and expectations associated with the course.

¹ 2014, EDUCAUSE. Retrieved from <https://er.educause.edu/articles/2014/4/selecting-a-learning-management-system-advice-from-an-academic-perspective>.

8. **Student Information System:** The system that manages all student information managed through the Regents Information Systems department of the Board of Regents.
9. **Textbook:** Any textbook, paperback, or electronic book required to be purchased and read for a course.

C. PRINCIPLES, EXPECTATIONS AND POLICY STATEMENTS

1. A course summary must be available in the student information system prior to the registration cycle for students of the institution to evaluate.
2. All sections for the semester will be activated (in the LMS) no fewer than three (3) working days prior to the start of the term by the instructor of record.
3. A course syllabus must be available and posted (in the LMS) no fewer than three (3) working days prior to the start of the term by the instructor of record.
4. Courses that are exempt from the LMS posting requirement include advanced medical education for the school of medicine (USD specific Medical School 800 level courses), internships, thesis, and dissertation sections (Student Information System Instructional Method of U Thesis/Research Sustaining, T Thesis, S Internship/Practicum). These sections will require an agreement to be completed between the institution and the student².
5. For clinical experiences, the course syllabus/agreement will be posted in the applicable clinical LMS.
6. Each course syllabus shall include the following required course elements:
 - 6.1. Course Subject, Number, and Credit Hours (as provided in the student information system);
 - 6.2. Course Title (as provided in the student information system);
 - 6.3. Instructor of Record and Contact Information;
 - 6.4. Course Description (as it appears in the course catalog);
 - 6.5. Course Goals and Student Learning Outcomes;
 - 6.6. Course Meeting Time and Location (as provided in the student information system);
 - 6.7. Required Textbook(s)/Required Course Materials;
 - 6.8. Description of Instructional Methods;
 - 6.9. Course Schedule;
 - 6.10. Course Assignments;
 - 6.11. Attendance/Make-up Policy;
 - 6.12. Evaluation Procedures (i.e., tests, projects, assignments, grading policy, etc.);
 - 6.13. A link to the required BOR statements and required institutional statements

² Higher Learning Commission: Assumed Practices. [Criteria for Accreditation \(CRRT.B.10.010\) | Policies \(hlcommission.org\)](https://www.hlcommission.org/standards/criteria-for-accreditation/crrt.b.10.010-policies/)

6.13.1. Certain areas are governed consistently across all institutions, warranting common clauses or statements applicable to all students. To ensure consistency in verbiage, interpretation, and application, the following topics shall be addressed by way of required BOR statements, the specific verbiage of which shall be set forth in AAC guidelines and incorporated verbatim at every institution. The required BOR statement areas include:

- Freedom in Learning
- ADA Statement
- Academic Dishonesty and Misconduct
- Acceptable Use of Technology
- Emergency Alert Communication

6.13.2. Certain areas are governed consistently across each institution, warranting common clauses or statements applicable to all students at a given institution. To ensure consistency in verbiage, interpretation, and application, each institution shall implement required institutional statements covering the following areas:

- Complaint Procedure
- Grade Appeal Policy
- Student Success Services and Supports

7. The course syllabi may be supplemented with additional elements deemed appropriate by the instructor of record, and in accordance with the institution's procedures, which could include but isn't limited to, supplemental course material, classroom decorum/expectations, communication etiquette, and/or optional content/material.
8. Courses that are added to fill a course enrollment management need (See BOR Policy 2:35) may post the syllabus after the three (3) working day requirement, but not later than the first full week of classes.
9. Courses that have a change in the instructor of record may post the syllabus after the three (3) working day requirement, but not later than the first full week of classes.
10. If a change in the instructor occurs due to unforeseen circumstances (e.g., medical leave) during the semester, the institution will work with the students and the new instructor to ensure the syllabus is properly updated.
11. The instructor of record may modify the course schedule throughout the semester as necessary and appropriate to adjust to changing circumstances, provided students are given sufficient and prompt notice of any such changes and such changes do not unduly penalize students. See AAC Guidelines for the procedures related to course schedule modification.
12. Nothing contained in this policy shall be construed to dictate course content or instruction. What constitutes appropriate content or instruction for a given course is a matter of academic freedom, governed in accordance with BOR Policy 1:11 – Academic Freedom and Responsibility.

13. Copies of all syllabi distributed to students and posted in the applicable LMS, in accordance with this policy, must be provided to the institution by the instructor of record in accordance with the institution's procedures.

FORMS / APPENDICES:

[AAC Guideline 5:3 Syllabi Guidelines](#)

[AAC Guideline 5:3.A Syllabi BOR Required Policy Statements](#)

SOURCE:

BOR December 2022; [BOR June 2023](#).

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – C
DATE: June 21-22, 2023

SUBJECT

Inactivation of Outdated BOTE Articulation Agreements

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:5](#) – Seamless Transfer of Credit

[BOR Policy 2:5:2](#) – External (Non-Regental System) Accredited University/College
Transfer of Credit

BACKGROUND / DISCUSSION

The Board of Technical Education (BOTE) is the coordinating board for the technical colleges in South Dakota. Prior to the Board of Technical Education, the Board of Educational Standards had been the established board for the technical colleges. Attachment I and II provides the Board of Regents an item that was approved by the Board of Technical Education to update the current articulation agreements through inactivating those agreements no longer valid due to curricular and program changes as well as the transition from the Board of Educational Standards to the Board of Technical Education. Scott DesLauriers worked diligently with both the technical colleges and the universities to ensure that the correct outdated agreements were positioned for inactivation.

The Regental system has a process to inactivate agreements, and many have already been inactivated due to programming and curricular changes. This process further facilitated additional discussions on enhancing the process for agreements in their review and evaluation. The continued partnership between the Board of Technical Education and the Board of Regents as well as the technical colleges and universities is paramount to continued success for seamless transfer and supports the Board of Regents Strategic Plan on transfer initiatives.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

(Continued)

DRAFT MOTION 20230621_7-C:

I move to approve the inactivation of the outdated articulation agreements presented in Attachment II. The Board of Regents supports the ongoing efforts between the Technical Colleges and the Universities.

Inactivation of Outdated BOTE Articulation Agreements

June 21-22, 2023

Page 2 of 2

ATTACHMENTS

Attachment I – Cover Item for the Board of Technical Education

Attachment II – Approved Inactivated Outdated Agreements

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
ACADEMIC AFFAIRS
DISCONTINUATION OF NON-FUNCTIONAL ARTICULATION AGREEMENTS
MAY 25, 2023**

Over the past year, Board of Regents (BOR) and Board of Technical Education (BOTE) staff have worked with the six public universities and four technical colleges to compile and review a master index of program-to-program articulation agreements existing between the BOR and BOTE.

During the review process, Board staff requested technical college academic affairs leadership evaluate all articulation agreements adopted before January 2015 to identify whether the agreement should be discontinued or whether the technical college intended to renew the agreement in the coming years. Of the some 300 agreements that currently exist between BOR and BOTE institutions, approximately 120 are no longer functional for student transfer. Agreements may be non-functional because the agreement is for an academic program that no longer exists, outlines a significant number of courses that are no longer offered, there was some type of substantive change to an academic program's program of study that significantly impacts the agreement's viability, or the original agreement has been replaced by a successive agreement.

Typically, the BOTE does not approve new or modifications to existing institution-to-institution agreements. However, various agreements include a clause stating modifications require approval by the BOR and South Dakota Board of Education. The Board of Education, now called the Board of Education Standards, provided state-level oversight of the technical colleges until the BOTE's creation. Considering the governance transition from Board of Education Standards to the BOTE, Board staff confirmed with the Department of Education's legal counsel that the BOTE can act as the successor to the Board of Education Standards.

The proposed action that Board staff is proposing the BOTE take today is the discontinuation of the agreements outlined on the subsequent page. The BOR will take similar action at its upcoming meeting in June 2023. This action is administrative in nature to (1) ensure an accurate listing of articulation agreements between South Dakota's public universities and technical colleges and (2) ensure the intent of previous agreements is fulfilled.

Articulation agreements are vital to ensuring a smooth transition for South Dakota students as they progress from one higher education institution to another, and agreements play a critical role in guaranteeing the seamless transfer of credits. The partnership between the BOR and BOTE is strong, and both systems are committed to developing new agreements accurately reflecting the needs and expectations of South Dakota students, communities, and industry partners.

Listing No.	University	Technical College	University Program	Technical College Program	Agreement Date	MOU URL
1	BHSU	STC	Business Administration	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_bus-admin_2_accounting.pdf
2	BHSU	STC	Business Administration	Financial Services	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_bus-admin_2_in-services.pdf
3	BHSU	STC	Business Administration	Business Administration--Accelerated Learning	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_bus-admin_2_bus-admin-accel-learning.pdf
4	BHSU	STC	Business Administration	Accounting	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_bus-admin_2_accounting.pdf
5	BHSU	STC	Business Administration	Marketing	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_bus-admin_2_marketing.pdf
6	BHSU	STC	Business Administration--Accounting	Accounting	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_bus-admin-acct-spec_2_accounting.pdf
7	BHSU	STC	Business Education	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_bus-educ_2_bus-admin.pdf
8	BHSU	STC	Business Education	Business Administration--Accelerated Learning	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_bus-educ_2_bus-admin-accel-learning.pdf
9	BHSU	STC	Business Education	Accounting	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_bus-educ_2_accounting.pdf
10	BHSU	STC	Business Education	Financial Services	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_bus-educ_2_in-services.pdf
11	BHSU	STC	Business Education	Marketing	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_bus-educ_2_marketing.pdf
12	BHSU	STC	Industrial Tech Composite	Architectural/Construction Tech	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_ind-tech-comp-maj_2_arch-contruc-tech.pdf
13	BHSU	STC	Industrial Tech Composite	Heating/Ventilation/Air Conditioning/Refrigeration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_comp-maj-ind-tech_2_hgt-vent-ac-refrig.pdf
14	BHSU	STC	Industrial Tech Composite	Electronics Technology	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_comp-maj-ind-tech_2_elect-tech.pdf
15	BHSU	STC	Industrial Tech Composite	Machine Tool Tech	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_comp-maj-ind-tech_2_mach-tool-tech.pdf
16	BHSU	STC	Industrial Tech Composite	CAD Engineering Tech	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_comp-maj-ind-tech_2_cad-eng-tech.pdf
17	BHSU	STC	Industrial Tech Composite	Civil Engineering Tech	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-STI_comp-maj-ind-tech_2_civil-eng-tech.pdf
18	BHSU	WDTC	Business Accounting	Accounting	06/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-WDTL_AcctgSpec_2_Acctg.pdf
19	BHSU	WDTC	Business Management	Business Management & Marketing	06/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-WDTL_MgmtSpec_2_BusMgmtMktg.pdf
20	BHSU	WDTC	Human Services	Applied Science	04/01/13	https://www.sdbor.edu/administrative-offices/academics/articulation/APRIL2013MDTAAppliedScienceToBHSUBSInHumanServices.pdf
21	BHSU	WDTC	Human Services	Disability / Human Services Tech	03/01/06	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-WDTL_HumServ_2_DisHumanServTech.pdf
22	BHSU	WDTC	Human Services	Law Enforcement Technology	03/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-WDTL_HumServ-ProbLawEnforce_2_LawEnforceTech.pdf
23	BHSU	WDTC	Industrial Technology	Computer Aided Technology	03/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-WDTL_IndTech_2_CompAidDrafting.pdf
24	BHSU	WDTC	Industrial Technology	Electronics & Computer Technician	03/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_BHSU-WDTL_IndTech_2_ElecCompTech.pdf
25	DSU	LATC	Management Information Systems	Marketing/Management/Sales	05/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-LATL_MgmtInfoSys_2_Mktg-Mgmt-Sales.pdf
26	DSU	MTC	Accounting	Accounting/Computers	06/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-MTL_Acctg_2_AcctgComputers.pdf
27	DSU	MTC	Computer & Network Security	Computer Systems Technology	06/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-MTL_CompNetworkSec_2_CompSysTech.pdf
28	DSU	MTC	Computer Info Systems	Computer Software Support	06/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-MTL_CompInfoSyst_2_CompSoftwareSupp.pdf
29	DSU	MTC	Computer Info Systems	Computer Systems Technology	06/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-MTL_CompInfoSyst_2_CompSysTech.pdf
30	DSU	MTC	Health Info Management Systems	Medical Assistant	03/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-MTL_HealthInfoAdmin_2_MedAssistant.pdf
31	DSU	MTC	Health Info Management Systems	Medical/Secretary Transcriptionist	03/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-MTL_HealthInfoAdmin_2_MedSec-Transcript.pdf
32	DSU	STC	Computer & Network Security	Computer Programming	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-network-sec_2_comp-program.pdf
33	DSU	STC	Computer & Network Security	Computer Network Technician	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-network-sec_2_comp-network-tech.pdf
34	DSU	STC	Computer & Network Security	Internet Application Developer	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-info-sys_2_internet-app-devel.pdf
35	DSU	STC	Computer & Network Security	Network Administrator	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-network-sec_2_network-admin.pdf

Listing No.	University	Technical College	University Program	Technical College Program	Agreement Date	MOU URL
36	DSU	STC	Computer & Network Security	System Administrator	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-network-sec_2_syst-admin.pdf
37	DSU	STC	Computer Graphic Design	Graphic Communications	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-graph-des_2_graph-comm.pdf
38	DSU	STC	Computer Info Systems	Computer Programming	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-info-sys_2_comp-program.pdf
39	DSU	STC	Computer Info Systems	Internet Application Developer	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-info-sys_2_internet-app-devel.pdf
40	DSU	STC	Computer Info Systems	Network Administrator	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-info-sys_2_network-admin.pdf
41	DSU	STC	Computer Info Systems	System Administrator	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-info-sys_2_syst-admin.pdf
42	DSU	STC	Computer Science	Computer Programming	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-sci_2_comp-programming.pdf
43	DSU	STC	Computer Science	Computer Network Technician	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-sci_2_comp-network-tech.pdf
44	DSU	STC	Computer Science	Internet Application Developer	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-sci_2_internet-app-devel.pdf
45	DSU	STC	Computer Science	Network Administrator	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-sci_2_network_admin.pdf
46	DSU	STC	Computer Science	System Administrator	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-sci_2_syst-admin.pdf
47	DSU	STC	Management Information Systems	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_comp-info-sys_2_bus-admin.pdf
48	DSU	STC	Marketing	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_marketing_2_bus-admin.pdf
49	DSU	STC	Multimedia/Web Development	Graphic Communications	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-STI_multimedia-web-dev_2_graph-comm.pdf
50	DSU	WDTC	Computer & Network Security	Computer Network Specialist	03/01/06	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-WDTL_comp-network-sec_2_comp-network-spec.pdf
51	DSU	WDTC	Computer Info Systems	Computer Network Specialist	03/01/06	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-WDTL_comp-info-sys_2_comp-network-spec.pdf
52	DSU	WDTC	Computer Science	Computer Network Specialist	03/01/06	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_DSU-WDTL_comp-sci_2_comp-network-spec.pdf
53	NSU	MTC	Accounting	Accounting/Computers	10/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-MTL_Acctg_2_Acctg-Computers.pdf
54	NSU	STC	Economics	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-STI_econ_2_bus-admin.pdf
55	NSU	STC	Finance	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-STI_finance_2_bus-admin.pdf
56	NSU	STC	Fitness Management	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-STI_fit-mgmt_2_bus-admin.pdf
57	NSU	STC	General Business	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-STI_gen-bus_2_bus-admin.pdf
58	NSU	STC	International Business	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-STI_intl-bus_2_bus-admin.pdf
59	NSU	STC	Management	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-STI_mgmt_2_bus-admin.pdf
60	NSU	STC	Marketing	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-STI_marketing_2_bus-admin.pdf
61	NSU	STC	Multimedia Graphic Design	Graphic Communications	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-STI_multimedia-graph-design_2_graph-comm.pdf
62	NSU	WDTC	Accounting	Accounting	10/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-WDTL_Acctg_2_Acctg.pdf
63	NSU	WDTC	Banking & Financial Services	Business Management & Marketing	06/01/07	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-WDTL_BankFinSer_2_BusMgmtMktg.pdf
64	NSU	WDTC	Economics	Business Management & Marketing	10/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-WDTL_Economics_2_BusMgmtMktg.pdf
65	NSU	WDTC	Finance	Business Management & Marketing	10/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-WDTL_Finance_2_BusMgmtMktg.pdf
66	NSU	WDTC	Fitness Management	Business Management & Marketing	10/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-WDTL_FitMgmt_2_BusMgmtMktg.pdf
67	NSU	WDTC	General Business	Business Management & Marketing	10/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-WDTL_GenBus_2_BusMgmtMktg.pdf
68	NSU	WDTC	International Business	Business Management & Marketing	10/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-WDTL_intlBus_2_BusMgmtMktg.pdf
69	NSU	WDTC	Management	Business Management & Marketing	10/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-WDTL_Mgmt_2_BusMgmtMktg.pdf
70	NSU	WDTC	Marketing	Business Management & Marketing	10/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_NSU-WDTL_Mktg_2_BusMgmtMktg.pdf

Listing No.	University	Technical College	University Program	Technical College Program	Agreement Date	MOU URL
71	SDSU	MTC	Agricultural Science	Agricultural Technology	05/01/13	https://www.sdsu.edu/administrative-offices/academics/articulation/MAY2013MTIAgriculturalTechtoSDSUAggriculturalScience.pdf
72	SDSU	MTC	Electronics Engineering Technology	Telecommunications	05/01/13	https://www.sdsu.edu/administrative-offices/academics/articulation/MTI_ElecEng_Tech_2_Telecommunications.pdf
73	SDSU	MTC	Electronics Technology	Automation Controls/SCADA	05/01/13	https://www.sdsu.edu/administrative-offices/academics/articulation/MAY2013MTIAutomationControl-SCADAtoSDSUElectronic_Technology.pdf
74	SDSU	MTC	Electronics Technology	Satellite Communications	05/01/13	https://www.sdsu.edu/administrative-offices/academics/articulation/MAY2013MTISatelliteCommunicationsToSDSUElectronicTechnology.pdf
75	SDSU	MTC	Medical Laboratory Science Major	Medical Laboratory Technician	06/16/14	https://drive.google.com/file/d/13e8Q4h34F8YPUhioXYT80UXwUaE4Co/view
76	SDSU	MTC	Operations Management	Business Management	05/01/13	https://www.sdsu.edu/administrative-offices/academics/articulation/MAY2013MTIBusinessManagementtoSDSUOperationsManagement.pdf
77	SDSU	STC	Agricultural Horticulture	Horticulture Technology or Landscape Design Technology or Sports Turf Management	12/01/12	https://www.sdsu.edu/administrative-offices/academics/articulation/DEC12SDSU_SETI_HorticultureMajor.pdf
78	SDSU	STC	Construction Management	Civil Engineering Tech	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/STI_construct-mgmt_2_civil-eng-tech.pdf
79	SDSU	STC	Construction Management	Construction Management Technology	05/01/13	https://www.sdsu.edu/administrative-offices/academics/articulation/MAY2013STIConstructionManagementTechnologytoSDSUCOnstructionManagement.pdf
80	SDSU	STC	Economics/Economic-Business Spec	Business Administration	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_SDSU-STI_econ-bus-spec_2_bus_admin.pdf
81	SDSU	STC	Electronics Engineering Tech	Electronics Technology	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_SDSU-STI_elect-eng-tech_2_electronic-tech.pdf
82	SDSU	STC	Electronics Technology	Mechatronics Technology	05/01/13	https://www.sdsu.edu/administrative-offices/academics/articulation/MAY2013STIMechatronicsTechnologytoSDSUElectronicsTechnology.pdf
83	SDSU	STC	Operations Management	Electronics Technology	05/01/13	https://www.sdsu.edu/administrative-offices/academics/articulation/MAY2013STIElectronicsTechnologytoSDSUOperationsManagement.pdf
84	SDSU	STC	Operations Management	Machine Tool Technology	05/01/13	https://www.sdsu.edu/administrative-offices/academics/articulation/MAY2013STIMachineToolTechtoSDSUOperationsManagement.pdf
85	SDSU	STC	Operations Management	Mechatronics Technology	05/01/13	https://www.sdsu.edu/administrative-offices/academics/articulation/MAY2013STIMechatronicsTechnologytoSDSUOperationsManagement.pdf
86	USD	MTC	Accounting	Accounting/Computers	06/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-MTI_Acctg_2_AcctgComputers.pdf
87	USD	STC	Accounting	Business Administration	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_acctg_2_bus-admin.pdf
88	USD	STC	Accounting	Business Administration-Accelerated Learning	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_acctg_2_bus-admin-accel-learning.pdf
89	USD	STC	Accounting	Accounting	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_acctg_2_acctg.pdf
90	USD	STC	Accounting	Financial Services	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_acctg_2_fin-services.pdf
91	USD	STC	Accounting	Marketing	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_acctg_2_mktg.pdf
92	USD	STC	Economics	Business Administration	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_econ_2_bus-admin.pdf
93	USD	STC	Economics	Business Administration-Accelerated Learning	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_econ_2_bus-admin-accel-learn.pdf
94	USD	STC	Economics	Accounting	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_econ_2_acctg.pdf
95	USD	STC	Economics	Financial Services	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_econ_2_fin-services.pdf
96	USD	STC	Economics	Marketing	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_econ_2_mktg.pdf
97	USD	STC	Finance	Business Administration	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_finance_2_bus-admin.pdf
98	USD	STC	Finance	Business Administration-Accelerated Learning	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_finance_2_bus-admin-accel-learn.pdf
99	USD	STC	Finance	Accounting	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_finance_2_acctg.pdf
100	USD	STC	Finance	Financial Services	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_finance_2_fin-services.pdf
101	USD	STC	Finance	Marketing	12/01/05	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_finance_2_mktg.pdf
102	USD	STC	Health Science	Nuclear Medicine Technology	08/01/10	https://www.sdsu.edu/administrative-offices/academics/articulation/prog_USD-STI_HealthScien_2_NuclearMedTech.pdf

Listing No.	University	Technical College	University Program	Technical College Program	Agreement Date	MOU URL
103	USD	STC	Health Services Administration	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-STI_health-serv-admin_2_bus-admin.pdf
104	USD	STC	Health Services Administration	Business Administration-Accelerated Learning	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-STI_health-serv-admin_2_bus-admin-accel-learn.pdf
105	USD	STC	Health Services Administration	Accounting	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-STI_health-serv-admin_2_acctg.pdf
106	USD	STC	Health Services Administration	Financial Services	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-STI_health-serv-admin_2_fin-services.pdf
107	USD	STC	Health Services Administration	Marketing	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-STI_health-serv-admin_2_mktg.pdf
108	USD	STC	Management	Business Administration	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-STI_mgmt_2_bus-admin.pdf
109	USD	STC	Management	Business Administration-Accelerated Learning	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-STI_mgmt_2_bus-admin-accel-learn.pdf
110	USD	STC	Management	Accounting	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-STI_mgmt_2_acctg.pdf
111	USD	STC	Management	Financial Services	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-STI_mgmt_2_fin-services.pdf
112	USD	STC	Management	Marketing	12/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-STI_mgmt_2_mktg.pdf
113	USD	WUTC	Accounting	Accounting	06/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-WDTC_Acctg_2_Acctg.pdf
114	USD	WUTC	Economics	Management & Marketing	06/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-WDTC_Economics_2_MgmtMktg.pdf
115	USD	WUTC	Finance	Management & Marketing	06/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-WDTC_Finance_2_MgmtMktg.pdf
116	USD	WUTC	Health Science	Field Engineering Technician	08/01/10	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-WDTC_HealthScien_2_FieldEngTech.pdf
117	USD	WUTC	Health Science	Fire Science	08/01/10	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-WDTC_HealthScien_2_FireScience.pdf
118	USD	WUTC	Health Science	Law Enforcement Technology	08/01/10	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-WDTC_HealthScien_2_LawEnforceTech.pdf
119	USD	WUTC	Health Science	Medical Assistant	08/01/10	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-WDTC_HealthScien_2_MedAssistant.pdf
120	USD	WUTC	Health Science	Medical Assistant	08/01/10	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-WDTC_HealthScien_2_MedTranscription.pdf
121	USD	WUTC	Health Science	Paramedic	08/01/10	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-WDTC_HealthScien_2_Paramedic.pdf
122	USD	WUTC	Health Services Administration	Management & Marketing	06/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-WDTC_HealthServAdmin_2_MgmtMktg.pdf
123	USD	WUTC	Management	Management & Marketing	06/01/05	https://www.sdbor.edu/administrative-offices/academics/articulation/prog_USD-WDTC_Mgmt_2_MgmtMktg.pdf

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – D (1)

DATE: June 21-22, 2023

SUBJECT

New Program Request – DSU – Minor in Communication Studies

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and
Inactivation/Termination

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a minor in Communication Studies. The Communication Studies minor will replace the current Speech Communication/Theatre Minor, modernizing DSU's efforts to help students become competent and effective communicators in many situations: public speaking, interpersonal relationships, small groups, organizational communication, intercultural, and leadership.

IMPACT AND RECOMMENDATION

DSU plans to offer the minor in Communication Studies on campus and online. DSU does not request new state resources, and no new courses are required. DSU estimates 8 students enrolled and 3 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Form: DSU – Minor in Communication Studies

DRAFT MOTION 20230621_7-D(1):

I move to authorize DSU to offer a minor in Communication Studies, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	DSU
TITLE OF PROPOSED MINOR:	Communication Studies
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Bachelor of Science
EXISTING RELATED MAJORS OR MINORS:	Speech Communication/Theatre
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	09.0101
UNIVERSITY DEPARTMENT:	Arts and Science
BANNER DEPARTMENT CODE:	8A
UNIVERSITY DIVISION:	Language
BANNER DIVISION CODE:	DLANG

☒ **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.

President of the University

4/12/23

Date

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

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

Dakota State University currently offers a minor in Speech Communication/Theatre.¹ This Minor is being terminated to allow delivery of the Communication Studies minor. DSU does not currently offer a major in Communication Studies.

The new Communication Studies Minor aligns with the Strategic Plan 2022-2027 in several capacities, the short of it provided below:

1. Clear communication is one of five specific values upheld by Dakota State University.² Communication is an essential skill required by cyber-savvy graduates who are lifelong learners, problem solvers, innovators and leaders who live lives of positive purpose and consequence – our mission.
2. Students must have good problem-solving skills, teamwork, public communication, small group/team communication, interviewing abilities, and more to stand out and succeed long-term in South Dakota's workforce. Following an analysis of 150 million unique U.S. job postings, the Business-Higher Education Forum identified communication as one of 14 skills deemed New Foundational Skills for the Digital Economy.³ The SDBOR Strategic Plan Goal 4 privileges new or enhanced undergraduate programs that contribute to the South Dakota and national workforce.
3. As a school focused on technology and cyber security, graduates must be able to communicate complex information to lay persons and learn how technology communication via mediated technologies matters. The proposed minor provides new opportunity to grow research and innovation in technologically-mediated communication.

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 *Communication Studies* minor will replace the current *Speech Communication/Theatre Minor*, modernizing our efforts to help students become competent and effective communicators in many situations: public speaking, interpersonal relationships, small groups, organizational communication, intercultural, and leadership. The minor fits into the Communication Studies area, and a terse overview of the field can be found on The National Communication Association website: <https://www.natcom.org/about-nca/what-communication>.

¹ Dakota State University. (n.d.) Speech communication theatre minor/5-12 endorsement program. <https://dsu.edu/programs/communication-studies-minor.html>

² Dakota State University (n.d.) [Mission](#), Vision, & Values. <https://dsu.edu/about-dsu/mission-vision-values.html>

³ Business-Higher Education Forum and Burning Glass Technologies (2018). The New Foundational Skills of the Digital Economy. https://www.burning-glass.com/wp-content/uploads/New_Foundational_Skills.pdf

4. How will the proposed minor benefit students?

Organizations that study college students' career readiness repeatedly report communication skills, abilities, and knowledge are among the competencies employees want *regardless* of the profession. In 2021, for instance, Georgetown University's Center on Education in the Workforce released a report, *Workplace basics: The competencies employers want*, detailing how communication competency (oral, written, teamwork, leadership, and sales and customer service) is among the five most in-demand aptitudes required to be successful in their work performance. Similarly, the National Association of Colleges and Employers—in their *Job Outlook 2023* publication—reports that nearly all employers expect effective and competent communication from their employees. However, the same report also shows that college graduates are, unfortunately, not meeting those expectations and benchmarks right out of college.⁴

Regardless of their major, our students at Dakota State University must be career-ready, effective, and competent communicators. Effective communication permeates all aspects of our modern lives and affects our ability to build strong selves, relationships, businesses, partnerships, and communities. Communication is not simply acquired; it requires intentional study, time and effort to improve our ability to receive and interpret the reality around us. Communication is a must in all kinds of professional situations:

- discussing potential cybersecurity risks to a client
- pitching an idea that promotes your business
- working with sensitive patient health records
- negotiating a business partnership
- empowering your respective communities
- managing day-to-day interpersonal conflicts
- teaching or dialoguing with students
- collaborating in groups in the workplace
- coaching and motivating a team
- helping a company design a brand
- developing a video game

The Communication Studies minor at Dakota State University fills a gap in communication competencies anecdotally reported, provides students with an easy-to-adopt minor for any program, and an interdisciplinary program that strengthens other departments and areas. Students will practice becoming proficient in:

1. Crafting oral, written, and technologically mediated messages appropriate to the audience, purpose, and context.
2. Evaluating and interpreting oral, written, and technologically mediated messages.
3. Adapting, adjusting, and solving communication issues that arise in a variety of communication contexts.

Students will explore communication topics such as interview communication, public speaking, small group dynamics, intercultural exchanges, and communication in relationships, among others. For an in-depth list of how graduates of communication programs are often more career ready, please see the National Communication Association's grant-funded Learning Outcomes in

⁴ National Association of Colleges and Employers. (2022, October). *Job outlook 2023*. <https://www.nacweb.org/store/2022/job-outlook-2023/>

Communication Project; specifically, the *College graduates with communication degrees have the knowledge and skills employers need* report.⁵

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the U.S. Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

- In the Spring of 2015, the South Dakota Employer Survey through the South Dakota Retailers Association, the South Dakota Department of Labor and Regulation, and the South Dakota Chamber of Commerce reported that employees continuously rate the applicants for jobs are *lacking*: communication skills, decision-making skills, customer service, and interpersonal skills, teamwork, among others; however, these are CORE communication competencies addressed in the new Communication Studies Minor curriculum.⁶
- The need for communication skills training is highly evident in the continued programming through the South Dakota Department of Labor & Regulation, which holds workshops and promotes sessions on soft skills, interviewing, and workplace etiquette. According to the U.S. Bureau of Labor Statistics, media, and communication occupations (not including the fact that all jobs require communication like cyber security and health administration) are "projected to grow 6 percent from 2021-2031, about as fast as the average for all occupations; this increase is expected to result in about 68,600 new jobs over the decades...The median annual wage for this group was \$62,340 in May 2021, which has higher than the median annual wage for all occupations of \$45,760."⁷
- Finally, according to the South Dakota Department of Labor and Regulation, more than half of Speech Communication and Rhetoric (B.A., BS), and Mass Communication/Media Studies (B.A., BS) are earning employment.⁸ That said, this number is likely much higher since data is not provided on Communication Studies minors earned at universities that are paired with another major.

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*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	F.Y. 23	F.Y. 24	F.Y. 25	F.Y. 26
Students enrolled in the Minor (fall)	3	6	8	8
Completions by graduates	0	0	0	3

*Do not include current fiscal year.

⁵ National Communication Association. (2021). *Learning outcomes in communication*.
<https://www.natcom.org/learning-outcomes-communication>

⁶ South Dakota Department of Education. (2015). *SD career readiness skills for all CTE clusters*.
<https://doe.sd.gov/cte/softskills.aspx>

⁷ U.S. Bureau of Labor Statistics. (2022, September 8). *Media and communication occupations*.
<https://www.bls.gov/ooh/media-and-communication/home.htm#>

⁸ U.S. Department of Labor and Regulation. (2022). 2022 Annual report of South Dakota: Job placement outcomes.
https://dlr.sd.gov/lmic/menu_publications.aspx

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

First, we will be offering a contemporary, modernized version: Communication Studies. Although common in some communication departments, the combination of speech communication and theatre disciplines is part of an earlier disciplinary trend. The two fields were closely aligned in a single department. One can look at the earlier iterations of Karl E. Mundt Archives and our course offerings over the years to see that we used to have a teaching communication track. Communication Studies tend to include performative aspects of communication in the contemporary landscape, though areas like interpersonal communication, organizational communication, and rhetorical studies are much more common. This shift is clear in our own South Dakota Regental System, which in 2021 changed the SPCM (Speech Communication) course prefix to CMST (Communication Studies). The change has already started taking place in the course catalog. The switch to CMST is not simply a surface-level name change; the course prefix's modification reflects the need for our communication programs in South Dakota to be on par with the current trends, scholarship, and best practices in Communication. In addition, talks last year between the SDBOR Communication Discipline council suggest that many of the programs are teaching CMST 101: Fundamentals of Speech as Fundamentals of Communication, reiterating a trend towards modernizing our programs in S.D. with the national programs. Communication Studies the field of study, an overview of the field can be found at The National Communication Association website:

<https://www.natcom.org/about-nca/what-communication>.

1. The CMST Minor also reflects the other communication/speech programs in the Regental System with slight modifications for our DSU students. The course modification takes its inspiration from experts in the field of Communication, such as those at the National Communication Association:

<https://www.natcom.org/academic-professional-resources/teaching-and-learning/basic-course-general-education>

<https://www.natcom.org/academic-professional-resources/teaching-and-learning/classroom/undergraduate-course-syllabi>

2. Second, the proposed Communication Studies Minor is more student-centered and forward-looking. According to Georgetown University Center on Education and the Workforce, in a 2020 publication, *Workplace Basics: The Competencies Employers Want*, a wide range of employers seeks communication-oriented skills: oral/written communication, teamwork, leadership, problem-solving and complex thinking, and sales and customer service. The full report on workplace competencies is available here: <https://cew.georgetown.edu/cew-reports/competencies/>

The older Speech Communication and Theatre Minor focused heavily on a theatrical and public speaking focus; however, communication skills will help students get a job beyond those two areas. Students need to be able to work in small groups, they need to be able to interview successfully, and they need to be able to manage workplace and interpersonal relationships. The new Communication Studies minor would target these steady competencies.

3. Third, switching to the new Communication Studies Minor provides a straightforward narrative for our staff, faculty, students, and especially advisors. The Communication Studies Minor is student-centered and focuses on all professional communication needs any student at Dakota State University will need to communicate in their everyday lives and workplaces. The proposal has been shared with all Colleges at DSU and has received praise and overwhelming support. It creates interdisciplinary connections across a campus (BADM, MCOM, ENGL) and centers (The Paulson Cyber Incubator and Entrepreneurial Center, the Career and Professional Development, and the Center for Teaching and Learning), keeping in mind the flexibility needed by busy students. Terminating the current minor and replacing it with a new Communication Studies Minor resonates with the mission, vision, and values of Dakota State University.

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, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

Communication Studies Minor	Credit Hours	Percent
Requirements in Minor	9	50%
Electives in Minor	9	50%
Total	18	

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
CMST	101	Fundamentals of Speech		3	No
CMST	201	Interpersonal Communication		3	No
CMST	215	Public Speaking		3	No
Subtotal				9	

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 <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
Choose 9 credits from the following (6 credits must be CMST prefix)					
CMST	311	Business and Professional Communication		3	No

CMST	320	Communication in Interviewing		3	No
CMST	410	Organizational Communication		3	No
CMST	434	Small Group Communications		3	No
CMST	470	Intercultural Communication		3	No
CMST	492	Topics		3	No
CMST	498	Undergrad Research/Scholarship		3	No
BADM	344	Managerial Communication	ENGL 101	3	No
ENGL	405	Media Studies	ENGL 201	3	No
ENGL	480	Contemporary Rhetoric	ENGL 201	3	No
MCOM	353	Digital Media Communications		3	No
Subtotal				9	

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)	Program Courses that Address the Outcomes			
	CMST 101	CMST 201	CMST 215	CMST Electives
Design communication messages (oral, written, technically mediated) for the audience purpose, context, and community				X
Identify how structures of power are influenced through communication messages (oral, written, technologically mediated).	X		X	X
Solve messaging issues (social, cultural, relational) that arise in a variety of communication contexts.		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.

ALL courses from required to elective meet these outcomes set for the program:

1. Crafting oral, written, and technologically mediated messages appropriate to the audience, purpose, and context.
2. Evaluating and interpreting oral, written, and technologically mediated messages.
3. Adapting, adjusting, and solving communication issues that arise in a variety of communication contexts.

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 courses are offered at other SDBOR Regental Partners (South Dakota State University, University of South Dakota, Northern State University, and Black Hill State University).

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 2023

	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 <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes		Fall 2023
Does another BOR institution already have authorization to offer the program online?	Yes	If yes, identify institutions: <ul style="list-style-type: none"> • South Dakota State University • Northern State University • Black Hills State University • University of South Dakota <p>As the Chair of the Communication Discipline Council, I have received approval from my colleagues and will teach the classes in the modalities authorized already at our institution and regental partners.</p>	

- 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."

No

- 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.*

All the courses in the minor are in the course offering rotation within the current faculty load and are taught at other regental institutions. I received approval from our regental partners for other CMST courses.

- 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

AGENDA ITEM: 7 – D (2)

DATE: June 21-22, 2023

SUBJECT

New Program Request – DSU – Minor in Management

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and
Inactivation/Termination

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a minor in Management. The proposed minor would complement various non-business majors by expanding students' understanding of management within the context of international business. Students will gain a broad perspective of the management field and explore specialty areas such as organizational behavior and human resource management. Students in the Bachelor of Business Administration will not be able take this minor due to course overlap.

IMPACT AND RECOMMENDATION

DSU plans to offer the minor in Management on campus and online. DSU does not request new state resources, and no new courses are required. DSU estimates 15 students enrolled and 5 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Form: DSU – Minor in Management

DRAFT MOTION 20230621_7-D(2):

I move to authorize DSU to offer a minor in Management, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	DSU
TITLE OF PROPOSED MINOR:	Management Minor
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	All degrees, except Bachelor of Business Administration
EXISTING RELATED MAJORS OR MINORS:	Bachelor of Business Administration: Management Specialization; Associate of Science Business Management
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	52.1303
UNIVERSITY DEPARTMENT:	College of Business and Information Systems
BANNER DEPARTMENT CODE:	DBIS
UNIVERSITY DIVISION:	Business
BANNER DIVISION CODE:	DBUS

☒ **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.

President of the University

4/28/2023

Date

¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Management Occupations. Source: <https://www.bls.gov/ooh/management/home.htm#:~:text=Overall%20employment%20in%20management%20occupations,new%20jobs%20over%20the%20decade>. Obtained January 10, 2023.

² Indeed.com. Source: <https://www.indeed.com/career-advice/career-development/business-management-degree-jobs>. Obtained January 10, 2023.

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*)? ☒ ☐
 Bachelor of Business Administration: Management Specialization 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 Dakota State University statutory mission is provided in SDCL 13-59-2.2:

The primary purpose of Dakota State University in Madison in Lake County is to provide instruction in computer management, computer information systems, electronic data processing and other related undergraduate and graduate programs. The secondary purpose is to offer two-year, one-year and short courses for application and operator training in the areas authorized by this section. This authorization includes the preparation of elementary and secondary teachers with emphasis in computer and information processing.

This minor falls within DSU’s mission because it is a business and technology-based minor, linked to the BBA in Business.

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 Management Minor complements various non-business majors by expanding students’ understanding of management within the international business world / context. Students will gain a broad perspective of the management field and explore specialty areas such as organizational behavior and human resource management.

4. How will the proposed minor benefit students?

A minor in management provides students from non-business programs with a competitive advantage over their respective peers in the marketplace, as they will develop an understanding of the theories, concepts, and best practices that are commonly used in professional settings.

¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Management Occupations. Source: <https://www.bls.gov/ooh/management/home.htm#:~:text=Overall%20employment%20in%20management%20occupations,new%20jobs%20over%20the%20decade>. Obtained January 10, 2023.

² Indeed.com. Source: <https://www.indeed.com/career-advice/career-development/business-management-degree-jobs>. Obtained January 10, 2023.

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 growth rate for management occupations is projected to grow 8% from 2021 – 2031, faster than the average. This increase in growth rate is expected to result in about 883,000+ jobs over the next decade, with about 1.1 million openings each year, on average, to come from growth and replacement needs of management occupations.¹ According to Indeed.com, various careers to consider with a management degree include, but are not limited to: project manager, office manager, human resource manager, business manager, logistics, manager, etc.²

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).**

<i>Estimates</i>	Fiscal Years*			
	1st	2nd	3rd	4th
	FY 23-24	FY 24-25	FY 25-26	FY 26-27
Students enrolled in the minor (fall)	5	8	11	15
Completions by graduates			5	5

*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 curriculum is designed to provide students with a basic understanding of the principles and practices of management. The rationale for this curriculum is to prepare students for careers in management or related fields and to provide them with the skills and knowledge they need to be effective managers. The courses included in the curriculum cover topics such as organizational behavior, human resource management, communication, ethics, and operations management. These courses provide students with a foundation in the key areas of management and help them develop critical thinking, problem-solving, communication, and leadership skills. Similar management minors are offered at both public and private institutions, including the University of Minnesota Carlsen School of Management, South Dakota State University, University of Nebraska – Lincoln, and University of Sioux Falls.

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, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Management Occupations. Source: <https://www.bls.gov/ooh/management/home.htm#:~:text=Overall%20employment%20in%20management%20occupations,new%20jobs%20over%20the%20decade>. Obtained January 10, 2023.

² Indeed.com. Source: <https://www.indeed.com/career-advice/career-development/business-management-degree-jobs>. Obtained January 10, 2023.

A. Distribution of Credit Hours

Management Minor	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor	0	%
Total	18	

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
BADM	344	Managerial Communication	ENGL 101*	3	No
BADM	360	Organization & Management		3	No
BADM	457	Business Ethics		3	No
BADM	460	Human Resources Management	BADM 360	3	No
BADM	464	Organizational Behavior	BADM 360	3	No
BADM	101	Survey of Business		3	No
Subtotal				18	

*General Education requirement.

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 <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
					Choose an item.

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.

¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Management Occupations. Source: <https://www.bls.gov/ooh/management/home.htm#:~:text=Overall%20employment%20in%20management%20occupations,new%20jobs%20over%20the%20decade>. Obtained January 10, 2023.

² Indeed.com. Source: <https://www.indeed.com/career-advice/career-development/business-management-degree-jobs>. Obtained January 10, 2023.

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)	BADM 344	BADM 360	BADM 457	BADM 460	BADM 464	BADM 101
Demonstrate an understanding of the scope of management theories	X	X		X		X
Evaluate ethical matters in management	X		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.

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 and readings will be used to highlight course content. Online quizzing is used to prepare students for section tests. Key points will be emphasized via cases, discussions, and assignments that incorporate technology. Students will utilize the internet and the library database for research. Projects require students to apply concepts from the course, solving relevant business challenges.

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 2023

	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 <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
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¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Management Occupations. Source: <https://www.bls.gov/ooh/management/home.htm#:~:text=Overall%20employment%20in%20management%20occupations,new%20jobs%20over%20the%20decade>. Obtained January 10, 2023.

² Indeed.com. Source: <https://www.indeed.com/career-advice/career-development/business-management-degree-jobs>. Obtained January 10, 2023.

Distance Delivery (online/other distance delivery methods)	Yes	Internet asynchronous – term-based instruction	Fall 2023
Does another BOR institution already have authorization to offer the program online?	Yes	If yes, identify institutions: Black Hills State University (BHSU) Northern State University (NSU) South Dakota State University (SDSU)	

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.”

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. Address off-campus or distance delivery separately.

The management minor takes advantage of courses already offered at DSU. No additional resources are requested for this minor at this time.

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.

¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Management Occupations. Source: <https://www.bls.gov/ooh/management/home.htm#:~:text=Overall%20employment%20in%20management%20occupations,new%20jobs%20over%20the%20decade>. Obtained January 10, 2023.

² Indeed.com. Source: <https://www.indeed.com/career-advice/career-development/business-management-degree-jobs>. Obtained January 10, 2023.

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.*

¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Management Occupations. Source: <https://www.bls.gov/ooh/management/home.htm#:~:text=Overall%20employment%20in%20management%20occupations,new%20jobs%20over%20the%20decade>. Obtained January 10, 2023.

² Indeed.com. Source: <https://www.indeed.com/career-advice/career-development/business-management-degree-jobs>. Obtained January 10, 2023.

A SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – D (3)

DATE: June 21-22, 2023

SUBJECT

New Program Request – NSU – AS in Early Childhood Education

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and
Inactivation/Termination

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer an AS in Early Childhood Education. The AS in Early Childhood Education prepares students to provide children with strategies that help them develop the social, emotional, and cognitive skills needed to become lifelong learners. Students will learn the theory, education, and practice needed to provide meaningful and impactful early childhood education.

The Intent to Plan request was waived by the Executive Director, per BOR Policy 2:23.

IMPACT AND RECOMMENDATION

A summary of the program proposal has been included as Attachment I. Additional information on this proposal is available from the Board office by request.

ATTACHMENTS

Attachment I – New Program Request Summary – NSU – AS in Early Childhood
Education

DRAFT MOTION 20230621_7-D(3):

I move to authorize NSU to offer an AS in Early Childhood Education, as presented.

Full Proposal – AS Early Childhood Education Northern State University

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of qualified early childhood educators while providing opportunities for people currently employed in this field in South Dakota.

Program Description:

The AS in Early Childhood Education prepares students to provide children with strategies that help them develop the social, emotional, and cognitive skills needed to become lifelong learners. Students will learn the theory, education, and practice needed to provide meaningful and impactful early childhood education.

Strategic Impact –

NSU Strategic Impact: NSU is statutorily authorized to offer university academic programs in accordance with SDCL § 13-59.1 in the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. NSU has the authority to credential certificates, associate degrees, baccalaureate degrees, and master's degrees provided formal approval by the Board of Regents. Northern's AS in Early Childhood Education will stack into Northern's BSEd in Elementary Education, BSEd in Special Education, and BSEd programs in secondary education.

BOR Strategic Impact: NSU's AS in Early Childhood supports Goal 4 of the SDBOR's Strategic Plan, Workforce Development and Economic Development, "South Dakota public universities shall create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030; promote strategic engagement and investment designed to enhance and drive the state's long-term economy."

The SDBOR Program Gap Analysis (EMSI Study) identified a need to expand Early Childhood Education programs, citing a gap of 207 in Figure 3.2 Directors of the Aberdeen Boys and Girls Club and the Youth Development Center have consistently sought candidates trained in early childhood education for employment. With the addition of this program, NSU will be able to help meet the demands of that workforce need. Creating formalized training that also enables students to obtain a degree serves a need in the community and surrounding areas. Northern State University serves a large region, and centers and preschools dedicated to meeting the needs of very young children are seeking prospects for early childhood teachers through NSU. Providing this opportunity fulfills a need in this area that is unmet. https://www.sdbor.edu/the-board/StrategicPlan/Documents/StrategicPlan_22_27.pdf

Program Summary:

The classification of this program will be 13.1210 [Early Childhood Education and Teaching]. This program is proposed to be delivered at Northern, at Huron Community Campus, and through distance education, utilizing both HyFlex and online courses. The university anticipates students entering this program will be new to the university.

Duplication and Competition:

No regental institution offers an AS in Early Childhood Education. SDSU, USD, and BHSU offer degrees in Early Childhood Education. BHSU also offers a BSED in Early Childhood Special Education.

The program is being developed with support from superintendents in the Aberdeen and Huron areas as well as childcare providers in northeastern South Dakota. The program will help two groups of students: 1. those working in the childcare industry and 2. those who will earn the degree as their first step toward eventually earning a BSED in Elementary or Special Education.

Regental Universities¹:

University	Conferred Degrees Early Childhood Education	Total Number of UG Conferrals (All University) IPEDS Data
No regental AS programs		

SD Technical Colleges²:

University	Conferred AS Degrees Human Services: Child Development	Total Number of UG Conferrals (All College) IPEDS Data
Lake Area Technical College	22	503
Southeast Technical College	10	522

Private SD Universities³:

University	Conferred AS Degrees Early Childhood Education	Total Number of UG Conferrals (All University)
Oglala Lakota College	14	103
Sinte Gleska University	7	40

Total Sum of SD Peer Findings:

University	Conferred AS Degrees Early Childhood Education	Total Number of AS Degree Conferrals (All University)
Total	53	1168

Among the institutions offering AS degrees in Early Childhood Education, the number of conferred degrees reported by IPEDs was 53 out of a total of 1168 AS degrees in 2021-2022. The data included in the next section will demonstrate that the demand/need for educators in Early Childhood exceeds the degrees conferred.

¹ Integrated Postsecondary Education Data System (IPEDS) for 2021-2022

² Integrated Postsecondary Education Data System (IPEDS) for 2021-2022

³ Integrated Postsecondary Education Data System (IPEDS) for 2021-2022

Workforce Outlook/State Need:

The national teacher shortage extends to early childhood educators. The pandemic shuttered most childcare centers and closed the doors to preschools. The reopening of schools highlighted the critical need for structured, quality early childhood education. A search of open early childhood positions through the search engine “Simply Hired,” revealed over 100 open positions in early childhood settings in South Dakota alone. Nearly all descriptions list an associate degree in Early Childhood Education as a preferred qualification, and many require the degree. Additionally, Early Childhood Education is a growing field. According to the Bureau of Labor Statistics, the job outlook for individuals working in early childhood education is strong, with employment expected to grow 18% (much faster than average) over the next eight years (<https://www.bls.gov/ooh/educationtraining-and-library/preschool-teachers.htm>).

According to the School Administrators of South Dakota Preschool Levels of Excellence program, to earn a “proficient” level of recognition, which is the lowest level of recognition, preschool teachers must possess an associate degree in the field. Only 43 of the preschools in South Dakota have earned this distinction, with many of them located in the southeast region of the state. Due to the lack of data regarding this field in South Dakota, there is limited information available relating to accountability in Early Childhood Education in the state. Adding this program at NSU serves an educational need in this region, which will positively impact area preschools and their students, as well as improve accountability within the field.

In the state of South Dakota, practitioners of early childhood education can participate in the South Dakota Pathways to Professional Development Career Lattice which is a statewide registry that documents educational and professional accomplishments. It’s a way for practitioners and facilities to accumulate an accurate record of their education and receive recognition for their professional commitment. An associate degree in Early Childhood Education is recognized in Level 5.

The SDBOR Program Gap Analysis (EMSI Study) identified a need to expand Early Childhood Education programs, citing a gap of 207 in Figure 3.2 Directors of the Aberdeen Boys and Girls Club and the Youth Development Center have consistently sought candidates trained in early childhood education for employment. With the addition of this program, NSU will be able to help meet the demands of that workforce need. Creating formalized training that also enables students to obtain a degree serves a need in the community and surrounding areas. Northern State University serves a large region, and centers and preschools dedicated to meeting the needs of very young children are seeking prospects for early childhood teachers through NSU. Providing this opportunity fulfills a need in this area that is unmet.

Student Demand:

Community partners invested in quality childcare and early learning experiences, including the YMCA Youth Development Center and Northeast South Dakota Head Start, have asked Northern to offer an AS in Early Childhood Education. Both Head Start and the YMCA Youth Development Center see the AS degree as essential to promoting upward mobility for their staff within their organizations, and they also see the degree as vital to succession planning to fully staff their centers at a high caliber.

Juli Schultz, Director of Northeast South Dakota Head Start, explained that her program serves counties from Sisseton to Mobridge and from Aberdeen to Huron. The program has 33 teachers,

and it is preferred for the teachers to have an associate degree. However, in rural South Dakota, many early childhood teachers do not. Eighty percent of the lead-teachers have bachelor's degrees. Most of the first-assistant and second-assistant teachers are working on or have earned CDAs (Child Development Associate Credentials). Head Start much prefers the AS in Early Childhood Education over the CDA, and Juli Schultz will support her teachers working on their AS in Early Childhood Education from Northern.

Mike Quast, Director of the Aberdeen YMCA and Youth Development Center states that among their 16 full-time staff, 5 have bachelor's degrees; 5 have associate degrees; and 6 do not have a degree. He will encourage those 6 to enroll in Northern's AS in Early Childhood Education. They have 92 part-time staff, 10 of whom have earned degrees and 56 who are working on degrees. Mike Quast believes more of their part-time staff will complete their degrees once an AS is available in Aberdeen at Northern.

Northeast Area Head Start and the YMCA Youth Development Center will help promote the program, providing a continual stream of interested and motivated students, especially with the potential for this program to be offered with flexible learning.

Additionally, since June 2022, NSU Education Department faculty have received five direct inquiries via phone call, email, and daily conversations from prospective students regarding the possibility of enrolling in an Early Childhood Education program at Northern State University. The individuals inquiring about the possibility of this type of program were interested in a stand-alone program, not a minor program that would be completed in addition to a four-year degree.

Competitor University Peers⁴:

University	Conferred Degrees Early Childhood Education	Total Number of UG Conferrals (All University)
Eastern Florida State College	21	2632
South Texas College	221	3702
St. Petersburg College	25	3899

Student Learning Outcomes:

Upon successful completion of the AS in Early Childhood Education, graduates will:

1. Create environments that are healthy, respectful, supportive, and challenging for every child.
2. Engage in responsive interactions with children that support their learning.
3. Facilitate children's learning through play, exploration, investigation, and inquiry.
4. Plan and implement appropriate curriculum and instruction that integrates technology to address learning outcomes for young children.
5. Demonstrate professionalism as an early childhood educator and fulfill ethical responsibilities to children, families, and colleagues.

Projected Enrollment:

⁴ IPEDS

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
Students new to the university	10	8	10	10	15	15
Students from other university programs						
Students off-campus or distance continuing students	--	9	7	8	8	13
Total students in the program (fall)	10	17	17	18	23	28
Program credit hours (major Courses)**	170	298	296	314	399	489
Graduates	--	9	7	8	8	13
*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.						

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY						
	1st FY24	2nd FY25	3rd FY26	4th FY27	5th FY28	6th FY29
TUITION & FEE REVENUES	38,192	66,948	66,499	70,542	89,638	109,857
PROGRAM EXPENSES	42,140	40,640	40,640	41,140	40,640	80,779
NET (T&F REVENUES LESS PROGRAM EXPENSES)	(3,948)	26,308	25,859	29,403	48,999	29,078
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	(3,948)	26,308	25,859	29,403	48,999	29,078

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – E (1)

DATE: June 21-22, 2023

SUBJECT

New Undergraduate Certificate Request – DSU – Management

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and
Inactivation/Termination

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer an undergraduate certificate in Management. The proposed certificate complements various non-business majors by expanding students' understanding of management within the world of business. Students will gain a broad perspective of the management field.

IMPACT AND RECOMMENDATION

DSU plans to offer the Management certificate on campus and online. DSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: DSU – Management

DRAFT MOTION 20230621_7-E(1):

I move to authorize DSU to offer an undergraduate certificate in Management, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	DSU
TITLE OF PROPOSED CERTIFICATE:	Management Certificate
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	52.1303
UNIVERSITY DEPARTMENT:	College of Business and Information Systems
BANNER DEPARTMENT CODE:	DBIS
UNIVERSITY DIVISION:	Business
BANNER DIVISION CODE:	DBUS

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

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate 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.

Institutional Approval Signature
President or Chief Academic Officer of the University

4/28/2023

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

Undergraduate Certificate ☒

Graduate Certificate ☐

¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Management Occupations. Source: <https://www.bls.gov/ooh/management/home.htm#:~:text=Overall%20employment%20in%20management%20occupations,new%20jobs%20over%20the%20decade>. Obtained January 10, 2023.

² Indeed.com. Source: <https://www.indeed.com/career-advice/career-development/business-management-degree-jobs>. Obtained January 10, 2023.

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

The Management Certificate complements various non-business majors by expanding students' understanding of management within the world of business. Students will gain a broad perspective of the management field.

3. If you do not have a major in this field, explain how the proposed certificate 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:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:4</u>
DSU:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:5</u>
NSU:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:6</u>
SDSMT:	<u>SDCL § 13-60</u>	<u>BOR Policy 1:10:3</u>
SDSU:	<u>SDCL § 13-58</u>	<u>BOR Policy 1:10:2</u>
USD:	<u>SDCL § 13-57</u>	<u>BOR Policy 1:10:1</u>
	<u>Board of Regents Strategic Plan 2014-2020</u>	

The Dakota State University statutory mission is provided in SDCL 13-59-2.2:

The primary purpose of Dakota State University in Madison in Lake County is to provide instruction in computer management, computer information systems, electronic data processing and other related undergraduate and graduate programs. The secondary purpose is to offer two-year, one-year and short courses for application and operator training in the areas authorized by this section. This authorization includes the preparation of elementary and secondary teachers with emphasis in computer and information processing.

This certificate falls within DSU's mission because it is a business and technology-based minor, linked to the BBA in Business.

4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. 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 Management Certificate provides students from non-business programs with a competitive advantage over their respective peers in the marketplace, as they will develop an understanding of the theories, concepts, and best practices that are commonly used in professional settings associated with the world of management.

The growth rate for management occupations is projected to growth 8% from 2021 – 2031, faster than the average. This increase in growth rate is expected to result in about 883,000+ jobs. over the next decade, with about 1.1 million openings each year, on average, to come from growth and replacement needs of management occupations.¹ According to Indeed.com, various careers

¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Management Occupations. Source: <https://www.bls.gov/ooh/management/home.htm#:~:text=Overall%20employment%20in%20management%20occupations,new%20jobs%20over%20the%20decade>. Obtained January 10, 2023.

² Indeed.com. Source: <https://www.indeed.com/career-advice/career-development/business-management-degree-jobs>. Obtained January 10, 2023.

to consider with a management degree include, but are not limited to: project manager, office manager, human resource manager, business manager, logistics, manager, etc.²

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

The Management Certificate complements various non-business majors by expanding students' understanding of management within the world of business.

6. Certificate Design

A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

Yes. This certificate provides a foundation in management for any employees moving into new areas of management. It allows students to be exposed to different facets of business (BADM 101), understand the breadth and depth of the evolution of management (BADM 360), and ethical business considerations regarding contracts, etc. (BADM 457).

B. Is the certificate a value-added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.

The Management Certificate complements various non-business majors by expanding students' understanding of management within the world of business. Almost every industry and profession have management and this will prepare our students to become leaders in their fields. This basic level of management exposure helps prepare them with fundamentals to be successful employees and future leaders.

C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.

Yes, this certificate could be a stand-alone certificate for students who want to gain experience in management. However, it would also stack into DSU's BBA major.

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

Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.

¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Management Occupations. Source: <https://www.bls.gov/ooh/management/home.htm#:~:text=Overall%20employment%20in%20management%20occupations,new%20jobs%20over%20the%20decade>. Obtained January 10, 2023.

² Indeed.com. Source: <https://www.indeed.com/career-advice/career-development/business-management-degree-jobs>. Obtained January 10, 2023.

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
BADM	101	Survey of Business		3	No
BADM	360	Organization & Management		3	No
BADM	457	Business Ethics		3	No
Subtotal				9	

8. Student Outcome and Demonstration of Individual Achievement.

Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

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

- Demonstrate an understanding of business and what it entails, in terms of a basic foundation in business.
- Demonstrate an understanding of the scope of management theories that can be directly applied to the world of work.
- Evaluate ethics pertaining to the management profession.

B. 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)	BADM 101	BADM 360	BADM 457
Develop an understanding of the scope of management theories that can be directly applied to the world of work.	X	X	
Demonstrate an understanding of the scope of management theories that can be directly applied to the world of work.	X	X	
Evaluate ethics pertaining to the management profession.		X	X

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

¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Management Occupations. Source: <https://www.bls.gov/ooh/management/home.htm#:~:text=Overall%20employment%20in%20management%20occupations,new%20jobs%20over%20the%20decade>. Obtained January 10, 2023.

² Indeed.com. Source: <https://www.indeed.com/career-advice/career-development/business-management-degree-jobs>. Obtained January 10, 2023.

9. 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 program through distance technology (e.g., as an on-line program)?**

	Yes/No	Intended Start Date
On campus	Yes	Fall 2023

	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 <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Internet asynchronous – term-based instruction	Fall 2023
Does another BOR institution already have authorization to offer the program online?	Yes	If yes, identify institutions: Black Hills State University (BHSU) Northern State University (NSU) South Dakota State University (SDSU)	

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

- 10. 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.*

¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Management Occupations. Source: <https://www.bls.gov/ooh/management/home.htm#:~:text=Overall%20employment%20in%20management%20occupations,new%20jobs%20over%20the%20decade>. Obtained January 10, 2023.

² Indeed.com. Source: <https://www.indeed.com/career-advice/career-development/business-management-degree-jobs>. Obtained January 10, 2023.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – E (2)

DATE: June 21-22, 2023

SUBJECT

New Undergraduate Certificate Request – NSU – Marketing and Digital Design

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and
Inactivation/Termination

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer an undergraduate certificate in Marketing and Digital Design. The proposed certificate prepares graduates for careers that combine the visual elements of design and the business strategy of marketing, filling the gap between planning and implementation of an integrated marketing communications plan. It is intended for students who desire to be entrepreneurs, freelancers, work in small businesses, and those who are required to wear multiple hats in their organization.

IMPACT AND RECOMMENDATION

NSU plans to offer the Marketing and Digital Design certificate on campus. NSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: NSU – Marketing and Digital Design

DRAFT MOTION 20230621_7-E(2):

I move to authorize NSU to offer an undergraduate certificate in Marketing and Digital Design, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

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

UNIVERSITY:	NSU
TITLE OF PROPOSED CERTIFICATE:	Marketing and Digital Design
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	52.1404
UNIVERSITY DEPARTMENT:	School of Business and School of Fine Arts
BANNER DEPARTMENT CODE:	5B
UNIVERSITY DIVISION:	Management, Marketing, and MIS Department
BANNER DIVISION CODE:	NMAM

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

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate 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.


 Institutional Approval Signature
 President or Chief Academic Officer of the University

5/3/2023
 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. Is this a graduate-level certificate or undergraduate-level certificate (place an “X” in the appropriate box)?

Undergraduate Certificate ☒

Graduate Certificate ☐

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

Northern State University (Northern) offers majors in Marketing and Digital Media. The Marketing and Digital Design certificate bridges the marketing and digital media curriculum between the School of Business and School of Fine Arts. It prepares graduates for careers that combine the visual elements of design and the business strategy of marketing, filling the gap between planning and implementation of an integrated marketing communications plan. It is intended for students who desire to be entrepreneurs, freelancers, work in small businesses, and those who are required to wear multiple hats in their organization.

The Marketing and Digital Design certificate supports Northern’s strategic priority of distinctive learning, specifically experiential learning. The curriculum in Northern’s Marketing and Digital Design certificate is experiential, innovative, interdisciplinary, and relevant. Courses invite students to create, circulate, and apply scholarly work on the campus, in the Aberdeen community, and beyond.

3. If you do not have a major in this field, explain how the proposed certificate 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		

Northern State University (Northern) offers majors in Marketing and Digital Media. This certificate offers students the opportunity to personalize their education from a cross-disciplinary perspective. It prepares students to collaborate on the functions of marketing and graphic design. It is also attractive to students across campus who are interested in digital design and marketing and are looking to upskill and improve their integrated marketing communications knowledge.

- 4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. 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.**

In industry, particularly in small business, positions in marketing are also required to have graphic design skills. According to the Bureau of Labor Statistics (BLS), marketers monitor market trends, create advertising campaigns, develop pricing strategies and targeting strategies based on demographic data, and work with the company to develop more awareness of what they offer. In order to create advertising campaigns, marketers need basic graphic design skills. <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm#tab-2>

As shown the recent job postings (see Appendix), marketing positions are requiring graphic design skills and graphic design positions are requiring business/marketing strategic planning.

According to the South Dakota Department of Labor Statewide South Dakota Employment Projections by Occupation (2020-2030), Market Research Analysts and Marketing Specialists positions are expected to increase by 25.74% and Marketing Manager positions by 12.35%. https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx

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

Northern's Certificate in Marketing and Digital Design better prepares graduates by helping them gain expertise across disciplines. Students in Northern's BFA in Digital Media enter careers in graphic design and understand the visual elements of design, but they may not understand the planning and implementation of an integrated marketing communications plan. This certificate will fill the gap and enable them to succeed in the jobs that require they wear multiple hats. Likewise, students in Northern's BS in Marketing understand integrated marketing communications plans but do not understand the visual elements of design, specifically graphic design. Graduates of Northern's Marketing program are often required to wear multiple hats, and this certificate will enable them to work beyond their personal aesthetic for design to actually understand the visual elements of design and think more holistically and from different perspectives to better support their company or non-profit.

Students in a variety of majors could benefit from adding this certificate, particularly students in the following majors offered at Northern State University:

Marketing
Digital Media
Art Education
English
Communication Studies
Government
Management
Business Administration

6. Certificate Design

- A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?**

The certificate can stand alone as an option for non-degree seeking students, but not ideal for those already in the workforce due to the scheduling/meeting times of graphic design (ARTD) courses.

- B. Is the certificate a value added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.**

Yes, Northern's certificate in Marketing and Digital Design, while housed in the School of Business, will be jointly supported by the School of Fine Arts. The certificate will add value to students pursuing majors in both schools, including but not limited to: BS in Marketing and the BFA in in Digital Media. Additionally, we expect students enrolled in Northern's BA in Communication Studies will pursue the certificate to develop skills in Marketing and Digital Design.

- C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.**

Yes, Northern's certificate stacks with the BS in Marketing, with 6 credits directly applicable toward that program (BADM 370 is part of the Business core and BADM 403 is a required course in the Marketing major). It also stacks with the Bachelor of Fine Arts in (BFA) in Digital Media, with 6 credits directly applicable toward that program (ARTD 113 and ARTD 231). It also stacks with the Entrepreneurship minor, with 3 credits (BADM 370 Marketing) directly applicable to that program.

7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form). Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
ARTD	113	Introduction to Digital Media		3	No
ARTD	231	Graphic Design I	ARTD113	3	No
BADM	370	Marketing		3	No
BADM	403	Integrated Marketing Communications	BADM370	3	No
Subtotal				12	

8. Student Outcome and Demonstration of Individual Achievement.

Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.

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

PLO 1: Identify, locate, evaluate, and effectively use and convey information to address a marketing problem or opportunity.

PLO2: Demonstrate an understanding of visual thinking strategies and concepts related to digital technology and principles for their use in the creation and application of digital media-based work.

PLO 3: Synthesize ideas, images, and expertise in marketing strategy (target market, product, place, price, and promotion) in original ways and react in an imaginative way utilizing digital design strategies characterized by a high degree of innovation.

B. 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)	Program Courses that Address the Outcomes			
	ARTD 113	ARTD 231	BADM 370	BADM 403
PLO 1: Identify, locate, evaluate, and effectively use and convey information to address a marketing problem or opportunity.			X	X
PLO2: Demonstrate an understanding of visual thinking strategies and concepts related to digital technology and principles for their use in the creation and application of digital media-based work.	X	X		
PLO 3: Synthesize ideas, images, and expertise in marketing strategy (target market, product, place, price, and promotion) in original ways and react in an imaginative way utilizing digital design strategies characterized by a high degree of innovation.		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. 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 program through distance technology (e.g., as an on-line program)?**

	Yes/No	<i>Intended Start Date</i>
On campus	Yes	Fall 2023

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

	Yes/No	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined in AAC Guideline 5.5.</i>	<i>Intended Start Date</i>
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 certificate through distance learning (e.g., as an on-line program)? This question responds to HLC definitions for distance delivery.

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

10. Additional Information:

Northern's certificate in Marketing and Digital Design grew out of a partnership between faculty in the School of Business and the School of Fine Arts to work together to create experiential learning opportunities for students in their courses to support non-profits in the Aberdeen area. This partnership has been in place for more than 5 years. Please see the fall 2022 collaboration here:

<https://northern.edu/news/nsu-students-collaborate-local-organization-gain-real-world-experience>

11. APPENDIX A: SAMPLE JOB POSTINGS/DESCRIPTIONS

[All Jobs](#) > [Marketing Designer & Communications Coordinator](#)

Persona Signs, LLC

Marketing Designer & Communications Coordinator

Watertown, SD • Marketing



Apply

Job Type

Full-time

Description

Job Summary

Perform a variety of specialized and administrative functions to increase Persona's visibility through development and distribution of information and materials.

Job Responsibilities

- Create and implement a comprehensive marketing and communications program that enhances Persona's image and position within the marketplace and general public.
- Plan and execute internal and external communications including brochures, product sheets, collateral, web content, trade advertising, newsletters, booth graphics, signage, and other support tools.
- Ensure consistent adherence to brand guidelines and trademarks in all marketing materials and activities.
- Coordinate media interest in the agency and its various services, and ensure regular contact with target media and appropriate response to media requests.
- Maintain content of all agency websites.
- Provide counsel to program staff on marketing, communications and public relations.
- Contribute to a climate that attracts, retains and motivates top-quality personnel.
- Ensure effective coordination within the marketing, communications and public relations functions.
- Analyze and report departmental stats, ensuring this data is communicated to the President.
- Develop short-term and long-term plans and budgets for the marketing/communications/public relations program and its activities, monitor progress, assure adherence and evaluate performance.
- Drive continual process improvements and implement best practices to manage projects efficiently.

Position Type and Expected Hours of Work

This is a full-time position. Typical days and hours worked are Monday- Friday, 8:00 a.m. to 5:00 p.m.

Physical Demands

This position will require an employee to be able to be sedentary for long periods of time in an environment with the noise level of an average office.

Requirements

Education and Experience

- Bachelor's Degree in Marketing or related field preferred

Knowledge, Skills, and Abilities

- Excellent Communication Skills
- Ability to work under pressure and meet deadlines
- Graphic Design experience required
- Work effectively as a team and independently
- Meticulous attention to detail

Graphic Design and Media Specialist

EmBe Avera Sioux Falls

Sioux Falls, SD

Full-time

Apply now



Job details

Job Type

Full-time

EmBe is seeking a highly motivated, confident Graphic Design and Digital Marketing Specialist who is a responsible team player with self-driven abilities – possess strong, detailed skills in developing creative ideas and work in a fast – paced, fun and exciting work environment and industry. An ideal candidate will create and inspire new concepts and work closely with program leaders and the development team, supporting the organization's strategic plans and tactical needs.

QUALIFICATIONS

- A Bachelor's degree in Graphic Design, Digital Media, Marketing, advertising, or related field. Applicants must be prepared to provide recent graphic design samples and demonstrate effective strategic planning.
- Demonstrated knowledge of digital communication management, SEO, Adobe Creative Suite, Canva, and related web applications, and social media sites such as Facebook, Instagram, and others.
- Strong organizational skills including planning, delegating, program development and ability to manage multiple projects simultaneously.
- Video and photography skills is an advantage.
- Contribution to an atmosphere of team building and mutual respect.
- Demonstrated strong written and verbal communication skills.
- Ability to understand, manage and utilize a contact database.
- Ability to work with a Marketing Committee and utilize committee members' strengths and abilities to further the brand.
- Proven project and budget management.
- Broad understanding of targeting and channels, applying knowledge to inform, inspire and engage the wide range of EmBe audiences.
- Dedication to continual learning, staying informed of community trends and functional advances in marketing and digital media.
- Knowledge of website design and maintenance.
- Ability to appeal to and communicate with diverse individuals and organizations.
- Skills in editing and providing creative direction.
- Ability to work independently and as a member of a team.
- No substantiated history of child abuse or neglect.
- No staff member or volunteer will have a felony conviction on record within the past five years.
- No staff members name will appear on the sex offenders' registry.

For a full job description and to apply online please visit www.embe.org/careers

#hc71250

If you require alternative methods of application or screening, you must approach the employer directly to request this as Indeed is not responsible for the employer's application process.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – E (3)

DATE: June 21-22, 2023

SUBJECT

New Graduate Certificate Request – NSU – Principal and Building Leadership

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a graduate certificate in Principal and Building Leadership. The graduate certificate in Principal and Building Leadership creates an opportunity for NSU to prepare educators who have already earned a master's degree in education from Northern or another university to meet the coursework required by the South Dakota Department of Education to obtain the principal endorsement. Northern already offers all the coursework for the principal endorsement within the master's degree in education. A candidate's completion of that coursework can be transcribed in a clear and transparent manner with a graduate certificate.

IMPACT AND RECOMMENDATION

NSU plans to offer the Principal and Building Leadership certificate on campus, online, and at Huron Community Campus. NSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: NSU – Principal and Building Leadership

DRAFT MOTION 20230621_7-E(3):

I move to authorize NSU to offer a graduate certificate in Principal and Building Leadership, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

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

UNIVERSITY:	NSU
TITLE OF PROPOSED CERTIFICATE:	GR CERT- Principal and Building Leadership
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	13.0401
UNIVERSITY DEPARTMENT:	Teacher Education
BANNER DEPARTMENT CODE:	NESE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	5E

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

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate 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.

Michael Wenous

Institutional Approval Signature

President or Chief Academic Officer of the University

5/3/2023

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

Undergraduate Certificate ☐

Graduate Certificate ☒

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

The fundamental purpose of NSU as established in South Dakota Statute is to prepare teachers and school leaders. The graduate certificate in Principal and Building Leadership creates an opportunity for NSU to prepare educators who have already earned a master’s degree in education from Northern or another university to meet the coursework required to obtain the principal endorsement according to the SD Department of Education (<https://doe.sd.gov/Effectiveness/Principal.aspx> and <https://sdlegislature.gov/Rules/Administrative/29705>). Northern already offers all of the coursework for the principal endorsement for students who have completed a master’s degree in education. A candidate’s completion of that coursework can be transcribed in a clear and transparent manner with a graduate certificate.

3. **If you do not have a major in this field, explain how the proposed certificate 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		

4. **Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. 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.**

According to the National Association of Secondary School Principals (NASSP), the demand for principals is growing as the population increases (<https://www.nassp.org/principal-shortage/>). South Dakota’s population continues to grow through birth rates and migration to the state from other regions of the United States and the world (South Dakota Workforce Report 2021: https://dlr.sd.gov/lmic/publications/labor_market_reports/workforce_report_2021.pdf). According to NASSP, “Many school districts across the country are facing a teacher and principal shortage that requires immediate attention and careful long-term planning” (<https://www.nassp.org/principal-shortage/>). Nationwide, principal turnover rates were approximately 18% following the 2016-2017 school year; however, with the COVID-19 pandemic and current political/social climate and their impacts on the K-12 field, that number is likely higher ([Principal Attrition and Mobility: Results From the 2016-17 Principal Follow-up Survey: First Look \(ed.gov\)](#)).

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

The intended audience is public and private school teachers who have earned a master's degree in education (typically the MEd Teaching and Learning) and then plan to complete a set of courses that are required for the principal endorsement in addition to the Praxis exam required for program completion.

6. Certificate Design

A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

The program will be designed to be a stand-alone credential option for graduate students who have already earned a master's degree in education. The certificate enumerates every course required for the principal endorsement and outlines the specific Praxis exam required for program completion. Earning the graduate certificate will enable candidates to have their preparation listed on their transcript. Clearly articulating the courses and exams required for master's prepared students to obtain the principal endorsement will encourage more teachers to earn the credential. The certificate will help to alleviate the shortage of school principals in South Dakota by allowing another pathway to complete the requirements.

B. Is the certificate a value added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.

Yes. The program from which students will most benefit from adding the certificate is the MEd Teaching and Learning. Students take several of the courses in the certificate in their MEd degree program, and a portion of those courses can apply to the certificate.

The program stacks well on top of Northern's existing MEd in Teaching and Learning. Students who have earned an MEd in Teaching and Learning can apply courses in that degree toward the Graduate Certificate in Principal and Building Leadership. SD Legislative Rule (<https://sdlegislature.gov/Rules/Administrative/29705>) requires that students complete at least 3 years of teaching before obtaining the principal endorsement. Northern's Graduate Certificate in Principal and Building Leadership (which students can enter only after at least 3 years of teaching) will carve a path to leadership and administration credentialing for the growing number of education students enter a master's degree program after one or two years of teaching. They cannot start the MEd in Leadership and Administration until after completing 3 years of teaching in an accredited school. Students who are anxious to get a jump start on their graduate coursework often enroll in the MEd in Teaching and Learning after one year of teaching. Once they earn that degree and have completed 3 years of teaching in an accredited school, they can apply to the Principal and Building Leadership graduate certificate and earn that credential.

C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.

Northern's Graduate Certificate in Principal and Building Leadership is a unique stackable credential in that it stacks on top of an earned master's degree instead of stacking into a future master's degree. Students must have earned a master's degree in education before they can be accepted into Northern's Graduate Certificate in Principal and Building Leadership.

7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form). *Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.*

Northern's Graduate Certificate in Principal and Building Leadership is required to be more than 12 credit hours to meet principal endorsement requirements set by the SD Department of Education (<https://doe.sd.gov/Effectiveness/Principal.aspx> and <https://sdlegislature.gov/Rules/Administrative/29705>) and to meet NELP standards. The curriculum is consistent with South Dakota's standards for principal preparation. The curriculum for Northern's Principal and Building Leadership Graduate Certificate includes the same courses as are required in Northern's MEd in Leadership and Administration, except the two courses that are not required for the principal endorsement: Psychology of Learning and Graduate Research and Design.

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
EDAD	700	Models of Educational Leadership		3	No
EDAD	715	Theoretical and Practical Framework for Instructional Leadership		3	No
EDAD	725	The Principalship: Theory and Practice		3	No
SPED	704	Inclusive Education		3	No
EDAD	735	School Law		3	No
EDER	765	Data Driven Decision Making		3	No
EDFN	742	School and Community Partnerships		3	No
EDAD	745	Organizational Behavior for Student Development		3	No
EDAD	794	Internship		2	No
Subtotal				26	

8. Student Outcome and Demonstration of Individual Achievement.

Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.

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

Through an examination of the multifaceted components of the NELP standards, Northern determined the coursework requirements for obtaining the principal endorsement. Creating a clear path to the principalship for candidates who have already completed a master’s degree in education enables more teachers to follow an affordable, intentional program of study to prepare for the Praxis and become endorsed building principals. Candidates are required to complete three years full-time PK-12 teaching experience in an accredited school and have an earned a master’s degree in education before starting the graduate certificate. Teachers who have earned master’s degrees in education and then complete the Principal and Building Leadership graduate certificate will meet the rigorous NELP standards and will be prepared to take the Praxis.

Student Learning Outcomes. Leaders will understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

1. collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.
2. understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
3. develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.
4. evaluate, develop, and implement coherent systems of curriculum, instruction, supports, and assessment.
5. engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
6. improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
7. build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

B. 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	Program Courses that Address the Outcomes								
	EDAD 700*	EDAD 715*	EDAD 725*	SPED 704*	EDAD 735*	EDER 765*	EDFN 742*	EDAD 745*	EDAD 794*
collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.	X	X	X			X		X	X
understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	X				X				X
develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.			X					X	X
evaluate, develop, and implement coherent systems of curriculum, instruction, supports, and assessment.		X				X		X	X
engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.			X				X		X
improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	X		X	X	X	X		X	X
build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.		X						X	X

9. 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 program through distance technology (e.g., as an on-line program)?**

	Yes/No	Intended Start Date
On campus	Yes	Fall 2023

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	Huron	Fall 2023

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online; HyFlex	Fall 2023
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 certificate 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)	No		Choose an item. Choose an item.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – F (1)

DATE: June 21-22, 2023

SUBJECT

New Specialization Request – DSU – Specialization in Analytics – MS in Information Systems

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests and Inactivation/Termination

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a specialization in Analytics within the MS in Information Systems program. The proposed specialization prepares students to solve crucial data-driven business problems and assist with analytics-driven decision making that is needed in the work force as the progression of big data jobs continues to grow. Adding an Analytics specialization to the MSIS program can provide students one more specialization choice and convenience for switching programs between MSIS and MSA programs.

IMPACT AND RECOMMENDATION

DSU requests authorization to offer the specialization on campus and online. DSU is not requesting additional state resources to offer the program. No new courses will be required.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: DSU – Analytics – MS in Information Systems

DRAFT MOTION 20230621_7-F(1):

I move to authorize DSU to offer a specialization in Analytics within the MS in Information Systems, 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:	DSU
TITLE OF PROPOSED SPECIALIZATION:	Analytics
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	MS in Information Systems
BANNER PROGRAM CODE:	DMSINS
INTENDED DATE OF IMPLEMENTATION:	5/15/2023
PROPOSED CIP CODE:	11.0401
UNIVERSITY DEPARTMENT:	Information Systems
BANNER DEPARTMENT CODE:	DINF
UNIVERSITY DIVISION:	College of Business and Info Systems
BANNER DIVISION CODE:	DBIS – 8I

☒ **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.

Institutional Approval Signature
President or Chief Academic Officer of the University

3/10/2023

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. 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.

Analytics specialization prepares students to solve crucial data-driven business problems and assist with analytics-driven decision making that is needed in the work force as the progression of big data jobs continues to grow.

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

Analytics is an existing program in the College of Business and Information Systems (BIS) at DSU. There are expert faculty available to offer courses in this field. Adding Analytics specialization to the MSIS program can provide students one more specialization choice and convenience for switching programs between MSIS and MSA programs.

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

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
INFS	732	Emerging Technologies and Issues	3	No
INFS	768	Predictive Analytics for Decision Making	3	No
INFS	770	Advanced Data Mining Applications	3	No
		OR		
INFS	772	Programming for Data Analytics		

Total number of hours required for completion of specialization

9

Total number of hours required for completion of major

30

Total number of hours required for completion of degree

30

5. 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 specialization through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date
On campus	Yes	Choose an item. Choose an item.

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015	Fall 2023

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)	No		Choose an item. Choose an item.

- 6. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – F (2)

DATE: June 21-22, 2023

SUBJECT

New Specialization Request – USD – Specialization in Applied Behavior Analysis – MS in Health Sciences

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests and Inactivation/Termination

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Applied Behavior Analysis within the MS in Health Sciences program. Applied Behavior Analysis, or ABA, is a scientific approach to discovering environmental variables that reliably influence significant social behavior and developing a behavior change technology that takes practical advantage of those discoveries. The ABA specialization establishes a pathway for graduate students to obtain Board Certified Behavior Analysis (BCBA) certification.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the specialization on campus, at USD Sioux Falls, and using hybrid delivery. USD is not requesting additional state resources to offer the program. No new courses will be required.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: USD – Applied Behavior Analysis – MS in Health Sciences

DRAFT MOTION 20230621_7-F(2):

I move to authorize USD to offer a specialization in Applied Behavior Analysis within the MS in Health Sciences, 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:	University of South Dakota
TITLE OF PROPOSED SPECIALIZATION:	Applied Behavior Analysis
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Master of Science, Health Sciences
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	510000
UNIVERSITY DEPARTMENT:	Public Health and Health Sciences
BANNER DEPARTMENT CODE:	UHSC
UNIVERSITY DIVISION:	School of Health Sciences
BANNER DIVISION CODE:	2H

X	<p><u>Please check this box to confirm that (place an "X" in the left box):</u></p> <ul style="list-style-type: none"> 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.
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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.

<i>Elizabeth M. Freeburg</i>	4/20/2023
Institutional Approval Signature	Date
<i>President or Chief Academic Officer of the University</i>	

1. Level of the Specialization (place an "X" before the specialization):

<input type="checkbox"/> Baccalaureate	<input checked="" type="checkbox"/> Master's	<input type="checkbox"/> Doctoral
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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.

Applied Behavior Analysis, or ABA, is a scientific approach to discovering environmental variables that reliably influence significant social behavior and developing a behavior change technology that takes practical advantage of those discoveries. The ABA specialization establishes a pathway for graduate students to obtain BCBA certification.

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

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.

South Dakota has a significant shortage of trained professionals holding the BCBA credential. The landscape and demand for ABA services provided by professional behavior analysts has changed significantly in the last decade. Since 2010, there has been a 1,942% increase in demand for these professionals.^[1] With the establishment of South Dakota's codified law 58-17-157 mandating insurance coverage for ABA for the treatment of autism spectrum disorders, the need for professionals trained in ABA continues to grow exponentially.^[2] In addition, South Dakota codified law 36-38-6 established the licensing and regulating authority to oversee the professional practice of behavior analysts, creating the opportunity for expanding practice within South Dakota.^[3] The remaining strategy for making significant gains in filling this workforce gap and providing much-needed care to individuals across our state was to establish a training program to credential BCBA professionals.

The current BCBA graduate certificate program is an approved curriculum by the Association for Behavior Analysis International (ABAI) toward the coursework requirements for eligibility to take the Board Certified Behavior Analyst® examination. The proposal is to move the BCBA curriculum into a Master's level program as a specialization track. This will meet the proposed new requirements that an applicant must be master's prepared for eligibility to sit for the BACB exam.

^[1] Behavior Analyst Certification Board. (2019). US employment demand for behavior analysts: 2010-2018. Littleton, CO

^[2] http://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=58-17-157

^[3] http://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=36-38-6

The MS in Health Sciences and BCBA curricula already have existing content. The proposal is to move the stand along BCBA graduate certificate program into the MS in Health Sciences as a specialization track. 2032 Eligibility Pathway: The Behavior Analysis Certification Board (BACB) committee has proposed guidance on the elimination of Pathway 2 (Behavior Analytic Coursework)¹ meaning that all BCBA applicants would qualify by earning a master's degree in behavior analysis, which is the conventional pathway in most major professions. Because BCBA certification requirements are reviewed approximately every five years, and universities may need time to develop their program(s) to meet ABAI accreditation standards, the BACB committee announced in the March 2022 Newsletter

(https://www.bacb.com/wp-content/uploads/2022/01/BACB_March2022_Newsletter-220713.pdf) that the Board Certified Behavior Analysis (BCBA) profession must effectively prepare for and achieve what will perhaps be the terminal educational requirement for BCBA certification: a comprehensive, integrated, program-based education in behavior analysis as defined by ABAI accreditation. BACB committee will no longer accept

2032 BCBA Eligibility Pathway

	Pathway 1: ABAI-Accredited Degree Program
Degree	Master's degree or higher from an ABAI-accredited degree program (ABAI Tier 1)
Behavior-analytic content	
Fieldwork	Practical fieldwork in applied behavior analysis

USD will continue to offer the BCBA Graduate Certificate option with a plan to admit the last cohort of students in Fall 2028.

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Teaching (6 credits)				
HSC	795	Practicum	3	No
<i>Choose one course from the following:</i>				
AHED	701	Adult Learning Theories	3	No
AHED	751	College Curriculum	3	No
HSC	601	Principles and Concepts ABA I	3	No
		Advisor approved elective		
Leadership & Issues in Health & Human Services (6 credits)				
HSC	700	Globalization and Health	3	No
HSC	760	Leadership in Health Care	3	No
OCTH	759	Trauma Informed Care: Pediatrics	3	No
ACP	754	Public Policy & Addiction	3	No
PUBH	740	Introduction to Health Systems and Policy	3	No
PUBH	750	Social & Behavioral Sciences in Public Health	3	No
SOCW	600	Social Policy Analysis	3	No
SOCW	640	Diversity & Social Justice in Rural & Urban Communities	3	No
HSC	606	ABA in Practice: Ethics	3	No
		Advisor Approved Elective		
Research (6 credits)				
<i>Choose one course from the following:</i>				
PUBH	701	Biostatistics for Public Health	3	No
PUBH	710	Epidemiology	3	No
HSC	602	Single Subject Research Design	3	No
HSC	603	Principles and Concepts ABA II	3	No
<i>Choose one course from the following:</i>				
HSC or CPHD	703	Grant Writing and Grantsmanship	3	No

Prefix	Number	Course Title	Credit Hours	New (yes, no)
HSC	763	Qualitative Research Methods in the Health Sciences	3	No
HSC	890	Seminar* *Only available to students in the PhD in Health Sciences track	3	No
Capstone (3 credits)				
HSC	788	Master's Research Problems/Projects	3	No
Discipline-Related Coursework (9 credits)				
		Transfer Credit Subject to Advisor and Graduate Committee Approval		
HSC	604	Behavior Assessment	4	No
HSC	605	Behavior Change Procedures	4	No
HSC	607	ABA in Practice: Supervision	1	No

Total number of hours required for completion of specialization

21

Total number of hours required for completion of major

30

Total number of hours required for completion of degree

30

5. 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 specialization through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date
On campus	No	

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	USD Sioux Falls	Fall 2024

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the 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	U15 Internet asynchronous – term based instruction U18 Internet synchronous U30 Blended/Hybrid	Fall 2024

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – G

DATE: June 21-22, 2023

SUBJECT

New Site Request – NSU – MEd in Counseling (Online)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests and
Inactivation/Termination

[BOR Policy 2:12](#) – Distance Education

BACKGROUND / DISCUSSION

Northern State University (NSU) requests approval to offer the MEd in Counseling online. Communities and schools in northeastern South Dakota and around the state have a growing demand for highly prepared counselors. However, access to Counseling educational opportunities can be an obstacle for many adult learners. NSU plans to offer the program using HyFlex instruction.

IMPACT AND RECOMMENDATION

The university requests no new resources, and there will be no significant costs to offering the program online & via HyFlex.

Board office staff recommends approval to offer the program online.

ATTACHMENTS

Attachment I – New Site Request: NSU – MEd in Counseling

DRAFT MOTION 20230621_7-G:

I move to approve NSU's new site proposal to offer the MEd in Counseling online, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

Use this form to request authorization to deliver an entire existing degree program (graduate program, undergraduate major or minor, certificate, or specialization) at a new site or by distance delivery (including online delivery). Board of Regents approval is required for a university to offer programs off-campus and through distance delivery. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Site Request Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
DEGREE(S) AND PROGRAM:	MSEd Counseling: Clinical Mental Health and School Counseling Tracks
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
CIP CODE:	13.1101
UNIVERSITY DEPARTMENT:	Psychology and Counselor Education
BANNER DEPARTMENT CODE:	5E
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	NPSC

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

- The individual preparing this request has read [AAC Guideline 2:11](#), which pertains to new site requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> President of the University	Click here to enter a date. <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
---	---

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

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

Communities and schools in northeastern South Dakota and around the state have a growing demand for highly prepared counselors. However, access to Counseling educational opportunities can be an obstacle for many adult learners. The South Dakota Department of Labor and Regulation¹ identifies school and clinical mental health counselors as one of the top 30 hot careers, and counseling careers are expected to grow rapidly with large numbers of job openings nationally over the next several years.² Adult learners seeking to complete a master's degree in counselor education often strive to balance professional and personal responsibilities. Northern's Office of Graduate Studies has received an increasing number of inquiries from prospective students seeking digital delivery options for Northern's CACREP-accredited counseling program. Prospective students cite geographic location, full-time employment, and family or other personal commitments as barriers to accessing a face-to-face program.

After a lengthy application process, CACREP approved Northern State University to offer the MEd in Counseling online via HyFlex delivery (what CACREP deems digital delivery). Offering Northern's MEd Counseling program using HyFlex delivery methods will improve student access to graduate level counselor education, helping to meet the learning needs of a diverse student body, and filling projected vacancies in the field for our rural region and beyond. While many universities adopted HyFlex as a quick response to the pandemic, Northern built from the university's special ELearning mission and invested in HyFlex pedagogy and technologies. HyFlex is a vibrant form of digital delivery that allows students increased flexibility to participate in a course the way that meets their individual needs best. Finally, many of the MEd programs offered in the School of Education are available through digital or hybrid delivery. Extending a flexible delivery format to the Counseling program will promote uniformity among graduate programs within the Millicent Atkins School of Education.

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.

No. None of the BOR Counseling master's programs are currently available online or via HyFlex delivery. HyFlex is a new delivery mode recently approved by the SDBOR.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).

Students enrolling will be new to the university's master's in Counseling. NSU will recruit adult learners from around the region as well as students who have graduated from NSU with degrees in psychology, criminal justice, sociology, or education.

¹ South Dakota Department of Labor https://dlr.sd.gov/lmic/publications/general/top_30_hot_careers_2020.pdf

² O*Net <https://www.onetonline.org/find/bright?b=1>

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 24	FY 25	FY 26	FY 27
Students new to the university	5	7	9	10
Students from other university programs	0	0	0	0
=Total students in the program at the site	5	12	16	19
Program credit hours (major courses)**	150 ³	360	480	570
Graduates		5	7	9

*Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

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

Northern's change to HyFlex delivery will not impact existing programs in any significant way. Northern will draw students who live remotely or have personal and professional reasons that travel to a physical site is not possible for their graduate studies. Delivering Northern's Counseling master's via HyFlex will increase the total number of students enrolling in Counseling programs in the state.

At Northern, the initial transition to HyFlex delivery will draw more students who can be accommodated in existing classes. Students enrolled in face-to-face sections currently will participate with their digital peers in the HyFlex environment. Expanding to digital delivery at the program level will promote increased enrollments in existing course sections and offer greater flexibility to students while completing the degree requirements. Should the number of students enrolled via HyFlex grow the total enrollment in Northern's Counseling program past the CACREP student to faculty ratio, Northern will add faculty and sections with the tuition revenue more than covering the cost of an additional faculty member.

5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.

MSEd Counseling, Clinical Mental Health or School Counseling	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements	0	0	0	0	0
<i>Subtotal, Degree Requirements</i>	0	0	0	0	0
Required Support Courses	3	3	0	3	0

³ The MSEd Counseling is 60 credits. Students who complete the degree program over 2 years (including summers) take an average of 30 credits a year. The estimated number of credits from additional students in the HyFlex site is based on 30 graduate credits per year.

Major Requirements	51	51	0	6	0
Major Electives or Minor	6	6	0	6	0
<i>Subtotal, Requirements of the Proposed Major</i>	60	60	0	15	0
Free Electives	0	0	0	0	0
<i>Total, Degree with Proposed Major</i>	60	60	0	15	0

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

FOUNDATION COURSES

- EDER 761 - Graduate Research and Design 3 credits

CORE COURSES

- CGPS 736 - Assessment in Counseling 3 credits
- CGPS 737 - Assessment: Psychopathology and Diagnosis 3 credits
- CGPS 742 - Career and Lifestyle Development 3 credits
- CGPS 745 - Chemical and Behavioral Addictions 3 credits
- CGPS 750 - Trauma Informed Care in Counseling 3 credits
- CGPS 752 - Crisis and Disaster Intervention and Wellness 3 credits
- CGPS 755 - Human Growth and Development 3 credits
- CGPS 758 - Pre-Practicum: Counseling Skills and Applications 3 credits
- CGPS 760 - Introduction to Integrative Mental Health Care 3 credits
- CGPS 761 - Theories of Counseling and Personality 3 credits
- CGPS 762 - Multicultural Counseling 3 credits
- CGPS 765 - Group and Family Dynamics 3 credits
- CGPS 769 - Professional Orientation and Ethics in Counseling 3 credits
- CGPS 775 - Advanced Counseling Theories 3 credits

SPECIALIZATIONS

Clinical Mental Health Counseling

- CGPS 739 - Psychopharmacology 3 credits
- CGPS 770 - Clinical Supervision, Training and Ethics 3 credits

School Counseling

- CGPS 754 - Introduction to School Counseling, School Environment, and Consultation 3 credits
- CGPS 774 - School Counseling Program Development & Classroom Management 3 credits

PRACTICUM AND INTERNSHIP

- CGPS 795 - Practicum 3 credits
- (100 clock hours; 40 direct/60 in-direct)
- CGPS 794 - Internship 2-6 credits
- (600 clock hours; 240 direct/360 in-direct)

TOTAL CREDITS REQUIRED: 60 CREDITS

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

Students are supported by the Office of Graduate Studies, the Counseling Program Director, and program faculty through advising. All students are assigned an academic faculty advisor upon admission to the graduate counseling program. Students receive information about the courses to enroll in for the first semester and continue to work closely with the advisor throughout their

program of study. The Office of Graduate Studies and faculty within the counseling program have experience communicating and interacting with students using distance technologies.

Student services are already available to distance students, including accessibility services, counseling services, access to course materials, and library holdings. Students may select and order textbooks online through the NSU Online Bookstore. The online bookstore provides easy access to affordable educational materials. Additionally, the Beulah Williams Library holds nearly 150,000 items, subscribes to nearly 80 electronic databases, and provides off-campus services to students.

Northern provides tutoring services for graduate courses, especially writing-intensive courses, through both the NSU Tutoring Center and online tutoring (Tutor.com).

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

The MEd Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP approved Northern State University's substantive change request for digital delivery, and Northern will use HyFlex for its mode of digital delivery. Digital delivery aligns to the current CACREP standards as well as applicable state requirements. Because the majority of the digital tools required for HyFlex program delivery are currently in place, there are no additional costs anticipated for this change. Should the number of students enrolled via HyFlex grow the total enrollment in Northern's Counseling program past the CACREP requirement for a student to faculty ratio of 12:1, Northern will add an additional faculty and sections. The tuition revenue more than covers the cost of an additional faculty member and program expansion.

To comply with Higher Learning Commission (HLC) standards for online program delivery, Northern already sought and received approval from HLC to deliver the Master of Counseling online.

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

No exceptions are being sought for delivery at this new site.

9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Complete Appendix B – Budget using the system form.

No new courses are planned for delivery in the MEd Counseling Program. Faculty are currently utilizing digital technologies to support the delivery of several courses currently offered within the program. Additionally, the university recently updated all classrooms to support HyFlex teaching; twenty of those classrooms received advanced upgrades to support high level HyFlex instruction. The current counseling faculty recently completed a yearlong HyFlex Certification Program through Northern State University's Center for Excellence in Teaching and Learning (CETL). This training provided counseling faculty with the opportunity to gain knowledge and

skills to implement consistent, high quality HyFlex practices. Plans are already in place at NSU to provide all faculty teaching HyFlex with training in this dynamic pedagogy. With these robust resources currently in place at the university, there are no significant budgetary needs anticipated at this time.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – H
DATE: June 21-22, 2023

SUBJECT

Inactive Status and Program Termination Requests – DSU, SDSU & USD

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 2.12](#) – Programs on Inactive Status

[AAC Guideline 2.13](#) – Program Termination

BACKGROUND / DISCUSSION

Dakota State University has submitted a request asking that the following programs be terminated (see Attachment I).

- Degree Program: Film Production Minor
Justification: This certificate is being terminated due to low enrollment. DSU does not anticipate any implications to students, faculty, or other programs due to the termination.

South Dakota State University has submitted a request asking that the following programs be terminated (see Attachment II).

- Degree Program: Systems Management Graduate Certificate
Justification: The Department of Construction and Operations Management requests to terminate the Systems Management Certificate. There has been low student interest in the program, and currently no students are enrolled in this certificate.

The University of South Dakota has submitted a request asking that the following programs be inactivated (see Attachment III).

- Degree Program: Ed Administration and Leadership (Ed.D.) – Specializations in Curriculum Director, Director of Special Education, School District Superintendent, and Pre-K Principal
Justification: A new Ed.D. program Educational Administration and Leadership- Pre-K Ed Leadership Ed.D. was adopted and better meets the needs of students by having a more flexible curriculum for students who already have licensure in the

(Continued)

DRAFT MOTION 20230621_7-H:

I move to approve the program termination and inactivation requests from DSU, SDSU, and USD, as presented in Attachments I through III.

specialization. All the courses that are required in the specialized Ed.D. will still be offered as part of the Ed.S. programs.

- Degree Program: Integrated Science (AS)
Justification: Two required courses for this program (ISCI 151 and ISCI 153) are not currently being offered. USD may modify the AS degree requirements, but wishes to inactivate the program while modifications are considered and USD determines how best to proceed with this program.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – DSU Program Termination Requests

Attachment II – SDSU Program Termination Requests

Attachment III – USD Program Termination Requests



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:	DSU
DEGREE(S) AND PROGRAM:	Film Production Minor
CIP CODE:	110803
UNIVERSITY DEPARTMENT:	Arts and Science
BANNER DEPARTMENT CODE:	8A
UNIVERSITY DIVISION:	Language
BANNER DIVISION CODE:	DLANG

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.

DocuSigned by:

 A7475098D8114D1...

 President of the University

4/14/2023

 Date

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

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.

Inactive Status ☐*See question 4*Termination ☒*See questions 5 and 6***4. TERMINATION WITHOUT ENROLLED STUDENTS****A. Provide a justification for terminating the program:**

The university is asking to terminate this minor.

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

Summer 2023

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

DSU does not anticipate any cost savings by eliminating this minor.

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

DSU does not anticipate any employee terminations because of the termination.

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.

Program Forms, Program Termination or Placement or Inactive Status (last revised 09/2020)

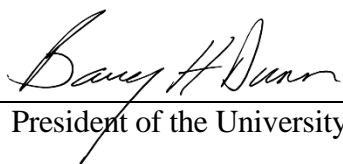


SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Systems Management Certificate
CIP CODE:	15.1501
UNIVERSITY DEPARTMENT:	Department of Construction & Operations Management
BANNER DEPARTMENT CODE:	SCOM
UNIVERSITY DIVISION:	Jerome J. Lohr College of Engineering
BANNER DIVISION CODE:	3E

University Approval

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



 President of the University

5-1-23

Date

1. Program Degree Level: Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐

2. Category:¹ Certificate ☒ Specialization ☐ Minor ☐ Major ☐

3. The program action proposed is:² Inactive Status ☐ Termination ☒

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

The Department of Construction and Operations Management requests to terminate the Systems Management Certificate. There has been low student interest in the program, and currently no students are enrolled in this certificate.

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

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.

Summer 2023

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

There are no cost savings from terminating the certificate.

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

There are no employee terminations or other implications of this termination. The faculty will teach different graduate courses in the department.



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

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	Ed Administration and Leadership-Curriculum Director (Ed.D.) UEDD.EAL-CRR Ed Administration and Leadership-Director of Special Education (Ed.D.) UEDD.EAL-DSE Ed Administration and Leadership-School District Superintendent (Ed.D.) UEDD.EAL-SDS Ed Administration and Leadership- Pre-K Principal (Ed.D.) UEDD.EAL-PKP
CIP CODE:	13.0401
UNIVERSITY DEPARTMENT:	Ed Leadership
BANNER DEPARTMENT CODE:	UEDL
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

 President of the University

 Date

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

<input type="checkbox"/> Associate	<input type="checkbox"/> Bachelor's	<input type="checkbox"/> Master's	<input checked="" type="checkbox"/> X	<input type="checkbox"/> Doctoral
------------------------------------	-------------------------------------	-----------------------------------	---------------------------------------	-----------------------------------

2. Category (place an "X" in the appropriate box before the category):¹

<input type="checkbox"/> Certificate	<input type="checkbox"/> Specialization	<input type="checkbox"/> Minor	<input checked="" type="checkbox"/> X	<input type="checkbox"/> Major
--------------------------------------	---	--------------------------------	---------------------------------------	--------------------------------

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

Inactive Status

See question 4

☒

Termination

See question 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.

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

A new Ed.D. program Educational Administration and Leadership- Pre-K Ed Leadership Ed.D. was adopted and better meets the needs of students by having more flexible curriculum for students who already have licensure in the specialization.

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

All the courses that are required in the specialized Ed.D. will still be offered as part of the Ed.S. programs.

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

Students in this Ed.D. program in these specializations generally take 3 years to complete. The last date to complete these specializations will be 8/2027

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)?

May 15, 2023

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

There will be no termination of faculty members. The courses will be still taught in the Ed.S. degree.



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

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	AS, Integrated Science [UAS.ISC]
CIP CODE:	410301
UNIVERSITY DEPARTMENT:	Biomedical Engineering
BANNER DEPARTMENT CODE:	BME
UNIVERSITY DIVISION:	Arts & Sciences
BANNER DIVISION CODE:	2A

University Approval

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

President of the University

Date

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

<input checked="" type="checkbox"/>	Associate	<input type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):¹

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input type="checkbox"/>	Minor	<input checked="" type="checkbox"/>	Major
--------------------------	-------------	--------------------------	----------------	--------------------------	-------	-------------------------------------	-------

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

Inactive Status

See question 4

☒

Termination

See question 5 and 6

☐

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Two required courses for this program (ISCI 151 and ISCI 153) are not currently being offered. We may modify the AS degree requirements; however, we wish to inactivate the program while we consider these modifications and determine how best to proceed with this program.

B. If there are current students in the program, what are the implications of placing the program on inactive status? No students are currently in the program

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.

- C. What is the last date (day/month/year) by which a student can graduate in the program?** May 3, 2024
- 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)?** Fall 2023

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 7 – I
DATE: June 21-22, 2023

SUBJECT

Agreements on Academic Cooperation – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

BOR 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 two agreements on academic cooperation and student exchange with the Universidad de los Llanos of Villavicencio in Meta, Colombia.

IMPACT AND RECOMMENDATION

The agreement results in the opportunity for student and faculty/staff exchanges. The agreement outlines a six-month Visiting Research Scholar position at SDSU for a specific student from the partner university, with the option for further collaboration in the future.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation - SDSU

DRAFT MOTION 20230621_7-I:

I move to approve South Dakota State University’s agreement on academic cooperation with the Universidad de los Llanos of Villavicencio, as presented.



**AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
SOUTH DAKOTA STATE UNIVERSITY, USA
AND
UNIVERSIDAD DE LOS LLANOS OF VILLAVICENCIO, META,
COLOMBIA
FOR A VISITING RESEARCH SCHOLAR**

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial opportunity for a Visiting Scholar at South Dakota State University (SDSU) from the Universidad de los Llanos 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 scientific and technical expertise, educational practices, as well as exhibitions and other materials, as appropriate, illustrating the activities and achievements of both institutions.

- Article 3. The institutions agree, as appropriate, to help faculty members of both parties to conduct joint research projects. Specifically, to offer to **Andrés Felipe Bolivar Sierra**, a PhD student in Agricultural Sciences at Universidad de los Llanos Colombia a Visiting Research Scholar position in the Monogastric Nutrition Group for up six months at South Dakota State University.

- Article 4. Both institutions agree to discuss other proposals relating to future collaborations, including the possibility of brief exchange visits, joint publication of research, and other similar projects as appropriate.

II. Visiting Research Scholars -Visa and Insurance Requirements

- A. Under this agreement, Visiting Research Scholars taking part in programs at South Dakota State University shall comply with the immigration requirements of the host university.

- B. South Dakota State University and Universidad de los Llanos will provide the appropriate assistance to the Visiting Research Scholar and will assist with finding appropriate housing near campus.
- C. The Host Institution shall provide the Visiting Research Scholar with a formal letter of invitation and other documents as may be required to establish Visiting Scholar status to obtain a J-1 visa.
- D. The Department of Animal Science at South Dakota State University will offer to **Andrés Felipe Bolivar Sierra**, a PhD student in Agricultural Sciences at Universidad de los Llanos, a Visiting Research Scholar position in the Monogastric Nutrition Group for up to six months. This will give him an opportunity to expand his experience in the area of swine nutrition from the perspective of the U.S. swine industry. His work will include assisting with projects evaluating the impact of different swine strategies on young pig growth performance and health status and interacting with U.S. swine industry. His starting date is March and his appointment will conclude on September, 2023.
- E. The Visiting Research Scholar, besides assisting with research in the laboratory, will participate in seminars, industry meetings, and journal clubs in the Department. The Visiting Scholar is also encouraged to interact with other groups in the Department as well as with scientists in other parts of the University where they find areas of mutual interests. The Visiting Scholar, **Andrés Felipe Bolivar Sierra** will report to both Jorge Yair Pérez Palencia at South Dakota State University and Pablo Emilio Cruz Casallas at Universidad de los Llanos.
- F. The Visiting Research Scholar will purchase health insurance with the South Dakota Board of Regents plan or in his home country. In addition, an official copy of the Visiting Research Scholar's diploma, which is needed for his official appointment, will be required.
- G. The institutions agree to comply with all applicable U.S. export control laws and regulations.

III. Appointment of Coordinators

- Article 5. Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for maintaining, revising, and/or and renewing the agreement, as appropriate. In addition, each institution shall name at least one academic contact, and this person will coordinate the specific aspects of the agreement.
- Article 6. The following individuals at each institution will be responsible for coordinating this agreement:

South Dakota State University	Universidad de los Llanos
PRIMARY CONTACT FOR AGREEMENT Name: Sally A. Gillman, Ph.D. Title: Director for Education Abroad Office: Office of International Affairs Mailing Address: Briggs Library, Suite 119 Brookings, SD 57007 Email: sally.gillman@sdsstate.edu Telephone: 605-688-6094	PRIMARY CONTACT FOR AGREEMENT Name: Pablo Emilio Cruz Casallas Title: Director Doctorate in Agricultural Sciences Office: Agricultural Sciences Mailing Address: Universidad de los Llanos, Villavicencio, Meta, Colombia Email: pabloecruzasallas@unillanos.edu.co Telephone: +57 608 6616800
ACADEMIC UNIT CONTACT Name: Crystal Levesque Title: Associate Professor Office: Animal Science Mailing Address: Animal Science Complex 106 Brookings, SD 57007 Email: crystal.levesque@sdsstate.edu Telephone: 605- 688-5011	ACADEMIC UNIT CONTACT Name: Pablo Emilio Cruz Casallas Title: Director Doctorate in Agricultural Sciences Office: Agricultural Sciences Mailing Address: Universidad de los Llanos, Villavicencio, Meta, Colombia Email: pabloecruzasallas@unillanos.edu.co Telephone: +57 608 6616800


- Article 7. The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

IV. Terms of Agreement

- Article 8. 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 9. Matters not provided in this agreement shall be decided by mutual agreement between the two institutions. Additional joint activities, such as student or faculty exchange, will require the execution of a separate agreement.
- Article 10. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.
- Article 11. Nothing in the above agreement shall be construed as being legally binding.
- Article 12. 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.

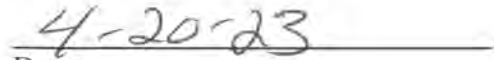
In the spirit of international friendship and cooperation, we hereby set our signatures:

for South Dakota State University


Barry H. Dunn, President

for Universidad de los Llanos

Pablo Emilio Cruz Casallas, Director


Date:

Date:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 7 – J
DATE: June 21-22, 2023

SUBJECT

Program Modifications Requiring Board Approval – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

[AAC Guideline 2.3](#) – Substantive Program Modifications

[AAC Guideline 2.3.A](#) – Institutional Substantive Program Modification Requests Summary

BACKGROUND / DISCUSSION

South Dakota State University has submitted the following program modification proposal provided in Attachment I. Per AAC Guideline 2.3, certain substantive program modifications may require Board approval. Institutions may submit substantive program modifications to the Board after approval from the Executive Director, following a review by the System Associate VP for Academic Programming. These requests are also available on the [Institutional Substantive Program Modification Requests Webpage](#).

Existing Program: Substantive Program Modifications Requiring Board Approval

- Sociology (MS) – Community Development Specialization – *request to modify the current specialization in Community Development within the MS in Sociology into a standalone major, the MS in Community Development. There will be no changes to the curriculum.*

IMPACT AND RECOMMENDATION

Upon approval by the Board, the proposals will move forward for implementation and entry into Banner.

ATTACHMENTS

Attachment I – SDSU: Substantive Program Modification Requests Summary Form

DRAFT MOTION 20230621_7-J:

I move to approve SDSU's program modification requests for the MS in Sociology – Community Development Specialization, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

UNIVERSITY:	SDSU
CURRENT PROGRAM DEGREE:	Master of Science (M.S.)
CURRENT PROGRAM MAJOR/MINOR:	Sociology
CURRENT SPECIALIZATION	Community Development
CIP CODE:	45.1101
UNIVERSITY DEPARTMENT:	School of Psychology, Sociology & Rural Studies
BANNER DEPARTMENT CODE:	SPSR
UNIVERSITY COLLEGE:	Arts, Humanities & Social Sciences
BANNER COLLEGE CODE:	3S

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.

Dennis D. Hedge

Vice President of Academic Affairs or
President of the University

4/28/2023

Date

1. This modification addresses a change in:

- | | |
|--|--|
| <input type="checkbox"/> Total credits required within the discipline | <input type="checkbox"/> Total credits of supportive course work |
| <input type="checkbox"/> Total credits of elective course work | <input type="checkbox"/> Total credits required for program |
| <input checked="" type="checkbox"/> Program name | <input checked="" type="checkbox"/> Existing specialization |
| <input checked="" type="checkbox"/> CIP Code | <input type="checkbox"/> Other (explain below) |
| <input checked="" type="checkbox"/> Modification requiring Board of Regents approval | |

Must have prior approval from Executive Director or designee

2. Effective date of change: 2023-2024 Academic Year

3. Program Degree Level:

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

4. Category:

Certificate ☐ Specialization ☒ Minor ☐ Major ☒

5. If a name change is proposed, the change will occur:

- ☐ On the effective date for all students
- ☒ On the effective date for students new to the program (enrolled students will graduate from existing program)

Proposed new name: **Community Development (M.S.)**

6. Is the program being modified associated with a current articulation agreement?

Yes ☐ No ☒

- a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain: N/A

7. Primary Aspects of the Modification:

The curriculum will remain the same.

<i>Existing Curriculum</i>				<i>Proposed Curriculum (highlight changes)</i>			
Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
CD	600	Foundations of Community Development	3	CD	600	Foundations of Community Development	3
CD	601	Organizing for Community Change	3	CD	601	Organizing for Community Change	3
CD	602	Community and Regional Economic Policy and Analysis	3	CD	602	Community and Regional Economic Policy and Analysis	3
CD	603	Community Natural Resource Management	3	CD	603	Community Natural Resource Management	3
CD	604	Community Analysis	3	CD	604	Community Analysis	3
CD	605	Principles and Strategies of Community Change	3	CD	605	Principles and Strategies of Community Change	3
Select <u>one</u> of the following options:			18	Select <u>one</u> of the following options:			18
<i>Option A: Thesis</i>				<i>Option A: Thesis</i>			
SOC	798	Thesis	6	SOC	798	Thesis	6
		Electives *Electives will be determined in consultation with the advisor.	12			Electives *Electives will be determined in consultation with the advisor.	12
<i>Option B: Research/Design Paper</i>				<i>Option B: Research/Design Paper</i>			
SOC	791	Independent Study	3	SOC	791	Independent Study	3
SOC	794	Internship	3	SOC	794	Internship	3
		Electives *Electives will be determined in consultation with the advisor.	12			Electives *Electives will be determined in consultation with the advisor.	12
<i>Option C: Coursework Only</i>				<i>Option C: Coursework Only</i>			
		Electives *Electives will be determined in consultation with the advisor.	18			Electives *Electives will be determined in consultation with the advisor.	18
Total number of hours required for specialization Option A, B, & C			36	Total number of hours required for major Option A, B, & C			36
Total number of hours required for degree Option A, B, & C			36	Total number of hours required for degree Option A, B, & C			36

CIP Code:

Current CIP Code: 45.1101; Title: Sociology, General.

Definition: A program that focuses on the systematic study of human social institutions and social relationships. Includes instruction in social theory, sociological research methods, social organization and structure, social stratification and hierarchies, dynamics of social change, family structures, social deviance and control, and applications to the study of specific social groups, social institutions, and social problems.

Proposed CIP Code: 44.0201; Title: Community Organization and Advocacy.

Definition: A program that focuses on the theories, principles, and practice of organizing and providing services to communities. May prepare individuals to apply such knowledge and

skills in community service positions.

8. Explanation of the Change:

The M.S. in Sociology - Community Development Specialization is offered by SDSU in conjunction with institutional partners as members of the Great Plains Interactive Distance Education Alliance (Great Plains IDEA). Specifically, the curriculum for this graduate program is shared, offered, and only possible in collaboration with Kansas State University, University of Nebraska Lincoln, and North Dakota State University. It is important to improve the ability to market and recruit students into this program to increase SDSU's enrollment as a member of Great Plains IDEA consortium. The requested change will shift the specialization to a standalone major. This change will clearly emphasize Community Development as the focus of this master's graduate program, which will also enhance the university's ability to market and recruit. The simplification of the program name should also reduce confusion, as SDSU's M.S. and Ph.D. in Sociology are in inactive status with admission suspended. It is confusing presently for prospective students to differentiate these two inactive programs from the active Sociology (M.S.) - Community Development Specialization.

In addition, the School of Psychology, Sociology and Rural Studies requests to update the program's CIP code. The online master's degree in Community Development focuses on refining a student's leadership ability and hands-on skills needed to help communities and regions build their own capacity for an inclusive, sustainable future. The code would change to 44.0201 (Community Organization and Advocacy). This change is requested to update the CIP code to accurately reflect the nature of the program.

For substantial modifications requiring Board approval, complete the items below.

References to external sources should be documented with a footnote (including web addresses where applicable).

9. Date of approval from the Executive Director or designee.

14 February 2023

10. Identify the program modification requested.

The School of Psychology, Sociology and Rural Studies requests to change the Sociology (M.S.) – Community Development Specialization into a standalone major.

11. Provide justification for the desired modification.

The change in program name will more accurately reflect this academic program and will enhance SDSU's ability to market and recruit students.

12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

Yes, the catalog description would need to reflect the change in program name. This will not change the student learning outcomes, which are as follows:

- Professional knowledge of community development (CD) theory, methods, practices, and

ethics.

- The ability to create and implement planning and action for community change toward more prosperity for all.
- Communication skills appropriate for both academic and public audiences.

13. Indicate the number of students currently enrolled in the program.

Six (6)

14. Describe the real impact to students.

The change in program title will make it easier to identify Community Development on students' transcripts.

15. Describe the real impact to the university.

The change from a specialization to a standalone major will make it easier to market and recruit students into this graduate program.

16. Describe any cost associated with the program modification.

Beyond initial updates of marketing material, there are not any additional costs that the school foresees with this program modification.

17. Describe any risks and unintended consequences associated with the program modification.

No risks or unintended consequences are anticipated with changing this from a specialization to a standalone major.

18. Would this modification be effective for current and future students, or only students who enroll following the change?

This modification would be effective for students who enroll following the change. Current students may opt to move forward to the new catalog.

SOUTH DAKOTA BOARD OF REGENTS

Informational Items
Consent

AGENDA ITEM: 7 – K
DATE: June 21-22, 2023

SUBJECT

Interim Actions of the Executive Director

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:5](#) – Executive Director

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and
Inactivation/Termination

[BOR Policy 5:4](#) – Purchasing

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between \$50,000 and \$250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between \$250,000 and \$500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION

The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

ATTACHMENTS

Attachment I – Interim Actions of the Executive Director

INFORMATIONAL ITEM

INTERIM ACTIONS

Capital Asset Purchase (greater than \$250,000)

Black Hills State University

Daktronics Live Video Display – Replacement Scoreboard for Lyle Hare Stadium:

BHSU requests approval to use \$100,000 from hail damage proceeds, \$185,895 from university overhead reserves and \$100,000 from private donations for a total of \$385,895 to replace the digital screen scoreboard that was damaged in a 2020 hailstorm. The video screen has continued to get worse with certain areas completely blacked out. The scoreboard structure remains as is. The digital display was originally purchased from Daktronics. This replacement quote is from the same vendor who has a State of South Dakota procurement contract. The Live Video Display Board including installation would be \$385,895 with additional optional purchases including an additional \$47,095 for extended coverage and stats integration for a total cost of \$432,990.

Course Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx

Substantive Program Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx

Reduced Tuition Externally Sponsored Courses

All requests for reduced tuition externally sponsored courses approved by the System Vice President for Academic Affairs can be found on the Special Tuition Rates Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Special_Tuition_Rate_Requests/Pages/default.aspx

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – L
DATE: June 21-22, 2023

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 list identifies the current capital improvement projects within the Board of Regents system and each project's regental building committee representative, estimated dollar amount, the source of funds, and the current status.

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. As a reminder, the review and approval steps for capital projects are as follows:

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 the Building Committee interviews and selects the architect.
3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).
4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten-Year Plan.

(Continued)

INFORMATIONAL ITEM

5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. The Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. The 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

N/A

ATTACHMENTS

Attachment I – June 2023 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - June 2023

Facility Name	Ten-Year Plan	Legislative	Fund	Legislative /	Board Action	Status	Current Project	Projected Completion	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	Complete		2022	Bastian	
BHSU-RC Addition & Renovation for West River Nursing		SB43-2022	ARPA HEFF Private General	\$8,000,000 \$5,114,644 \$2,000,000 \$1,500,000 \$16,614,644	Oct-21 Program Plan	Planning		2025	Partridge	
Lyle Hare Stadium Renovation		SB172-2023								
					Jun-16 Facility Smt	Planning		2024	Bastian	
Dakota State University										
DSU-ARL		SB130-2022	Private	\$50,000,000	Jan-22 Facility Statement	A/E & CM Selection		2025	Rave	
Athletics Events Center		HB1021-2022	Private	\$33,000,000	Mar-22 Design Plan	CM Selection		2024	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	Final Inspection		2021	TBD	
Lincoln Hall Replacement		SB44-2022 SB173-2023	General Funds General Funds	\$29,500,000 \$1,500,000	Oct-21 Facility Program Plan	Design		2024	TBD	
Gerber Hall Renovation		HB1049-2023	General Funds HEFF/General Funds M&R Match	\$3,000,000 \$2,500,000 \$2,500,000 \$5,000,000	Mar-23 Preliminary Facility Statement	Preliminary Facility		2025	TBD	
South Dakota School of Mines and Technology										
Nucor Mineral Industries Building		SB156-2021 SB33-2023	Private Local State	\$12,000,000 \$6,400,000 \$23,400,000 \$41,800,000	Dec-21 Facility Design GMP Approved by BC	Construction		2024	TBD	
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Smt	Planning		TBD	TBD	
Student Innovation Center			Private		Jun-14 Facility Smt	A/E Selection		TBD	TBD	
Stadium Renovation			HEFF Funds Local Private		Dec-19 Facility Smt	A/E Selection		TBD	Bastian	
South Dakota State University										
Berg Ag Hall Renovate 1st & 2nd floors - Phase 2			Donations HEFF M&R Precision Ag Funds	\$4,000,000 \$5,450,315 \$100,000 \$9,550,315	Mar-22 Design Plan (Revised)	Construction		2023	Roberts	
Cottonwood Range and Livestock Field Station		SB 84 - 2022	General Funds	\$6,000,000	May-23 Program Plan	Planning		TBD	Bastian	

South Dakota Board of Regents Capital Improvement Projects - June 2023

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Board Action	Current Project	Projected Completion	Building Committee
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	Rave
Lincoln Hall - Renovation			Private HEFF M&R 2021 HEFF Bonds	\$0 \$5,416,880 \$10,000,000 \$15,416,880	Jan-22 Design Plan (Revised)	Construction	2023	Bastian
McFadden Northern Plains Biostress		HB 1049 - 2023	General Funds HEFF M&R/Other	\$6,000,000 \$6,000,000 \$12,000,000	March 2023 Facility Stmt (Revised)	Planning	TBD	Roberts
Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	Planning	TBD	TBD
SI Marshall Center - Addition, Phase 2		HB 1022-2022	Private Local HEFF M&R	\$44,000,000 \$4,000,000 \$6,000,000 \$54,000,000	Dec-21 Design Plan (Revised)	Construction	2024	Roberts
South Dakota Art Museum-New Construction			Donations	TBD	Mar-22 Facility Stmt	Planning	TBD	Brown
The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)	FY12 10 Yr Plan	HB 1051-2012	2027 HEFF Bonds Private	\$7,500,000 \$3,315,000 \$10,815,000	Jun-2020 Facility Stmt	Planning	TBD	Bastian
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB 1051-2012	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
University of South Dakota								
Health Science Building		SB40-2020	HEFF Bond M&R Bond One-Time State Funds Private Funds Local Funds	\$7,500,000 \$5,000,000 \$5,000,000 \$4,500,000 \$875,000 \$22,875,000	Oct-21 Design Plan (Revised)	Construction	2022	Partridge
South Dakota Union Renovation			One-Time State Funds M&R HEFF M&R General	\$3,430,000 \$54,631 \$4,335,369 \$7,820,000	Mar-23 Design Plan	Construction	2024	Brown
REVENUE FACILITIES								
Black Hills State University								
University Wellness Center Addition			General & Private		Dec-16 Facility Stmt	Planning	TBD	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	Completed	Aug-21	Roberts
South Dakota School of Mines and Technology								
Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection	TBD	TBD

South Dakota Board of Regents Capital Improvement Projects - June 2023

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								
Larson Commons Renovation			Private Auxiliary	TBD	Oct-22 Facility Stmt	Planning	2025	Roberts
Pierson Hall Renovations			Rent Revenues	\$12,200,000	Apr-21 Facility Stmt	Construction	2023	NA Exempted
University of South Dakota								
Wellness Center Expansion		SB42-2022	Auxiliary Funds Auxiliary Bonds Private Funds Local Funds	\$5,000,000 \$3,900,000 \$13,989,588 \$8,360,412 \$31,250,000	Jun-22 Design Plan (Revised)	Construction	2024	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**

AGENDA ITEM: 7 – M

DATE: June 21-22, 2023

SUBJECT

Program Review Reports

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 4.1](#) – Program Evaluation and Review Guidelines

BACKGROUND / DISCUSSION

The system has established a process requiring periodic reviews of all programs offered. A primary purpose for these reviews is to continuously improve the quality of all educational programs. Periodic program review involves stakeholders in an analysis of past performance which is used to inform present and future directions and decision-making. The review process is integrated with strategic planning and budgeting, with regional and specialized accreditation processes, and with student-learning outcome assessment. The system's processes require each campus to maintain a schedule that indicates the time frame for the review of every program offered.

For each review, representatives of the program completed a self-study driven either by the system's guidelines or by those of an external accrediting body, if applicable. An external review was engaged to evaluate the program using both the self-study and interviews of constituents. In each case the reviewer prepares a report of findings and the campus then prepares a response.

IMPACT AND RECOMMENDATION

For each program reviewed, the report (and any additional documentation as applicable) is linked below. These are also available on AAC's [Institutional Program Reports](#) webpage.

- DSU – [AS/BS in Network and Security Administration](#)
- DSU – [MS in Analytics](#)
- NSU – [Elementary Education \(BSEd\)](#)
- NSU – [Leadership and Administration \(MSEd\)](#)
- NSU – [Educational Studies - Secondary Track \(MSEd\)](#)
- NSU – [Music \(BA\)](#)
- NSU – [Music Education \(BME\)](#)

(Continued)

INFORMATIONAL ITEM

- NSU – [Music Education \(MME\)](#)
- NSU – [Physical Education \(BSEd\)](#)
- NSU – [Sociology \(BA\)](#)
- NSU – [Special Education \(BSEd\)](#)
- NSU – [Theatre \(BA\)](#)
- SDSU – [Athletic Training \(MS\)](#)
- SDSU – [Agricultural and Biosystems Engineering \(MS & PhD\)](#)
- SDSU – [Agricultural and Biosystems Engineering \(BS\)](#)
- SDSU – [Agricultural Science \(AS & BS\)](#)
- SDSU – [Civil Engineering \(BS\)](#)
- SDSU – [Dairy Manufacturing \(BS\) and Dairy Production \(BS\)](#)
- SDSU – [Doctor of Pharmacy \(PharmD\)](#)
- SDSU – [Early Childhood Education \(BA/BS\)](#)
- SDSU – [Nutrition & Dietetics \(MS\)](#)
- SDSU – [Operations Management \(MS\)](#)
- SDSU – [School of Education, Counseling & Human Development - Agricultural Education \(BS\), Early Childhood Education \(BS\), Family & Consumer Sciences Education \(BS\), Educational Administration \(M.Ed.\), School Counseling \(MS\)](#)

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 7 – N
DATE: June 21-22, 2023

SUBJECT

Intent to Plan Requests

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

Per [BOR Policy 2:23](#), Intent to Plan requests are reviewed by the Executive Director (or designee) and if approved to the next step are then reviewed by the Academic Affairs Council for feedback, consultation, and possible collaboration. BOR academic leadership then provides a report to the Board's Committee on Academic and Student Affairs regarding submitted Intent to Plan requests with a report to the full Board placed under the Consent section of the agenda as a routine informational item. The approval of an Intent to Plan proposal does not overwrite the Full Proposal process and does not guarantee approval of the Full Proposal by the Board.

IMPACT AND RECOMMENDATION

This report will provide the intent to plans that were approved by the Executive Director and will be followed by a full proposal in a future Board meeting.

1. [NSU – BSEd in Science Education](#)

The proposed BSEd would provide a path to teaching certification in multiple science disciplines through one comprehensive major. NSU's science education degree would prepare individuals through content knowledge and practical experiences to teach a wide range of science courses. Upon completion of this program, individuals learn a combination of biological, physical, geographical, chemical, and earth sciences and can share the excitement of general science at the middle and high school level.

2. [NSU – MS in Strategic Innovation and Leadership](#)

The proposed MS would prepare students to analyze and lead an organization's ability to innovate. In this program, students will study dynamics of innovation, leadership theories, design thinking, creativity, decision making, communications,

(Continued)

INFORMATIONAL ITEM

and team dynamics. Graduates will be prepared to lead organizational change, drive business growth, add customer value, and create competitive advantage through innovation.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 7 – O
DATE: June 21-22, 2023

SUBJECT

SDSU Strategic Plan

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

South Dakota State University's previous strategic plan, Imagine 2023, was launched in 2018 and has served the university well. Beginning in July 2022, SDSU started the process to conduct a thoughtful refresh of its plan to affirm its utility and modify as needed. SDSU's mission, vision, core values and the four primary goals have been very impactful over the last five years, and therefore it was determined to continue these as our foundation.

This new strategic planning process invited participation across the institution and throughout the colleges. These last few months have included vetting of the draft plan with all faculty, staff, students and stakeholders. The new plan has been reviewed by SDSU's leadership teams President's Council and Senior Staff and has now been submitted to the Board of Regents for review at the June BOR meeting before final adoption.

IMPACT AND RECOMMENDATIONS

The new strategic plan, Pathway to Premier, will take SDSU into 2030. SDSU will host three workshops throughout the summer to assist the university in effectively implementing the new plan by the beginning of the fall semester.

ATTACHMENTS

Attachment I – SDSU Strategic Plan: Pathway to Premier - 2030

INFORMATIONAL ITEM

Pathway to Premier - 2030

South Dakota State University's Strategic Plan 2023-2030

Mission

South Dakota State University offers a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation, and engagement that enhances the quality of life in South Dakota, the region, the nation, and the world.

Vision

South Dakota State University will be a premier land-grant university recognized for high value, innovation, and bold impact.

Core Values

- **People-Centered:** We strive to create a culture where all thrive and are supported on their personal and professional paths toward lifelong learning, growth, and opportunity.
- **Creativity:** Creativity is our cornerstone to expand knowledge, develop human understanding, and enrich quality of life. We believe that the best academic programs bring innovative teaching and transformative research together.
- **Integrity:** We act with organizational and personal integrity, through honest interactions, professionalism, transparent and accountable decision-making, and respect for others.
- **Diversity:** We are committed to diversity of community and ideas. We believe in a supportive, inclusive, collaborative, and cohesive environment with a focus on access. We actively seek collaboration, and we respect individuals with differing perspectives, backgrounds, and areas of expertise.
- **Excellence:** Excellence is achieved through continuous improvement, assessment, and accountability. We embrace bold action and adapt to an ever-changing world. Individually, we are experts at what we do. Collectively, our impact is even stronger.

Goals & Strategies

Achieve Excellence through Transformative Education

1. Creatively adapt teaching strategies in new and evidence-based ways to engage learners, expand access, enhance student success, and inspire current and future students.
2. Develop and invest in innovative undergraduate, graduate, and professional academic programs and continuing education opportunities with an emphasis on workforce and economic development.
3. Maintain student success as a foundational university priority through advancement of innovative strategies and initiatives that meet the needs of all students, enhance student belonging and wellbeing, and support expanded access to higher education.
4. Increase utilization of high impact practices across the university to include experiential learning, undergraduate research, international experiences, and service learning to prepare graduates to become global citizens in an ever-changing and interconnected world.
5. Inspire future students through a university-wide commitment to student engagement and recruitment efforts that showcase SDSU's unique opportunities, differentiating experiences, and student successes.

Cultivate and Strengthen Community Engagement

1. Develop and enhance opportunities to highlight the SDSU brand, our economic impact, research and scholarly activity, as well as collaborations between the university and the communities we serve, with particular emphasis on external-facing areas such as the Wokini Initiative, athletics, fine and performing arts, botanical gardens, museums, and community impact research.
2. Expand outreach and educational opportunities throughout South Dakota to address community needs through collaborative partnerships utilizing the talents and resources of SDSU Extension, the university faculty, staff, and students, and the communities we serve.
3. Invest in SDSU Connect efforts and initiatives to engage the Sioux Falls metropolitan area and expand SDSU Connect into additional locations.
4. Stimulate and support innovation and creative solutions to grand challenges affecting our communities, state, region, nation, and world.

Foster Innovation and Increase Research, Scholarship, and Creative Activity

1. Elevate SDSU as a research university and pursue a pathway to achieve designation as an R1 Research University by Carnegie Classification of Institutions of Higher Education.
2. Develop and recognize research, scholarship and creative activity themes to focus university-wide investment, recruitment, and priorities.
3. Expand research, scholarship and creative activity success by continually evolving, improving, and leveraging infrastructure, technology, resources, policies, and processes.

4. Increase undergraduate, graduate, and post-doctoral student research and employment opportunities to increase impactful research, scholarship and creative activity and develop the knowledge-based workforce.

Be a Growing, High-Performing and Healthy University

1. Become a preferred employer holistically focused on employee wellbeing, professional development, career progression, and workplace enhancements to support employee success at all levels of the university.
2. Foster a culture of leadership at all levels of the university focused on our core values, the ongoing pursuit of excellence, effective communication, and the advancement of the university in bold and innovative ways.
3. Advance the university through effective fiscal planning, impactful fundraising and financial investment, development of efficiencies, and alignment of resources with the strategic priorities and initiatives of the university.
4. Execute a data-informed strategic enrollment management plan, which is agile, future-oriented, and adapts to changes in the higher education environment.
5. Implement professional development and training programs for faculty and staff focused on enhancing quality and the utilization of modern delivery methods.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 8 – A

DATE: June 21-22, 2023

SUBJECT

Revised BOR Policy 2:6 – System Academic Year/Academic Calendar (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:6](#) – Academic Calendars

BACKGROUND / DISCUSSION

The Board of Regents system academic staff, working with a large group of stakeholders, have attempted to revise BOR Policy 2:6. The revisions are substantial; thus, a new draft of the Policy is being proposed in Attachment I which would replace the version that is currently in place and provided in Attachment II for reference.

The process of evaluating the academic calendar, policies and procedures included stakeholders from academic leadership, student leadership, registrar, financial aid, and accounts receivable representation. Through that cross-functional, cross-institutional representation, additional outreach by those members included faculty, students (including Student Federation), and athletics. Feedback was received informally by faculty officers at institutional-specific faculty forums with Regents and staff.

In addition, feedback was received from the Academic Affairs Council (AAC) and the Student Affairs Council (SAC) with respect to the academic calendar policy needs. Lastly, a discussion was also held with the Council of Presidents and Superintendents (COPS) on the academic calendars outlined in BOR item 8-C.

With all the feedback on functional and operational needs as well as policy implications, the proposed changes that are reflected in Attachment I include the following:

1. Aligned the structure of the policy to include the more current formatting.
2. Addition of the Definitions section.
3. Addition of the Policy Statements.
4. Important Academic Dates Updated and Enhanced.
5. References to State, Federal Regulations, and Federal Student Aid Handbook.

(Continued)

DRAFT MOTION 20230621_8-A:

I move to approve the first reading of the new proposed BOR Policy 2:6 – System Academic Year/Academic Calendar, as presented.

From this policy, the Academic Affairs Council will develop a new guideline to assist future stakeholders as they evaluate and develop future system academic calendars.

IMPACT AND RECOMMENDATION

This policy revision enhances and provides more clarity on federal rules and regulations as compared to the current policy (Attachment II). The revised policy development included several stakeholders to ensure that the policy supports the functional, operational, and policy and governance needs for the institutions.

Most importantly, the definition section was created to further provide students with more information on why and how the academic calendar was developed. In addition, the reference to the code of federal regulations and the federal student aid handbook can now be found in the policy allowing additional research of the stakeholders and transparency of the policy.

The timeline associated with this policy will be as follows:

- First Reading – June 2023 BOR Meeting
- Second and Final Reading – August 2023 BOR Meeting

Board academic staff supports the recommendation of the new draft BOR Policy 2:6 – System Academic Year/Academic Calendar to replace the current version.

ATTACHMENTS

Attachment I – Proposed New Draft of BOR Policy 2:6 – System Academic Year/Academic Calendar

Attachment II – Current BOR Policy 2:6 – Academic Calendars

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System Academic Year / Academic Calendar

NUMBER: 2:6

A. PURPOSE

This policy defines the academic year for the Regental institutions and applies to the six public institutions of higher education. This policy governs the academic calendars as approved by the Board of Regents and serves two fundamental purposes for the system. First, Federal Financial Aid requires programs to meet the established academic calendars. Second, academic instruction and processing within the student information system requires a well-coordinated academic calendar that spans admissions, registration, billing, financial aid, academic records, completion and transcription, and reporting.

B. DEFINITIONS

1. **Academic Calendar:** Date-driven academic year divided into formatted terms and detailed by academic and non-academic days.
2. **Academic Days:** Academic class days available in the academic calendar where academic engagement and instruction occurs.
3. **Academic Engagement:** Defined under federal regulations¹ as active participation by a student in an instructional activity related to the student's course of study and includes, but is not limited to - attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students; submitting an academic assignment; taking an assessment or an exam; participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; participating in a study group, group project, or an online discussion that is assigned by the institution; or interacting with an instructor about academic matters.
4. **Academic Year:** Represents a 365-day period establishing term begin and end dates.
5. **Census Date:** A date determined after calculating the calendar days as outlined in section D.4 for the term or non-standard term.
6. **Finals Week:** Dates designated for the delivery of final examination or completion of course assignments to conclude the term and non-standard term.
7. **Instructional Time:** A period of seven (7) consecutive days in which at least one (1) day of regularly scheduled academic engagement occurs.

¹ [Code of Federal Regulations \(CFR\), Title 34, Part 600.2](#)

8. **Non-Academic Days:** Those calendar days that have no academic engagement activity. These days include holidays, non-scheduled class day, spring-break, administrative days, etc.
9. **Regental Institution:** Defined as one of the six (6) public universities: 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.
10. **Semester:** Defined as fifteen (15) weeks of instructional activity followed by finals week for Fall and Spring. The duration of weeks may be shorter for the summer semester.
11. **Term.** Defined as a more general duration of the academic calendar. The Regental system provides semester terms. Within a semester, parts of terms may exist.

C. GOVERNANCE, POLICY STATEMENTS

1. All Regental institutions shall operate under a common standard academic calendar approved by the Board of Regents except for the Medical School and Law School at the University of South Dakota.
2. The U.S. Department of Education² requires institutions with programs offering credit hours to establish an academic calendar to include thirty (30) weeks of instructional time for Fall and Spring. Instructional time does not include non-academic days or periods of orientation, counseling, homework, vacation, or other activity not related to academic engagement.
3. The full part of the term for Fall and Spring semester terms are fifteen (15) weeks of instructional time each for federal compliance. The student information system may have multiple parts of terms which are approved by the institution and must comply with federal law.
4. The Summer semester/term is an abbreviated semester and may be less than fifteen (15) weeks. The academic days and part of the term for the summer courses can be an intensive and concentrated schedule to ensure the required course contact hours and credit hour requirements are met.
5. The academic year begins with the summer term and is defined as the header [beginning] of the academic year for federal financial aid purposes.
6. Finals week shall be the last full week of the semester after the fifteen (15) weeks of instructional activity.
7. The student information system shall be utilized to process all academic processes related to the academic calendar.
8. The system enrollment services center shall work with the institutional registrar, financial aid, student accounts receivable, and general student service offices to develop a processing calendar prior to each term. This processing calendar presents a collaborative effort across

² Federal Student Aid Handbook. [Academic Years, Academic Calendars, Payment Periods, and Disbursements | 2022-2023 Federal Student Aid Handbook](#)

the institutions and across multiple disciplines (academic records, accounts receivable, admissions, financial aid, and technology).

9. The system academic processing calendar shall be posted and made available to all personnel working with academic processing.

D. IMPORTANT ACADEMIC DATES

The academic calendar includes the following important dates (listed in alphabetical order). The Academic Affairs Council (AAC) Guidelines will provide more information on system academic processing for these important dates.

1. Billing Dates

The student information system and shared student accounts receivable services shall process all billing approximately six (6) weeks prior to the start of the fall and spring terms and by May 1st for the summer term across the Regental system.

2. Disbursement of Financial Aid

Federal regulations allow the first federal financial aid disbursement to be no sooner than 10 days before the start date of each term. Each institution may set their own first disbursement date for each term and their own disbursement schedule throughout the term. Financial aid disbursement occurs on a rolling basis throughout each term.

3. Add-Drop Dates

The add/drop period is the period during which students may adjust their academic schedule for the terms without financial or academic consequences. The last day of the drop/add period for a course shall be designated as the census date for that course and will be the official date for enrollment reporting.

4. Census Dates

The official date for standard courses shall be the date the first ten (10) percent of the term ends. For any non-standard course, the census date shall be calculated for the course based on the number of calendar days for the course. When calculating ten (10) percent of the term, all days are included (Saturday, Sunday, and holiday) except for breaks of five (5) or more days. Breaks of five (5) days are excluded from the total number of days for calculating ten (10) percent of the course.

5. Mid-Term Date

The Mid Term Date shall be determined by counting the number of academic days from the beginning of a term and dividing by two (2) (rounding up where the number of class days in a term is an odd number). The Mid Term Date shall be the last day of the first half of the term.

6. Mid-Term Deficient Academic Progress Dates

Instructors shall submit a deficient academic progress report for undergraduate students no later than three (3) working days after the Mid Term Date for Fall and Spring terms.

7. Withdrawal Dates

Last day to withdraw from any/all courses must occur prior to 70 percent of the term or non-standard term to receive a 'W'. There are financial implications to withdrawing after census and up to the 70 percent date as outlined on the academic calendar. For more information on tuition and fees and withdrawal, see BOR Policy 5:7.2.

8. End of Term Dates

8.1. Finals Week

For the full part of term, the last week of the schedule is considered the finals week. It shall be after the full fifteen weeks of the semester.

8.2. Final Semester Grade Dates

Instructors shall submit all grades no later than three working days after the last day of final summative examinations and assignments for the term.

8.3. Final Grade Validation

The Registrar's Office at each university shall validate that all grades are submitted no later than two working days following the instructor's submission deadline as outlined above in 8.2.

8.4. System Processing

Immediately following completion of grade validation (next business day), the system enrollment services center must promptly initiate the student information systems processing calendar. The end of term calendar timeline is approved by the functional experts each term.

9. Refund Dates

BOR Policy 5:7.2 shall outline the refund policy for students.

E. NON-ACADEMIC APPROVED DAYS

- Holidays are considered non-academic days. The approved holiday schedule for Regental institutions is listed.

New Year's Day	January 1*
Martin Luther King Jr. Day	Third Monday in January
Presidents' Day	Third Monday in February
Memorial Day	Last Monday in May
Juneteenth	June 19*
Independence Day	July 4*
Labor Day	First Monday in September
Native Americans' Day	Second Monday in October
Veterans' Day	November 11*
Thanksgiving Day	Fourth Thursday in November
Christmas Day	December 25*

**If January 1, June 19, July 4, November 11, or December 25 fall on a Sunday, the Monday following shall be*

observed as the holiday; if they fall on a Saturday, Friday is the holiday³.

2. The academic calendar shall have other pre-scheduled dates where no class will be scheduled (e.g., spring break). If the entire week is not scheduled, it shall not count as an instructional week.

RESOURCES:

- [BOR Policy 2:32](#)
- [BOR Policy 5:7:2](#)
- [Academic Calendar \(sdbor.edu\)](#)

SOURCE:

BOR 1978; BOR July 1971; § 1-5-1, 1974; BOR May 1990; BOR, April 1992; BOR December 1993; BOR January 1996; BOR June 1999; BOR May 2000; BOR May 2001; January 2002; BOR May 2002; BOR December 2002; March 2003; BOR December 2003; BOR May 2004; BOR December 2004; BOR December 2005; BOR March 2006; BOR December 2011; BOR March 2022; BOR August 2023.

³ [South Dakota Codified Law 1-5-1.](#)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Academic Calendars

NUMBER: 2:6

1. Academic Terms Defined

Each institution shall operate a fall, spring, and summer term. Fall and spring shall be operated on a semester basis. Summer term begins the first day after spring semester ends and continues through the last day before fall semester begins. Fall term begins with the first day of classes and continues through the last day of finals established in the Board approved academic calendar. Spring term begins with the first day of classes and continues through the last day of finals established in the Board approved academic calendar.

Classes during the summer term typically will begin after the processing days in May and end prior to the processing days in August.

Classes may be offered during the inter-term period between the last day of finals in the fall semester and the first day of classes in the spring semester. Classes beginning during this period will be transcribed with spring semester classes and will be included as academic standing is determined at the end of the semester.

Classes may be scheduled during the processing days after spring term in May, after summer term in August, and in the inter-term between fall and spring semesters under the conditions specified below.

1. Summer term courses scheduled to begin in or to begin and complete during the processing dates in May must be approved by the university Provost/Vice President for Academic Affairs or designee.
2. With permission of the university Provost/Vice President for Academic Affairs or designee, only the following courses may be scheduled during the processing dates in August: x94, x95, x96, x97, study abroad, and courses associated with programs designed to help students complete remedial course requirements prior to the beginning of the fall term.
3. Courses scheduled to begin or to begin and complete during the inter-term dates in December/January must be approved by the university Provost/Vice President for Academic Affairs or designee. Additional approval by the Provost/Vice President for Academic Affairs/designee and by the Director of Financial Aid will be needed if financial aid is to be provided for students enrolled in these courses although in general courses offered during this inter-term will not be eligible for financial aid.

A semester shall consist of a minimum of fifteen (15) weeks. The number of class days in a given semester shall be inclusive of those days set aside for registration, new student orientation concurrent with registration, assessment/performance testing and final

examinations but exclusive of holidays and days set aside for new student orientation prior to registration. New student orientation may be concurrent with or prior to registration.

Academic guidelines require that all courses offered for credit must involve a minimum of fifteen contact hours over three instructional days for each credit hour awarded.

Courses offered by distance education should have equivalent standards, rigor, student outcomes, substance and assignments as courses offered by face-to-face means. Distance education courses may be scheduled on a semester basis and require that students complete learning experiences on a particular timeline (i.e. each week). Also, distance education courses may be offered asynchronously to allow students maximum flexibility in participation. Asynchronous courses may or may not necessarily be offered on a semester basis. The required length for a distance education course is determined by course expectations and scheduling. The student will conclude the course upon completion of course requirements. Typically, a one credit hour course lasting for a semester equates to 45 hours of effort by the student.

The academic term for correspondence courses is defined as follows:

1. The start date of a correspondence course is the date the student registers for the course or the start date of the standard term (Fall/Spring/Summer).
2. The length of a correspondence course based on the start date may be one of the following:
 - a. 175 calendar days (approximately 6 months)
 - b. 350 calendar days (approximately 12 months)
 - c. a standard term (Fall/Spring/Summer)
3. The Vice President for Academic Affairs may grant an extension of up to 60 days upon student request.

The academic term for asynchronous Internet courses is defined as follows:

1. The start date of an asynchronous Internet course is the date the student registers for the course or the start date of the standard term (Fall/Spring/Summer).
2. The length of an asynchronous Internet course based on the start date may be one of the following:
 - a. a standard term (Fall/Spring/Summer)
 - b. a flexible schedule other than a standard term (Fall/Spring/Summer)

2. Academic Calendar

Institutions of higher education, under control of the Board of Regents, shall operate on a common academic calendar with common periods during the summer term and the fall and spring semesters at each institution when classes are not in session. The medical and law schools are excluded from the common academic calendar. Academic calendars shall be designed a minimum of two (2) years in advance with annual extensions recommended to the Executive Director by the Council of Presidents and Superintendents no later than the May meeting.

3. Holidays

The schedule of holidays for the institutions of higher education is listed in 4 below. Classes shall not be scheduled to meet on holidays.

1. Class and lab schedule preceding multiple day holidays

No classes or labs will begin from the originating campus at or later than 5:00 PM on the day preceding a multiple day holiday.

2. Class and lab schedule preceding single day holidays

The Friday and Saturday class or lab schedules that precede or follow the single Monday holidays will not be changed.

4. Holiday Schedule for Higher Education Institutions

New Year's Day	January 1*
Martin Luther King Jr. Day	Third Monday in January
Presidents' Day	Third Monday in February
Memorial Day	Last Monday in May
Juneteenth	June 19*
Independence Day	July 4*
Labor Day	First Monday in September
Native Americans' Day	Second Monday in October
Veterans' Day	November 11*
Thanksgiving Day	Fourth Thursday in November
Christmas Day	December 25*

*If January 1, June 19, July 4, November 11, or December 25 fall on a Sunday, the Monday following shall be observed as the holiday; if they fall on a Saturday, Friday is the holiday. (BR July, 1971, P. 366) (§ 1-5-1 1991)

5. Drop and Add Period

The drop/add period is the time period during which students may adjust their academic schedule for the term without financial or academic consequences. The last day of the drop/add period for a course is designated as the census date for that course and is the official date for enrollment reporting. The end of the drop and add period for standard and non-standard courses offered in a semester shall be the date the first 10 percent of the term ends or the day following the first class meeting, whichever is later. When calculating 10% of the term, breaks of five or more days are not included when counting the total number of days but Saturdays, Sundays, and holidays are. Student registrations can only be added to courses after the end of the drop and add period by approval of the chief academic officer of the university.

6. Census Date

The census date is the official date for enrollment reporting for a course. The official date for enrollment reporting, or census date, for standard courses shall be the date the first 10 percent of the term ends.

For any non-standard course, the census date must be calculated for the course based on the number of calendar meeting days for the course.

Refer to BOR policy 5:7 for information on refunds.

7. Mid Term Date

The Mid Term Date is determined by counting the number of class days from the beginning of a term and dividing by 2 and rounding up when the number of class days in a term is an odd number. The Mid Term Date is the last day of the first half of the term.

8. Date for a Grade of W

Undergraduate and graduate students who drop a course, or withdraw from the System, shall receive a grade of “W” if that action occurs anytime between the day after the census day for that course and the day that corresponds with the completion of 70 percent of the class days for that course. Likewise, a student who withdraws from the system during that time period also shall receive grades of “W” for all the courses in which he/she is registered. **(Exception:** a student who completely withdraws from the Regental system from the first day of a class(es) until the census date of the class(es) will also have a pseudo course of WD 101 (Undergraduate) or WD 801 (graduate) with a “W” grade entered on their Transcript.) (Refer to policy 5:7.2)

For standard classes, the last day to receive a grade of “W” is determined by calculating 70 percent of the class meeting days in the term, counting from the first day of classes in the term and rounding up if the calculation produces a fractional value greater than or equal to 0.5.

For any non-standard course, the last day to receive a grade of “W” is based on the number of class meeting days for the course, using the method described above.

A notation of the date of withdrawal will be included on the student’s transcript if he/she withdraws from the system. (Refer to policy 5:7.2)

Students may not drop a course or withdraw from the System after the time period specified above. (Refer to policy 5:7.2)

9. Date for a Grade of Satisfactory/Unsatisfactory

Undergraduate and graduate students may choose the Satisfactory/Unsatisfactory grade option within the Drop and Add Period as specified in 2:6.5 above.

10. Date for an Audit Grade

Undergraduate and graduate students may choose to audit a class within the Drop and Add Period as specified in 2:6.5 above.

11. Date for Submission of Mid Term Deficient Academic Progress Report

Instructors will submit a deficient academic progress report for undergraduate students no later than five working days after the Mid Term Date for Fall and Spring terms. Deficient academic progress reports will be made available to undergraduate students no later than eight working days after the Mid Term Date for Fall and Spring terms.

12. Date for Submission of Term Grades

Instructors will submit all grades no later than three working days after the last day of final examinations for the term.

13. Date for Entry of Term Grades

The Registrar's Office at each university will enter and verify grades no later than eight working days after the last day of final examinations for the term.

SOURCE:

BOR 1978; BOR July 1971; § 1-5-1, 1974; BOR May 1990; BOR, April 1992; BOR December 1993; BOR January 1996; BOR June 1999; BOR May 2000; BOR May 2001; January 2002; BOR May 2002; BOR December 2002; March 2003; BOR December 2003; BOR May 2004; BOR December 2004; BOR December 2005; BOR March 2006; BOR December 2011; BOR March 2022.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 8 – B
DATE: June 21-22, 2023

SUBJECT

Revised BOR Policy 2:32 – Definition and Assignment of Credit Hours (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:32](#) – Definition and Assignment of Credit Hours

BACKGROUND / DISCUSSION

The Board of Regents system academic staff, working with a large group of stakeholders, have attempted to revise BOR Policy 2:32 – Definition and Assignment of Credit Hours as presented in Attachment I.

As outlined in BOR item 8-A, the process of evaluating the academic calendars included stakeholders from academic leadership, student leadership, registrar, financial aid, and accounts receivable representation. Through the cross-functional, cross-institutional representation, additional outreach by those members included faculty, students (including Student Federation), and athletics. Regents and staff received feedback informally from faculty officers at institutional-specific faculty forums.

In addition, feedback was received from the Academic Affairs Council (AAC) and the Student Affairs Council (SAC) with respect to the academic calendar policy needs. Lastly, a discussion was also held with the Council of Presidents and Superintendents (COPS) on the academic calendars outlined in BOR item 8-C.

With all the feedback on functional and operational needs as well as policy implications, the proposed changes that assign credit and correlate to the academic calendar are reflected in Attachment I include the following:

1. Aligned the structure of the policy to include the more current formatting.
2. Addition of the Definitions section.
3. Addition of the Policy Statements.
4. Addition of the Credit Hour Accepted Standards section with updated language.
5. Addition of the Awarding of Credit section with updated language.

(Continued)

DRAFT MOTION 20230621_8-B:

I move to approve the first reading of the proposed revisions to BOR Policy 2:32 – Definition and Assignment of Credit Hours, as presented.

IMPACT AND RECOMMENDATION

This policy revision enhances and provides more clarity on federal rules and regulations as compared to the current policy. The revised policy development included several stakeholders to ensure that the policy supports the institutions' functional, operational, and policy and governance needs as it connects to the academic calendar.

Most importantly, the definition section was created to further inform students about why and how the academic calendar was developed. In addition, the reference of the code of federal regulations and the accreditation documentation can be found in the policy allowing additional research of the stakeholders and transparency of the policy.

Board academic staff supports the recommended revisions to BOR Policy 2:32 – Definition and Assignment of Credit Hours.

ATTACHMENTS

Attachment I – Revised BOR Policy 2:32 – Definition and Assignment of Credit Hours

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Definition and Assignment of Credit Hours

NUMBER: 2:32

A. PURPOSE

This policy defines credit hours and the methodology used in the assignment of credit hours by the Regental Institutions. This policy is designed to ensure compliance with both federal regulations and the accrediting institution requirements. Federal law will supersede this policy where federal law differs.

~~Credit hours are used by the South Dakota public institutions to calculate, record, and interpret the number of earned credits that students accumulate as they fulfill requirements for degrees, certificates, and other similar academic qualifications. While this unit was developed and continues to be used to measure student work, it must be recognized that this time-on-task based definition is underpinned by the more important concept of student academic learning. Credit hours are assigned for subject mastery demonstrated by a typical student engaged in study for a designated amount of time. Stating this most broadly, credit hours are awarded when a student demonstrates the knowledge, skills, and proficiencies at a level and in a form that meets or exceeds that expected of a typical student after studying for this specified amount of time.~~

B. DEFINITIONS

1. **Contact Hour:** Defined as a measure that represents an hour of scheduled instruction given to students. The Board of Regents requires that for every credit hour, one (1) hour of contact shall be assigned to a course (e.g., a typical three (3) credit hour course, fifteen (15) weeks = forty-five (45) contact hours).

2. **Credit Hour**¹: Under Federal Law, defined as

- a. One (1) hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen (15) weeks for one (1) semester or the equivalent amount of work over a different amount of time; or
- b. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3. **Delivery Method:** Defined as the mode for which a course has been configured to deliver the course content (e.g., Face-to-Face, Online Asynchronous, etc.).

¹ Code of Federal Regulations (CFR), Title 34, Part 600.2

- 4. Institution Accreditation:** Holding accreditation from one (1) of the following regional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education (MSCHE), New England Association of Schools and Colleges (NEASC), Higher Learning Commission (HLC), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC).
- 5. Instructional Method:** Defined as a methodology used to present course content which arranges student learning toward desired course outcomes (e.g., Lecture, Discussion, Lab, etc.).
- 6. Regental Institution:** Defined as one of the six (6) public universities: 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.

C. POLICY STATEMENTS

1. A credit hour is a unit by which an institution measures its coursework. Federal Law² permits an institution to determine the amount of work associated with a credit hour, to consider a variety of delivery methods, instructional methods, measurements of student work, educational experience, outside classroom activity/preparation, disciplines, and degree levels. The credit hour value for a course is determined primarily by the amount of time, the intensity of the educational experience, and the amount of outside preparation required by the student.
2. BOR Policy 2:6 shall provide governance on the required calendar ensuring instructional time is established to meet credit hour and contact hour requirements.
3. Credit hours are used to convey thea length of a program of study (BOR Policy 2:23).

D. CREDIT HOUR ACCEPTED STANDARDS

The following are generally accepted standards in higher education as it relates to credit hour requirements^{3,4}. In general, an equivalent of forty-five (45) hours of work by a typical student is required for each credit hour.

1. At least fifteen (15) contact hours of recitation, lecture, discussion, seminar, or similar experience, as well as a minimum of thirty (30) hours of student homework is required for each credit hour;
2. Laboratory courses with few outside requirements require a minimum of forty-five (45) contact hours for each credit hour;
3. Laboratory courses with moderate out-of-class preparation require a minimum of thirty (30) contact hours for each credit hour;

² [Code of Federal Regulations \(CFR\), Title 34, Part 600.2](#)

³ [HLC Policy on Assignment of Credits](#)

⁴ [HLC Assumed Practices](#)

4. Studio courses must involve at least thirty (30) contact hours and at least fifteen (15) hours of homework for each credit hour;
5. Internships/practica/field experiences must require a minimum of forty-five (45) clock hours of work for each credit hour;
6. Music instruction and specialized types of music performance offerings must conform to the requirement for accreditation of the National Association of Schools of Music;
7. Workshops must involve a minimum of forty-five (45) hours for each credit hour, including a minimum of fifteen (15) contact hours, with the balance of the requirement completed as students fulfill related assignments; and
8. Credit hours for courses delivered using online (distance), hybrid, and other nontraditional modes are assigned based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting.

E. AWARDING OF CREDIT

Each Regental institution must demonstrate that credit hours assigned to the course and awarded to each successful completer are appropriate for the course and for the program. Most commonly, this is demonstrated by documenting that students completing the course have acquired equivalent levels of knowledge, skills, or competencies to those acquired by students in comparable programs of study. Each Regental institution shall have a practice documented to review and audit courses ensuring they meet the institution's accreditor standards.

FORMS / APPENDICES:

None

SOURCE:

BOR June 2011; BOR August 2023.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 8 – C

DATE: June 21-22, 2023

SUBJECT

2027-28, 2028-29, and 2029-30 Academic Calendar Approval

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:6](#) – System Academic Year/Academic Calendar

[BOR Policy 2:32](#) – Definition and Assignment of Credit Hours

[System Academic Calendars](#)

BACKGROUND / DISCUSSION

The Board of Regents approves the academic calendars for the system. Currently, the [approved calendars go through 2026-27](#). The process of evaluating functional, operational, and policy needs requires multiple stakeholder discussions, multiple meeting opportunities, and many informal discussions. The goal was to capture a systemwide needs analysis through meetings, informal discussions, and committee work to best manage academic calendar expectations.

Both informal and formal participation from critical areas includes the following stakeholders:

1. Academic Leadership
2. Student Leadership
3. Faculty
4. Students
5. Financial Aid
6. Academic Records
7. Accounts Receivable
8. Athletics

All feedback through this process was provided to the Academic Affairs Council (AAC) and the Student Affairs Council (SAC). The final draft was provided to the Council of Presidents and Superintendents (COPS). Every council provided feedback and changes, including COPS.

(Continued)

DRAFT MOTION 20230621_8-C:

I move to approve the system academic calendars for 2027-28, 2028-29, and 2029-30 academic years, as presented.

The critical aspect of academic calendar approval is the timeline. The academic calendars impact processing in the system student information system (SIS). In addition, institutions are scheduling many activities for the future academic years.

This academic calendar is tightly paired with both BOR item 8-A and BOR item 8-B. With the approval of the new revised policies, it further supports the proposed academic calendars. Specifically, federal financial aid requirements drive the instructional activity, contact hours, and the definition of non-academic activity.

IMPACT AND RECOMMENDATION

The academic calendars as presented in Attachments I, II, and III have been evaluated by several sub-committees including, the Academic Affairs Council, the Student Affairs Council, and the Council of Presidents and Superintendents.

Board academic staff supports the recommendation to approve the 2027-28, 2028-29, and 2029-30 system academic calendars.

ATTACHMENTS

Attachment I – System Academic Calendar 2027-2028

Attachment II – System Academic Calendar 2028-2029

Attachment III - System Academic Calendar 2029-2030

2027 - 2028

BOR Policy 2:6 governs the system academic calendar.

August 2027						
S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

January 2028						
S	M	T	W	T	F	S
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	10	11	12	13	14	
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	31					

June 2028						
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	19	20	21	22	23	
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September 2027						
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	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		

February 2028						
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	14	15	16	17	18	
	21	22	23	24	25	
	28	29				

July 2028						
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	24	25	26	27	28	
	31					

October 2027						
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March 2028						
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	13	14	15	16	17	
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August 2028						
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	7	8	9	10	11	
	14	15	16	17	18	
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	28	29	30	31		

November 2027						
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	8	9	10	11	12	
	15	16	17	18	19	
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April 2028						
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	17	18	19	20	21	
	24	25	26	27	28	

NOTE: Classes will be held on Tuesday evening preceding the Thursday Thanksgiving holiday.

December 2027						
S	M	T	W	T	F	S
			1	2	3	
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May 2028						
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	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

78 Class Days**77 Class Days**

Weekends - Classes may be scheduled when designated on the syllabus at the beginning of the term or in the Course catalog at the point of registration.

State Holiday - Recognized federal/state holidays where no class or course assignments are scheduled.

Class Day - Dates within the academic term that align with traditional course delivery.

Final Exam Period - Dates designated for the delivery of final examination or completion of course assignments to conclude the term.

Non-class Days - Designated dates where no class or course assignments are to be scheduled.

Census Day - Designated as the first 10% of the calendar days for the Term.

Final Withdrawal Date - Designated as the last Date to Withdraw at 70%.

2028 - 2029

BOR Policy 2:6 governs the system academic calendar.

August 2028						
S	M	T	W	T	F	S
		1	2	3	4	
	7	8	9	10	11	
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January 2029						
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June 2029						
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September 2028						
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February 2029						
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July 2029						
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October 2028						
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March 2029						
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August 2029						
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November 2028						
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April 2029						
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NOTE: Classes will be held on Tuesday evening preceding the Thursday Thanksgiving holiday.

December 2028						
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May 2029						
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Census Day - Designated as the first 10% of the calendar days for the Term.

Final Withdrawal Date - Designated as the last Date to Withdraw at 70%.

2029 - 2030

BOR Policy 2:6 governs the system academic calendar.

August 2029						
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January 2030						
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June 2030						
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September 2029						
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February 2030						
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July 2030						
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October 2029						
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March 2030						
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August 2030						
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November 2029						
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April 2030						
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NOTE: Classes will be held on Tuesday evening preceding the Thursday Thanksgiving holiday.

December 2029						
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May 2030						
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	13	14	15	16	17	
	20	21	22	23	24	
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SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 8 – D

DATE: June 21-22, 2023

SUBJECT

Statewide Nursing Proposal for Uniform Articulation Agreement between the Board of Regents and the Board of Technical Education

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:5](#) – Seamless Transfer of Credit

[BOR Policy 2:5:2](#) – External Accredited Institution Transfer

[SDBOR Strategic Plan](#)

BACKGROUND / DISCUSSION

As provided in the current Strategic Plan, the mission of the Board of Regents is to “provide an excellent, efficient, accessible, equitable, and affordable public university and special schools system that improves South Dakota’s overall educational attainment and research productivity, while enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities”.

Goal 2 of the strategic plan is Access and Affordability and one of the objectives outlined includes seamless transfer by increasing enrollments through improved access to bachelor degree programs for students with earned credits from technical and community colleges. Since January of 2022, the Board of Regents academic affairs staff have been meeting with the Board of Technical Education (BOTE) academic programming staff. As a leadership team both the academic vice presidents of the universities and the technical colleges meet annually in April to discuss progress, opportunities, and identifying areas of enhancing their partnership.

In April of 2022, that leadership team identified the desire to move toward a statewide nursing agreement. Through a LEAN process of improvement, Lake Area Technical College, Mitchell Technical College, Southeast Technical College, and Western Dakota Technical College partnering with South Dakota State University and the University of South Dakota nursing deans and department heads have developed a statewide nursing articulation agreement presented as Attachment I.

(Continued)

DRAFT MOTION 20230621_8-D:

I move to approve the statewide uniform articulation agreement in nursing between the Board of Regents and Board of Technical Education.

This team set the stage for future work that may be developed through fostering and facilitating workforce development needs in healthcare specific to Registered Nursing and the Bachelor of Science in Nursing. Both degrees are critical; the work before the Board of Regents today shows a partnership allowing a pipeline of student pathways and stackable credentialing options for students.

The technical colleges and university staff and their administration should be applauded for their dedication to the state of South Dakota and specifically to workforce development.

IMPACT AND RECOMMENDATION

The BOR Strategic Plan specifically documents the importance of access and affordability which connects directly with the work of seamless transfer. In addition, Goal 4 of the Strategic Plan encourages partnerships to engage workforce needs. The attached recommended articulation agreement meets several objectives outlined for seamless transfer and workforce development in nursing.

The Board of Technical Education met in May of 2023 and approved the agreement.

Board staff approve the proposed agreement.

ATTACHMENTS

Attachment I – Statewide Nursing Proposal for Uniform Articulation Agreement between the Board of Regents and the Board of Technical Education

UNIFORM ARTICULATION AGREEMENT

BETWEEN

**SOUTH DAKOTA BOARD OF REGENTS
RN TO BSN PROGRAMS**

AND

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
LPN-RN DEGREE NURSING PROGRAMS**

Approved by the South Dakota Board of Regents on XX/XX/XXXX
Approved by the South Dakota Board of Technical Education on XX/XX/XXXX

DRAFT

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE**TABLE OF CONTENTS**

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UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE**I. BACKGROUND**

The Future of Nursing 2020-2030 Report: *Charting a Path to Achieve Health Equity* from the National Academy of Medicine emphasizes that strengthening the nursing workforce is one of the key methods to enhance health and healthcare equity (2021, <https://nam.edu/publications/the-future-of-nursing-2020-2030/>). This report builds upon the seminal 2010 Future of Nursing Report: *Leading Change, Advancing Health* which included the recommendations that the percentage of nurses who hold a baccalaureate degree or higher be increased to 80%. The report cited the importance of education in health policy, leadership, and systems thinking in Bachelor of Science (BSN) nursing programs as critical to the advancement of health within communities. Additionally, BSN-prepared nurses have skills that support research, and evidence-based practice, and are prepared to care for complex demands both within and outside a hospital setting (2011, <https://pubmed.ncbi.nlm.nih.gov/24983041/>).

To date, the 80% goal of a baccalaureate-prepared nursing workforce has not been achieved. Time, money, and work-life balance limit the opportunities for associate-degree-prepared registered nurses (RNs) to attain a BSN degree. Nonetheless, the goal of achieving a nursing workforce with an educational attainment of BSN or higher remains important, and continuing efforts to advance the number of nurses holding at least a BSN remains relevant (2021, Future of Nursing 2020-2030).

There have been a number of attempts to assist South Dakota nurses to advance their education, however, the outcomes have been less substantive than desired. The Future of Nursing Report (2011) recommended nurses should achieve higher levels of education through an improved education system that promotes seamless academic progression (Future of Nursing, 2011).

There are articulation agreements at the South Dakota Board of Regents (SDBOR) system level and between individual technical colleges, however, there is not a uniform, statewide agreement on the general education and nursing prerequisite courses required for RNs to complete the BSN degree within the state-funded institutions. This is a barrier for licensed nurses who plan to apply to more than one RN to BSN program since they cannot do so without taking additional, often duplicative courses. The development of a single list of required courses acceptable to both the SDBOR and South Dakota Board of Technical Education (SDBOTE), and their corresponding nursing programs, would smooth the educational pathway for nurses who have earned RN degrees in nursing in South Dakota and wish to complete BSN degrees within the SDBOR system.

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE

II. PURPOSE AND RATIONALE

This document presents a uniform, statewide academic progression agreement promoting educational advancement opportunities for RNs moving between South Dakota's public technical colleges and universities. This agreement applies to general education and nursing prerequisite courses that are acceptable to all state-funded RN to BSN programs. Students who follow the progression degree plan meet the entrance requirements at SDBOR baccalaureate nursing programs. Students may then apply to any of these programs without taking additional or duplicative courses. The institutions participating in this agreement include:

Board of Technical Education:

Lake Area Technical College (LATC)
 Mitchell Technical College (MTC)
 Southeast Technical College (STC)
 Western Dakota Technical College (WDTC)

Board of Regents:

South Dakota State University (SDSU)
 University of South Dakota (USD)

This agreement supports the stated goals of the SDBOTE and the SDBOR to create seamless opportunities for students across programs. This agreement advances these goals by reducing barriers that currently exist for associate degree-prepared RNs who wish to earn BSN degrees. This agreement creates a seamless and consistent transfer process for technical college nursing students. This coordinated approach should increase RN to BSN graduation and retention rates for RNs who enroll in state-funded BSN completion programs. Upon achieving their BSN degree, RNs may also continue their education by seeking master's and/or doctoral degrees.

This agreement also serves South Dakota's workforce needs as described in the 2010 Institute of Medicine report *The Future of Nursing: Leading Change, Advancing Health*. According to the Future of Nursing Action Coalition, increasing the proportion of nurses with a baccalaureate or higher degree to 80% by 2025 should:

- Improve health outcomes for South Dakotans through a higher-educated nursing workforce;
- Expand consumer access to primary care through an increased number of advanced practice nurses; and
- Increase the critical pipeline of faculty to prepare an adequate nursing workforce for the future.

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE**III. POLICIES**

The RN to BSN Articulation Agreement, hereinafter referred to as either agreement or “RN to BSN AA,” is between the SDBOTE and the SDBOR. This agreement applies only to the participating institutions and programs outlined in Appendix A. The RN to BSN AA applies to all technical college nursing students who enter a nursing program after the effective date of this agreement and successfully complete a Diploma in Licensed Practical Nursing (LPN) and an Associate in Applied Science (AAS) in Registered Nursing from an SDBOTE institution. The Nursing Coalition Transfer Committee (NCTC) oversees refinements and changes in the regulations. The RN to BSN AA takes precedence over bilateral articulation agreements established between constituent institutions of the SDBOR and the SDBOTE, including the individual technical colleges. Institutional agreements conflicting with the RN to BSN AA are not permitted.

A. Nursing Coalition Transfer Committee (NCTC)

The NCTC shall interpret and make changes to the RN to BSN AA. The NCTC is a ten (10) member co-chaired committee appointed by the executive leadership in the SDBOTE and SDBOR systems. The composition of the NCTC is outlined in Appendix B. The NCTC’s purpose is to evaluate consistent transfer outcomes as a result of this RN to BSN AA and address student appeals when they arise related to such transfer. Questions concerning the RN to BSN AA must be directed to the appropriate institution’s chief nurse administrator with an explanation of the institutional policy that may be in conflict with the RN to BSN AA. The chief nurse administrator shall forward such disputes to the NCTC for resolution. For further details, see Appendices B and C.

B. Transfer Credit Appeal

Participating institutions shall follow the same procedures for determining allowable transfer credit from an SDBOTE program to an SDBOR program. If an RN to BSN student believes a participating institution has not honored the terms of this agreement, and seeks to appeal, the student shall follow the RN to BSN Transfer Credit Appeal Process as outlined in Appendix D. Each participating institution in this agreement shall provide instructions for the appeal process on its website.

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE**IV. REGULATIONS****A. Transfer of Credits**

The RN to BSN AA establishes the procedures governing the transfer of credits for students who graduate from a participating technical college LPN and RN program and apply to an RN to BSN program at a participating university. The RN to BSN AA does not address admission to a participating technical college program.

1. Eligibility

To be eligible for the transfer of credits under the RN to BSN AA, an applicant must:

- a. Enter a participating university nursing program on or after the effective date of this agreement; and
- b. Earn an LPN Diploma and an RN AAS from a participating technical college with a GPA of at least 2.0; and
- c. Earn a grade of “C” or better in all RN to BSN AA courses.

To use the RN to BSN AA effectively, students should follow the prescribed course list set out in the agreement (see Appendix E).

2. Procedures Governing Student Transfer

- a. The RN to BSN AA enables an RN who has graduated from a participating technical college nursing program to complete a common list of courses that meet the entrance requirements at all RN to BSN programs at the participating universities.
- b. A student who completes a nursing program at a participating technical college with a GPA of at least 2.0 and a grade of C or better in the RN to BSN AA courses listed in Appendix E and holds a current unrestricted license as a RN in SD, or holds a RN license with ‘multi-state privilege’ from a state that is part of the Enhanced Nurse Licensure Compact, will have fulfilled a majority of the SDBOR institutions’ lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of her or his choice.
- c. A student who has completed the AAS degree or is enrolled in an AAS program, but has not yet passed the NCLEX-RN exam, may enroll in non-clinical NURS courses at the university level prior to receiving RN licensure.
- d. Upon admission to a participating university and completion of the AAS degree at a participating technical college, a student shall receive at least 78 semester hours of academic credit. Refer to Appendix E for details. A range of 30-42 credits will be completed at the SDBOR institution. See Appendix F for details.
- e. Additional credit for nursing course (NUR) content taken as a part of the AAS degree program is awarded by a university after an RN student has successfully completed a minimum of one and maximum of two university level nursing courses. For details, see Appendix E - Block 4.
- f. A student who earns less than a “C” grade in a course that is not a requirement of the five block degree plan shall still meet the provisions of the RN to BSN AA, provided the student meets all other requirements.

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE

- g. A student who completes the RN to BSN AA designated courses included in this degree plan shall receive credit for all courses completed with a grade of “C” or higher.

3. *Certification of Transfer Component Courses and Nursing Program Completion*

Certification of completion of the AAS degree in Nursing and transcript identification of the transferrable general education courses are the responsibility of the participating technical college at which the courses were completed. Students who have not met the terms of this agreement shall complete the receiving institution’s general education requirements and have their transcripts evaluated on a course-by-course basis. Any coursework that has been accepted at a participating technical college to have satisfied programmatic requirements for the RN track will satisfy the block requirements of the participating university.

B. Compliance Procedures

The NCTC is charged with ensuring compliance of institutional policies and practices regarding the RN to BSN AA. The NCTC committee shall meet at least once per semester and as needed if concerns arise. The NCTC will report its findings to the chief nursing administrators and chief academic officers of SDBOTE and SDBOR institutions.

C. Effective Date of Agreement

A student who begins an AAS program in registered nursing at a participating technical college in Fall 2024 or later shall be eligible for the transfer of credits under the RN to BSN AA.

A student who entered or completed an AAS program in registered nursing at a participating technical college prior to Fall 2024 is subject to the conditions in place at the individual institutions at the time of their original enrollment (as long as the student has been continually enrolled) or degree completion.

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE**APPENDICES****APPENDIX A: PARTICIPATING PROGRAMS****SDBOTE LPN & RN Programs**

Lake Area Technical College (LATC)
Mitchell Technical College (MTC)
Southeast Technical College (STC)
Western Dakota Technical College (WDTC)

SDBOR RN to BSN Programs

South Dakota State University (SDSU)
University of South Dakota (USD)

DRAFT

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE**APPENDIX B: NURSING COALITION TRANSFER COMMITTEE (NCTC)
MEMBERSHIP**

NCTC members shall serve three-year, staggered terms. Some initial appointments may be for 1 or 2 years to allow for staggering of terms with the ability to serve consecutive terms thereafter.

NCTC shall have co-chairs, one from the SDBOTE membership and one from the SDBOR membership. Co-chairs shall be elected by the membership and shall serve staggered terms.

SDBOTE Members:

- Five representatives including:
 - One representative from the SDBOTE system office, or designee, appointed by the SDBOTE executive director.
 - One representative from each participating technical college, appointed by the technical college president.

SDBOR Members:

- Five representatives including:
 - One representative from the SDBOR system office, or designee, appointed by the SDBOR executive director.
 - Two representatives from each participating university, appointed by the university president.

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE**APPENDIX C: NURSING COALITION TRANSFER COMMITTEE (NCTC)
PROCEDURES**

Articulation between the SDBOTE and SDBOR is a dynamic process. To ensure the relevancy of the RN to BSN AA, occasional modifications to this agreement may be necessary. These modifications may include the addition, deletion, and/or revision of courses on the transfer list. The NCTC shall receive requests for modification only upon the recommendation of a chief nursing administrator at a participating technical college or university. Additions, deletions, and modifications may be subject to faculty review under the direction of the NCTC. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action. Decisions made by the NCTC must be consistent with all pertinent accreditation standards. Approval of a requested action requires a majority of the present NCTC members voting in favor of the action.

Addition of Courses to the Transfer List

Additions to the RN to BSN AA transfer list may be recommended by a participating institution through the following process:

1. The chief nursing administrator at a participating technical college or university shall submit a written request for the addition of a specific course as a general education, a pre-major, or elective to the chief academic officer (CAO) of their college or university. That CAO submits a written request for inclusion on the transfer list to the SDBOR CAO. That individual will consult with the CAO of the SDBOTE.
2. The CAO of either system may submit the request for action to the NCTC a minimum of thirty (30) days prior to the next NCTC meeting.
3. The NCTC reviews the request. The NCTC will record its action and rationale and provide its recommendation to the SDBOTE and SDBOR CAOs.
4. The SDBOTE and SDBOR CAOs shall route the request through the curriculum review and approval process specified in SDBOTE and SDBOR policy.
5. The SDBOTE Office and/or the SDBOR System Office will distribute notification of action to all the participating colleges or universities.

Deletion of a Course from the Transfer List

The chief nursing administrator at a participating technical college or university may request a course be removed from the RN to BSN AA transfer list by following similar procedures as outlined in items 1-5 in the *Addition of Courses to the Transfer List*.

Change in the Designation of a Course

The chief nurse administrator at a participating technical college or university may request a change in the pretitle, content, or learning outcomes of a course included in the RN to BSN AA block transfer, as articulated in Appendix E, by sending the request and rationale to the CAOs of the two systems. Either of the system CAOs may submit the request to the NCTC for action.

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE**APPENDIX D: RN TO BSN ARTICULATION AGREEMENT TRANSFER CREDIT
APPEAL PROCEDURE**

If a student from a participating technical college believes the terms of the RN to BSN AA have not been honored by a SDBOR institution to which the student has been admitted, the student may invoke the appeal process as outlined by the SDBOR policy 2.5

www.sdbor.edu/policy/documents/2-5.pdf

Steps in Filing an Appeal*Step #1:*

- **By the last day of classes of the first semester for which admission is offered**, the student shall submit an RN to BSN Transfer Credit Appeal Form along with any supporting documentation to the campus designee at the SDBOR campus to which the student has been admitted. Students first enrolling at the SDBOR institution in a summer session shall submit their appeal by the end of the subsequent fall semester.
- The student shall specify on the appeal form the specific RN to BSN AA the reason for the appeal, including course(s) involved in the appeal and the solution the student is seeking.
- The campus designee shall review the appeal and respond in writing (email or letter) to the student within 15 business days.

Step #2:

- If the student is not satisfied with the decision of the campus designee, the student may appeal on the same form to the Chief Academic Officer (Provost) of the specific SDBOR University within 15 days of written notice of the director's decision.
- The Provost shall review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #3

- If the student is not satisfied with the decision of the Provost, the student may appeal to the NCTC subcommittee, composed of the Co-chairs, a representative from the SDBOR Board Office, and a representative from the Technical Colleges. The student shall submit the appeal to the subcommittee within 15 days of the receipt of the Provost's decision. The appeal to the NCTC subcommittee must be sent to:
SDBOR-GA Nursing Coalition Transfer Committee RN to BSN AA Appeal
306 E. Capitol Avenue, Suite 200
Pierre, SD 57501
- If a consensus is reached by the subcommittee, the student shall be notified within 15 business days. If a consensus resolution is not reached, the subcommittee shall forward the appeal to the full NCTC within 10 business days. The NCTC shall review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE**RN TO BSN TRANSFER CREDIT APPEAL PROCEDURE****South Dakota Board of Regents and South Dakota Board of Technical Education****Section 1: Student Information**

(*to be completed by the student submitting the form)

- The completed form and any supporting documentation must be submitted to the SDBOR institution's Director of Admission by the last day of classes of the first semester for which admission is offered or by the end of the subsequent fall semester for students enrolling in the summer.
- Students must specify the nature of the appeal and cite the specific RN to BSN articulation agreement language that is in contention. Appeals that do not include this information cannot be considered.

Last Name: _____ First: _____ MI: _____

Address: _____
(Number and Street) (City) (State) (Zip)Telephone: _____ Email: _____
(Area code/Number)

Technical College from which AAS was earned: _____

SDBOR institution offering admission: _____ beginning (semester/yr.) _____

Section 2: Basis of the Appeal

State the concern(s), citing specific language in the RN to BSN articulation agreement that is applicable to the contention. Attach RN to BSN articulation agreement supporting documents.

Student Signature: _____ Date _____

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE**APPENDIX E: BLOCK DEGREE PLAN WITH TRANSFER COURSE LIST****System General Education Requirement (SGR) Block: 18 Credits**

Consists of certain prerequisite nursing courses that are (or will be) taken as a part of a participating technical college AAS nursing program. The courses are:

Course Category	Transferable courses	Credits
SGR #1	ENGL 101	3
SGR #3	PSYC 101 and one of SOC 100, SOC 150 or SOC 250	6
SGR #5	MATH 103, MATH 114 or higher	3
SGR # 6	CHEM 106/L and either MICR 231/L or BIOL 231/L	6

Nursing Block: 60 Credits

Credit will be given for the following:

- Completion of Diploma in Licensed Practical Nursing and Associate of Applied Science in Registered Nursing at a participating technical college
- Competencies established in associates degree
- Nursing major coursework
- Clinical hours (288 hours) provided in all four (4) spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative and restorative care, and hospice/palliative/supportive care)

Total Credits Awarded from SGR Block and Nursing Block: 78 Credits**Notes:**

- Additional credit may be awarded for additional coursework.
- Cannot exceed 90 transfer credits (A minimum of 30 credits must be completed at SDSU or USD)
- Applies ONLY to students who complete BOTH their LPN and RN at a SDBOTE institution

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE**APPENDIX F: REMAINING REQUIREMENTS TO BE FULFILLED AT SDBOR INSTITUTION**

Baccalaureate Block consists of remaining SGRs and RN to BSN coursework:

- Remaining SGR Requirements:
 - SGR #1: 3 credits
 - SGR #2: 3 credits
 - SGR #4: 6 credits
- RN to BSN Major Coursework:
 - 30 credit curricula

DRAFT

UNIFORM ARTICULATION AGREEMENT: SDBOR & SDBOTE**APPENDIX G: SIGNATORIES****SOUTH DAKOTA BOARD OF
REGENTS**

Tim Rave
President

Date:

SOUTH DAKOTA STATE UNIVERSITY

Dr. Barry H. Dunn
President

Date:

UNIVERSITY OF SOUTH DAKOTA

Shelia K. Gestring
President

Date:

**SOUTH DAKOTA BOARD OF
TECHNICAL EDUCATION**

Dana J. Dykhouse
President

Date:

LAKE AREA TECHNICAL COLLEGE

Tiffany Sanderson
President

Date:

MITCHELL TECHNICAL COLLEGE

Mark Wilson
President

Date:

SOUTHEAST TECHNICAL COLLEGE

Robert Griggs
President

Date:

**WESTERN DAKOTA TECHNICAL
COLLEGE**

Dr. Ann Bolman
President

Date:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 8 – E
DATE: June 21-22, 2023

SUBJECT

New Undergraduate Certificate: BHSU, DSU, NSU, SDSMT, SDSU & USD – Basic Spanish Language Proficiency (Undergraduate)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

All six regental universities request authorization to offer an undergraduate certificate in Basic Spanish Language Proficiency. The proposed certificate was the result of a collaborative workgroup comprised of Spanish faculty from each university. The certificate may be completed at any university. The purpose of the proposed certificate is to mark students' achievements in acquiring Spanish language at the basic level. The academic field in this certificate is elementary and intermediate language study, with a focus on developing all modes of language production: speaking, listening, writing, and reading in an everyday context. The certificate program seeks to attract undergraduate students pursuing majors in fields in which a demonstrable degree of language ability and intercultural competency would be beneficial, but would also be available as a stand-alone certificate for those already in the workforce.

IMPACT AND RECOMMENDATION

The certificate will be offered both on campus and online. The certificate does not require new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: BHSU, DSU, NSU, SDSMT, SDSU & USD – Basic Spanish Language Proficiency

DRAFT MOTION 20230621_8-E:

I move to authorize BHSU, DSU, NSU, SDSMT, SDSU, and USD to offer an undergraduate certificate in Basic Spanish Language Proficiency, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

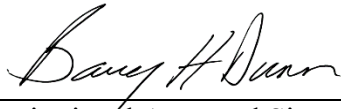
UNIVERSITY:	BHSU, DSU, NSU, SDSMT, SDSU, USD
TITLE OF PROPOSED CERTIFICATE:	Basic Spanish Language Proficiency Certificate
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	16.0905
UNIVERSITY DEPARTMENT:	BHSU: School of Arts & Humanities DSU: Department of Language NSU: Department of English, Communication & Global Languages SDSMT: Department of Humanities & Social Sciences SDSU: School of American & Global Studies USD: Modern Language Linguistics
BANNER DEPARTMENT CODE:	BHSU: BSAH DSU: DLAN NSU: SNECL SDSMT: MHSS SDSU: SSAG USD: UMLL
UNIVERSITY DIVISION:	BHSU: College of Liberal Arts DSU: College of Arts & Sciences NSU: College of Arts & Sciences SDSMT: College of Science & Letters SDSU: College of Arts, Humanities, & Social Sciences USD: College of Arts & Sciences
BANNER DIVISION CODE:	BHSU: 6A DSU: 8A NSU: 5A SDSMT: 4L SDSU: 3S USD: 2A

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

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate 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.



Institutional Approval Signature

President or Chief Academic Officer of the University

5-1-23

Date

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

Undergraduate Certificate ☒

Graduate Certificate ☐

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

The purpose of the Basic Spanish Language Proficiency Certificate is to mark students’ achievements in acquiring Spanish language at the basic level. The academic field in this certificate is elementary and intermediate language study, with a focus on developing all modes of language production: speaking, listening, writing and reading in an everyday context.

3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Black Hills State University, Northern State University, South Dakota State University, and University of South Dakota offer majors and minors in Spanish. Dakota State University is authorized to offer a minor in Spanish. South Dakota School of Mines and Technology does not offer a major or minor in this field. While modern languages are not programs aligned with the explicit mission of either university, the certificate program will provide a credential that demonstrates basic language proficiency in Spanish which can be relevant to people working in all fields, including science, technology, and engineering. The certificate fits with the South Dakota Board of Regents strategic plan goal of increasing student success and workforce alignment.

4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. 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.

This certificate considers the input provided by several South Dakota based industries (e.g., Tyson, Bel Brands, Hilltop Dairy) with highly diverse workforces. Such diverse organizations require college graduates with some degree of intercultural knowledge and practical Spanish language skills to interact more appropriately and effectively with Spanish-speaking workers in professional settings, so they are able to bridge cultural differences and identify commonalities in values, expectations, beliefs and practices.

Although the South Dakota Department of Labor does not maintain statistics on the internationalization of the state’s workforce by immigrants specifically, a variety of non-profits

provide reliable data that verifies the increases in the number of immigrants seen by Tyson and other industries. This increase is seen not only among agricultural and meat-processing workers, but also among business owners and STEM professionals. Nationally, the Hispanic population in the United States stands at 18.5%, with 4.4% of the population in South Dakota being of Hispanic origin (third largest ethnic group in the state).¹ The overall growth rate of the Hispanic population in South Dakota between 2010-2019 has been 66%, according to the Pew Research Center.²

The growing presence of Hispanic immigrants in the workforce is confirmed by the U.S. Bureau of Labor Statistics, which reports that Hispanics accounted for nearly half of the foreign-born labor in the United States in 2021.³

As a result of increases in foreign-born skilled and unskilled workers and of Hispanics in particular, the need for some functional language knowledge and some degree of intercultural competence in the workplace has risen and studies increasingly point to intercultural competence as one of the common traits of the most productive companies and business teams.⁴ Chambers of commerce all over the U.S. are launching policy initiatives to improve communication and integration in workplaces in both large and small cities, which have motivated companies from Bank of America to American Airlines to Coca Cola to increase their efforts to attract and support Hispanics workers.⁵ This certificate will provide students working in a wide variety of disciplines the necessary knowledge and skills to succeed in a diverse and multicultural workforce.

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

The certificate program seeks to attract undergraduate students pursuing majors in fields in which a demonstrable degree of language ability and intercultural competency would be beneficial. This applies to all students who may find themselves entering professional fields in which they will be interacting with Spanish speaking customers and providers. The certificate will be open to all majors and will be particularly relevant for majors in business, engineering,

¹ U.S. Census Bureau, "U.S. Hispanic Population Growth." Aug. 11, 2020 <https://www.census.gov/library/visualizations/2020/comm/us-hispanic-population-growth.html>; "Racial and Ethnic Diversity in the United States: 2010 Census and 2020 Census." Aug. 12, 2021 <https://www.census.gov/library/visualizations/interactive/racial-and-ethnic-diversity-in-the-united-states-2010-and-2020-census.html>

² <https://www.pewresearch.org/fact-tank/2020/07/10/hispanics-have-accounted-for-more-than-half-of-total-u-s-population-growth-since-2010/>

³ Jens Manuel Krogstad, "Hispanics have accounted for more than half of total U.S. population growth since 2010," *Pew Research Center* 07/10/2020 <https://www.bls.gov/news.release/pdf/forbrn.pdf>; Mitra Toossi, "Spotlight on Statistics: A look at the future of the U.S. labor force to 2060," US Bureau of Labor Statistics. September 2016 <https://www.bls.gov/spotlight/2016/a-look-at-the-future-of-the-us-labor-force-to-2060/home.htm>; US Bureau of Labor Statistics, "Monthly Labor Review," June 2016 <https://www.bls.gov/opub/mlr/2016/article/pdf/labor-market-will-shape-us-economy-in-years-to-come.pdf>

⁴ Dianne M. Hofner, "Productive Behaviors of Global Business Teams," *International Journal of Intercultural Relations* 20, no. 2 (1996): 227-59; <http://www.sciencedirect.com/science/article/pii/0147176795000437> Jennifer Waldeck, et al. "Communication in a Changing World: Contemporary Perspectives on Business Communication Competence." *Journal of Education for Business* 87: (2012) 230-24. <http://eds.b.ebscohost.com/excelsior.sdstate.edu/eds/pdfviewer/pdfviewer?vid=2&sid=d227af09-2c0f-41b4-bf51-8be5942cfd82@sessionmgr101&hid=119>

Angelica-Nicoleta Neculaesei. "Intercultural Competence: Between Desirability and Necessity." *Cross-Cultural Management Journal* 18.1 (2016): 7-16.

⁵ <https://ripplematch.com/career-advice/companies-with-standout-initiatives-to-support-their-hispanic-and-latino-employees-7cf9443b/>

agriculture, health care, and education.

6. Certificate Design

A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

Yes. The certificate is designed to provide a credential that demonstrates basic language proficiency in Spanish which can be relevant to people working in fields such as agriculture, health care, law enforcement, social services, legal services, construction management, dairy, landscaping, retail, etc.

B. Is the certificate a value added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.

Yes. This certificate adds an additional credential to students majoring or minoring in several majors/programs in which communication with modern non-English language populations can be vital, including business, engineering, agriculture, health care, and education.

C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.

Yes. The certificate would be stackable toward an undergraduate degree in Spanish.

7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form). Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
SPAN	101	Introductory Spanish I	N/A	4	No
SPAN	102	Introductory Spanish II	SPAN 101	4	No
SPAN	201*	Intermediate Spanish I	SPAN 102	3	No
SPAN	202*	Intermediate Spanish II	SPAN 201	3	No
Subtotal				14	

The proposed Basic Spanish Language Proficiency Certificate is collaborative with BHSU, DSU, NSU, SDSMT, SDSU, and USD. Five universities are approved to offer all four courses that comprise the certificate. SDSMT is not currently authorized to offer SPAN 201 or SPAN 202. A request for authorization to offer these common courses is forthcoming and includes support from the Regental schools.

Note on credit hour deviation: The credit hour total exceeds 12 credits only because the beginning language classes are 4-credit courses. Four language courses (SPAN 101, SPAN 102, SPAN 201, SPAN 202) are required for the certificate to meet discipline standards for basic proficiency. The American Council on the Teaching of Foreign Languages (ACTFL) advises that the completion of courses through the 202 level allows students to develop proficiency at the Intermediate-Low level.

The ACTFL defines Intermediate-Low Proficiency as:

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

8. Student Outcome and Demonstration of Individual Achievement.

Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.

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

At the completion of the certificate in Basic Spanish Language Proficiency students will be able to:

- Demonstrate ability up to the intermediate low proficiency level in oral and written Spanish.
- Demonstrates introductory awareness of and respect for differences in cultural perspectives, behavior, and languages (the “3 Ps”: perspectives, practices, products).

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.

Individual Student Outcome	Program Courses that Address the Outcomes			
	SPAN 101	SPAN 102	SPAN 201	SPAN 202
Students will demonstrate ability up to the intermediate low proficiency level in oral and written Spanish.	X	X	X	X
Students will demonstrate introductory awareness of and respect for differences in cultural perspectives, behavior, and languages (the “3 Ps”: perspectives, practices, products).	X	X	X	X

9. 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 program through distance technology (e.g., as an on-line program)?**

	Yes/No	Intended Start Date
On campus	Yes	2023-2024 Academic Year

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	BHSU – Rapid City and USD - Sioux Falls	2023-2024 Academic Year

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	001-Face-to-Face, Term Based; 002-Hyflex; 003-Hyflex Synchronous; 015-Online Asynchronous Term Based; 018-Online Synchronous; 020-DDN Receive Site; 025-DDN Host/Send Site; 030-Blended/Hybrid;	2023-2024 Academic Year
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 certificate 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	Yes	S15-Online Asynchronous Term	2023-2024 Academic

(online/other distance delivery methods)		Based	Year
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SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 8 – F (1)

DATE: June 21-22, 2023

SUBJECT

New Program Request – NSU – BSEd in Secondary Education

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a BSEd in Secondary Education. The BSEd in Secondary Education will provide students with a solid understanding of the discipline through theoretical and practical components of the curriculum. The proposed program will include seven specializations, including: social studies, history, science, chemistry, biology, math, and English. Students will be trained to be knowledgeable of their academic discipline and to create environments that will support the teaching and learning process in their content area. The flexible course delivery options are designed to meet the student’s professional needs. The BSEd in Secondary Education is part of the SD Teacher Apprenticeship Pathway to encourage and support paraprofessionals to become licensed teachers in South Dakota.

The Intent to Plan request was approved by the Executive Director, and included as an informational item at the [May 2023](#) Board meeting.

IMPACT AND RECOMMENDATION

A summary of the program proposals has been included as Attachment I. Additional information on this proposal is available from the Board office by request.

ATTACHMENTS

Attachment I – New Program Request Summary – NSU – BSEd in Secondary Education

DRAFT MOTION 20230621_8-F(1):

I move to authorize NSU to offer a BSEd in Secondary Education, as presented.

Full Proposal – BSED Secondary Education Northern State University

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of conferred teaching degrees while also providing opportunities for people currently employed as paraprofessionals in South Dakota.

Program Description:

Northern's BSEd Secondary Education provides students with a solid understanding of the discipline through theoretical and practical components of the curriculum. With 7 specializations available (social studies, history, science, chemistry, biology, math, and English), students are trained to be knowledgeable of their academic discipline and to create environments that will support the teaching and learning process in their content area. The flexible course delivery options are designed to meet the student's professional needs. The program is part of the SD Teacher Apprenticeship Pathway to encourage and support paraprofessionals to become licensed teachers in South Dakota.

Strategic Impact –

NSU Strategic Impact: The primary purpose of Northern State University is the preparation of elementary and secondary teachers. The region, state, and nation face an emergency teacher shortage, specifically at the secondary level. The extreme urgency in providing highly qualified secondary teachers has been heightened by post-pandemic learning loss and the reality of the labor market, resulting in the need for creative problem-solving. NSU's unique mission focuses on E-Learning and serving South Dakota, the region, and the nation. The development of a flexible (online and HyFlex) secondary education program elevates NSU's mission by combining E-Learning opportunities, a response to the teacher shortage crisis, and an innovative program that will open the profession to a broader pool of candidates.

BOR Strategic Impact: In December 2022, there were 176 statewide teacher openings which included 106 secondary, 36 special education, and 34 elementary (<https://teacher.asbsd.org/Jobs/Search>). The South Dakota Board of Regents Critical Needs Scholarship Board defines the following content areas as critical: K-12 Special Education, High School CTE, Secondary Language Arts, High School Math, High School Science, Secondary World Language, English as a New Language, and K-12 Music (<https://www.sdbor.edu/student-information/scholarships/CTNS/Pages/Critical-Teaching-NeedsScholarship-FAQ.aspx>). The South Dakota Department of Education adds the following disciplines to the list of teacher shortage areas: Social Science and PE/Health (<https://doe.sd.gov/oatq/shortageareas.aspx>).

One of the fundamental beliefs of the SD Board of Regents states, "South Dakotans will need increased access to continuing education opportunities to upgrade their credentials while remaining in the workforce." Creating a flexible learning BSEd in Secondary Education focused on the apprenticeship pathway to teacher certification offers increased access to secondary education teacher training that is only currently available in a face-to-face environment in South Dakota. By encouraging participation in the apprenticeship program while enrolling in Northern's flexible learning BSEd in Secondary Education, schools can employ paraprofessionals who will earn their degrees and complete authentic on-the-job training. In addition, students who enroll in the apprenticeship program in fall 2023 and fall 2024 will earn their education degree at a reduced cost due to grant support from the SD Department of Education.

Northern's flexible learning BSEd in Secondary Education connects to Goal 2 of the Board of Regents Strategic Plan: Access and Affordability. The goal states, "The Board of Regents must prepare pathways for enrollment efforts to ensure this strategic plan." The development of this program in conjunction with the DOE apprenticeship program provides a way for South Dakotans to attend a post-secondary institution at no cost in a way that complements their current role in the workforce. The flexible learning options (HyFlex or online) allow students to facilitate their learning when and where it works for them, targeting post-traditional learners, underserved populations, and individuals in remote areas.

The proposed program also addresses Goal 3: Academic Excellence, Student Outcomes, and Educational Attainment. The proposed degree will require CAEP and DOE specialized accreditation of which the current NSU Teacher Education Program has been granted. In addition, the proposed program aligns specifically with workforce needs. The teacher shortage in South Dakota has worsened over the last few years and districts across the state struggle to fill positions or in many cases, are unable to hire teachers.

Finally, the proposed program addresses Goal 4 of the BOR Strategic Plan: Workforce Development and Economic Development. The plan states, "Public post-secondary higher education serves as a critical pipeline for the workforce locally in South Dakota." Students who complete Northern's flexible BSEd in Secondary Education apprenticeship model will commit to teaching in South Dakota which directly addresses meeting the local workforce demand as articulated by the BOR Strategic Plan. Northern, the SD Department of Education, the SD Department of Labor, and the local school district will partner to facilitate the student's program and apprentice experience, thus strengthening business and industry partnerships and increasing the number of graduates who stay and work in South Dakota.

SB 55 Committee on Academics advises that The BOR Program Demand Gap Analysis Summary should be a "central variable on decisions on proposals for new academic programs." The GAP summary notes an anomaly with education in South Dakota: while the data shows existing programs meet the needs of the state, school districts continue to face a teacher shortage emergency. This reality illustrates the need for an alternative approach to educating and training teachers, which Northern's flexible learning BSEd in Secondary Education will provide.

Program Summary:

The classification of this program will be 13.1205 [Secondary Education and Teaching]. This program is proposed to be delivered utilizing both HyFlex and online courses. The university anticipates students entering this program will be new to the university.

NSU intends to restrict this program to students participating in the Teacher Apprenticeship Program.

Duplication and Competition:

Northern State University is already authorized to offer Secondary Education programs (BSED) in Biology, Chemistry, English, History, Math, and Composite Social Science. This proposal adds a Composite Science option to their list and allows them to offer all seven programs via distance delivery (online and HyFlex). The program curricula have been developed so that students will be able to take online courses that satisfy their content area requirements from any of the regental institutions.

BHSU, DSU, USD, and SDSU are also approved to offer degrees in Secondary Education in various content areas (Biology, Business, Chemistry, Computer, English, English Composite, History, Math, Physics, Psychology, Sociology, Composite Social Science, Composite Science, Theater, Speech/Communication Studies, and Math/Science Composite).

Regental Universities¹:

University	Conferred Degrees Secondary Education RIS ² Data	Total Number of UG Conferrals (All University) IPEDS Data
Black Hills State University	24	395
Dakota State University	5	264
Northern State University	9	333
South Dakota State University	24	1927
University of South Dakota	27	1193

Private SD Universities³:

University	Conferred Degrees Secondary Education	Total Number of UG Conferrals (All University)
Augustana University	0	413
Dakota Wesleyan University	4	153
Mount Marty College	3	112
Oglala Lakota College	0	38
Sinte Gleska University	0	28
University of Sioux Falls	5	349

Total Sum of SD Peer Findings:

University	Conferred Degrees Secondary Education	Total Number of UG Conferrals (All University)
Total	101	5205

The number of conferred Secondary Education degrees in South Dakota, as reported in IPEDs, was 101 out of a total of 5205 for their entire undergraduate degree conferrals, which is fewer than 2% of all degrees awarded in South Dakota in 2021-2022. The demand/need for Secondary Education teachers exceeds the degrees conferred.

Workforce Outlook/State Need:

The South Dakota Department of Labor and Regulation (https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx) estimates an increase in secondary teacher employment of 6.55% by the year 2030. O-Net (<https://www.onetonline.org/link/summary/25-2031.00#WagesEmployment>) projects growth in secondary teachers as “average” from 2021-2031. The US Department of Labor Projects Central

¹ Integrated Postsecondary Education Data System (IPEDS) for 2021-2022

² RIS for 2021-2022, non-duplicative program completions

³ Integrated Postsecondary Education Data System (IPEDS) for 2021-2022

website (<https://projectionscentral.org/Projections/LongTerm>) projects a 6.3% increase in openings from 2020-2030.

The Associated School Boards of South Dakota's Teacher Placement website (<https://teacher.asbsd.org>) lists 106 secondary education positions open (February 8, 2022) Districts experience retirements (generally around February 15th) and non-renewals (April 15th deadline), which will only contribute to the shortage.

In South Dakota, program graduates can expect to earn an average salary of \$41,113 (<https://doe.sd.gov/data/Teacher-Salary.aspx>). In the United States, secondary teachers earn an average of \$61, 820.

Please see the attached letters from: 1) Don Kirkegaard, former South Dakota educator and administrator and current education and recruitment specialist; 2) South Dakota Secretary of Education Joe Graves, and Kathryn Blaha, SD Department of Education Director of Accreditation and Certification. The SDDOE sent information about the paraprofessional pathways at DSU and NSU on April 26 to every principal and superintendent in every accredited school district in South Dakota. As of June 7, 299 applications for the apprenticeship program had been submitted. NSU received overwhelming support from the administrators at the region meetings and Dean Schwan is currently working with five individuals on creating sample plans of study for one of the content specializations.

Competitor University Peers⁴:

University	Conferred Degrees Secondary Education	Total Number of UG Conferrals (All University)
Fort Hays State University	42	3001
University of Missouri St. Louis	20	1786
East Tennessee State University	68	2470

Based on a search on the National Center for Education Statistics website, very few flexible learning (distance) bachelor's degrees in secondary education exist in the United States. Master's degrees in secondary education that are flexible learning (distance) are more common in the United States, and universities in SD already offer master's degrees with initial licensure to teach secondary education (including BHSU and NSU). Among the universities listed in question 27, Fort Hayes and the University of Missouri St. Louis offer the Secondary Education degree fully by distance, and East Tennessee State University offers the degree on campus. Northern's BSEd in Secondary Education with 7 specializations is designed for paraprofessionals who have not already earned a bachelor's degree.

The attached letters indicate support for a flexible way to train current paraprofessionals already employed in the district and also a need to provide highly qualified teachers across the state. The Department of Education strongly supports the addition of such a program in South Dakota and will be a strong advocate for recruiting potential students.

Student Learning Outcomes:

⁴ IPEDS

Northern's Teacher Education programs are guided by the InTASC (Interstate Teacher Assessment and Support Consortium) model core teaching standards, and the BSEd in Secondary Education will follow the InTASC standards as well (https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Projected Enrollment:

The Teacher Apprenticeship Program will enroll 60 students over the next two years. We anticipate that half of those students will enroll in the Secondary Education program at NSU.

Projected Revenue/Expenses:

The Teacher Apprenticeship Program is fully supported by a grant from the Department of Education.

800 Governors Drive
Pierre, SD 57501-2235

T: 605.773.3134
F: 605.773.6139
www.doe.sd.gov

February 8, 2023

Dr. Anna Schwan
Northern State University
1200 S Jay St.
Aberdeen, SD 57401

Dear Dr. Schwan:

The South Dakota Department of Education is excited to be partnering with Northern State University to help with the development of a teacher apprenticeship program. This program would help address the secondary teacher shortage crisis and assist with the development of accessible education programming to pursue a career in secondary education. A recent review of available data from the Statistical Digest and Data Dashboard indicate support for the need of flexible learning associated with the secondary education program.

Table 1: FTE Positions filled by non-authorized & non-certified teachers in 2020-21 & 2021-22.

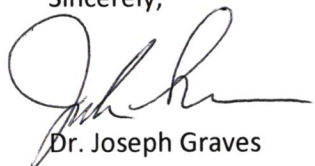
	2020-2021	2021-2022
Non-authorized (FTE)		
Middle School/Jr. High	47.5	66.54
High School	72.3	91.62
Non-Certified (FTE)		
Middle School/Jr. High	11.69	5.61
High School	23.62	7.71

Non-Authorized: Person holding an active certificate but is not authorized for one or more current assignments. Non-Certified: Person who does not hold an active certificate.

Table 2: Teacher vacancies at the beginning of the school years 2020-21 & 2021-22.

	2020-2021	2021-2022
Vacancies at Start of School	89.80	72.35

Sincerely,



Dr. Joseph Graves
Secretary of Education



Dr. Kathryn Blaha
Director of Accreditation and Certification

February 8th, 2023

To Whom It May Concern,

My name is Don Kirkegaard and I am a former SD educator and currently helping the SD Department of Education with teacher recruitment and retention, specifically, the creation of an apprenticeship program.

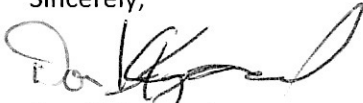
I think we are all aware of the critical teacher shortage in SD and throughout the nation. That shortage has increased significantly in the last couple of years and all indications show that the shortage will continue to increase. I have been in education a long time and seldom, if ever, have I been involved with a proposal that has such universal support. We have received favorable responses from the Universities, the BOR, the DOE, the Governor's office, K-12 schools, teachers and administrators.

At this time the teacher shortage falls across all curricular areas but the highest need area is secondary education and special education. I am very supportive of NSU's proposal to create an online secondary education program that will complement the apprenticeship program. In order to attract non-traditional students to the teaching field it is critical that we have on-line flexible course offerings.

I am confident that we can make this a successful program and the on-line secondary education component being proposed by NSU is essential for the success of the program.

I look forward to working with you in the near future and on behalf of the students of SD, thank you for your consideration.

Sincerely,



Don Kirkegaard

Education and Recruitment Specialist

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

REVISED
AGENDA ITEM: 8 – F (2)
DATE: June 21-22, 2023

SUBJECT

New Program Request – NSU – BSN in Nursing

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and
Inactivation/Termination

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a BSN in Nursing. The BSN in Nursing would provide students with the knowledge, skills, and disposition for entry into registered nursing practice. The BSN would be a new degree for NSU.

The Intent to Plan request was approved by the Executive Director, and included as an informational item at the [May 2023](#) Board meeting.

IMPACT AND RECOMMENDATION

A summary of the program proposals has been included as Attachment I. Additional information on this proposal is available from the Board office by request.

ATTACHMENTS

Attachment I – New Program Request Summary – NSU – BSN in Nursing

DRAFT MOTION 20230621_8-F(2):

I move to authorize NSU to offer a BSN in Nursing, as presented.

Full Proposal – BSN Nursing Northern State University

BOR Recommendation: The Executive Director and BOR Academic Affairs support expanding Nursing education opportunities in northeastern South Dakota. The goal of this program will be to increase the number of nurses in South Dakota while expanding opportunities for students enrolled at Northern State University.

Program Description:

Northern State University's Bachelor of Science in Nursing (BSN) provides students with the knowledge, skills, and disposition for entry into registered nursing practice. Northern's BSN program readies students through foundational courses taught by faculty in allied health and the liberal arts with didactic and clinical courses taught by nursing faculty. Graduates of Northern's BSN are prepared to practice as generalists who provide safe and effective patient-centered nursing care. Students in Northern's BSN are educated to engage in healthcare with special emphases in telehealth and gerontology.

Strategic Impact –

NSU Strategic Impact: Northern State University (Northern) is a regional comprehensive university that offers programs in the liberal arts, education, business, fine arts, and professional programs to meet workforce needs, primarily in northeastern South Dakota. This is in keeping with key components of Northern's mission: "Northern State University will provide diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts, professional education, and E-learning for their future endeavors, while also enriching the local and regional community." Providing degree programs, including the BSN, that are centered on allied health and patient care, Northern ensures that its students are inherently engaged in civic and social opportunities. Additionally, Northern is responding to the growing demand for flexible learning and leveraging the institution's mission and its expertise in E-learning by offering a nursing program through HyFlex delivery, including all nursing didactic courses. Students in the BSN program will have access to all didactic courses face-to-face, synchronously online, and asynchronously online.

Offering the BSN on-campus and through HyFlex delivery serves the current and ongoing need for a robust nursing program in northeastern South Dakota. Presentation College (PC), which graduated 60% of nurses currently employed by Avera St. Luke's Hospital and 40% of nurses currently employed by Sanford-Aberdeen Hospital, is closing in summer 2023. Approximately 17% (151) of new nursing students statewide in 2021 were enrolled in PC's nursing program. The closure of PC will immediately impact the training and availability of nurses in northeastern South Dakota, which is already experiencing a nursing shortage. With the closure of PC's campus-based nursing program, there will be no face-to-face, standard 4-year nursing program delivered in northeastern South Dakota. Northern's BSN will meet the nursing shortage in the region by taking up the mantle left vacant by the loss of PC and producing qualified nurses who are prepared to succeed in their licensing exams and serve the healthcare needs of northeastern South Dakota.

Northern's BSN provides a traditional 4-year nursing program where students can utilize Northern's state-of-the-art facilities and services throughout their college career and choose the path to a career in nursing that works best for them. Northern's BSN provides the option of an integrated career ladder with tiered training/certification and includes a curriculum designed to

meet the standards of workforce needs, including a telehealth certificate and an emphasis on gerontology. Northern will have a regular course rotation of foundational liberal arts courses and nursing didactic and clinical courses to enable two paths to the BSN:

1. Traditional BSN stand-alone program
2. LPN to BSN bridge program

Northern plans to partner with Southeast Technical College so that they will locate their LPN program on Northern's campus. This will allow us, as a partnership, to provide an additional nursing career ladder component on campus. Combined with NSU's BSN and LPN to BSN bridge, this will provide a comprehensive nursing career ladder on Northern's campus for the northeastern South Dakota region. Northern State University and Southeast Technical College have an existing partnership for the delivery of academic programs at the Huron Community Campus and this new collaboration will build on that partnership.

The mission of Northern's College of Arts and Sciences as stated in its 2021-2023 strategic plan is "to provide students with challenging educational experiences grounded in the liberal arts and natural sciences that develop the capacity to make an impact as critical thinkers, communicators, collaborators, and creators." As part of this mission, faculty have a vision "to become a community of teacher-scholars dedicated to quality student-centered education, scholarship, and service that fosters professional, personal, and civic success." Faculty in the College of Arts and Sciences are nationally and internationally recognized for their scholarship in global contexts and in the medical fields. For example, Northern's College of Arts and Sciences faculty include Fulbright, National Endowment for Humanities (NEH), and Howard Hughes Medical Institute (HHMI) scholars, and regularly receive grant funding to engage in scholarly research in topics relevant to global health. Northern State University houses a state-of-the-art cadaver lab solely dedicated to undergraduate students.

The BSN degree meets academic priorities established in the mission of the College of Arts and Sciences and combines the expertise of Northern faculty in allied health and liberal arts. With degree options in biology, chemistry, biochemistry, biotechnology, mathematics, government, global language and culture, history, and social sciences, the College of Arts and Sciences is highly qualified to provide the foundational courses necessary for formalized training in nursing. The specialized didactic and clinical nursing courses will be taught by nursing faculty. Northern State University's Center for Excellence in Teaching and Learning partners with the faculty in the Millicent Atkins School of Education's master's in Instructional Design in E-learning to provide graduate certification in HyFlex pedagogy. Northern's nursing faculty will be trained in HyFlex pedagogy to deliver didactic and clinical courses in three modalities: face-to-face, synchronously online, and asynchronously online.

Industry partners, including Primrose Retirement Communities, Avera Health, and Sanford Health, have implored Northern to address the nursing shortage in our region. Drawing from Northern's already established partnerships with industry leaders in northeastern South Dakota, our existing collaborations with Avera St. Luke's, Sanford-Aberdeen, and Primrose, and data and research from the SD Board of Nursing and Department of Health, Northern will establish and offer a BSN program on the Northern campus. With two hospitals in Aberdeen that provide healthcare to communities within a 75-mile radius, a continual shortage of nurses in the area, and the closure of Presentation College, Northern State University must become the provider of the BSN in northeastern South Dakota.

BOR Strategic Impact: The mission of the South Dakota Board of Regents (SDBOR) includes providing an excellent and accessible university system that enriches the intellectual, economic, and civic life of the state, its residents, and its communities. In pursuit of this mission, the SDBOR identifies major goals including the growth of degree production that catalyzes economic development. In particular, the SDBOR encourages its institutions to develop programs that align with future state workforce needs (nursing and health care) and increase public/private partnerships in key industry sectors (through collaborations with hospitals, clinics, and nursing homes) to enhance and promote economic development. More specifically, Northern's BSN program supports the goals of the SDBOR Strategic Plan in terms of Access and Affordability; Academic Excellence, Student Outcomes, and Educational Attainment; Workforce Development and Economic Development; and Financial Health Competitiveness as described below.

Program Summary:

The classification of this program will be 51.3801 [Registered Nursing/Registered Nurse]. This program is proposed to be both an on-campus and HyFlex program delivered through face-to-face, synchronous online, and asynchronous online courses. The university anticipates students entering this program will LPNs pursuing their RN/BSN as well as students new to the university interested in going directly into an RN/BSN program.

Duplication and Competition:

South Dakota State University and the University of South Dakota offer nursing programs within the SDBOR system. South Dakota State University (SDSU) offers –degrees in Bachelor of Science in Nursing (BSN) (Brookings main campus, Rapid City, and Sioux Falls); accelerated BSN (Aberdeen, Rapid City, and Sioux Falls); and registered nurse (RN) to BSN (online). University of South Dakota (USD) offers degrees in BSN (Vermillion main campus and Sioux Falls); Licensed Practical Nursing (LPN) to BSN (Vermillion main campus and Sioux Falls); and RN to BSN (online).

Northern is a regional comprehensive university charged with meeting the workforce needs of northeastern South Dakota. Through the BSN degree, Northern will responsibly, efficiently, and affordably meet the needs of the region with industry partnership and support.

SDSU and USD each offer face-to-face BSN programs and USD offers a face-to-face LPN to BSN program. This mode of delivery is location-based, which is limiting for individuals in remote and rural communities in northeastern South Dakota who are interested in pursuing a career in nursing or in progressing upward from an LPN.

To understand the statistics in South Dakota, Integrated Postsecondary Education Data System (IPEDS) for 2021-2022 reporting shows that the state produced a total of 667 BSN Nursing degrees.

Regental Universities¹:

University	Conferred Degrees Nursing	Total Number of UG Conferrals (All University)
South Dakota State University	336	1927
University of South Dakota	163	1193

¹ Integrated Postsecondary Education Data System (IPEDS) for 2021-2022

Private SD Universities²:

University	Conferred Degrees Nursing	Total Number of UG Conferrals (All University)
Augustana University	80	413
Dakota Wesleyan University	40	153
Mount Marty College	25	112
University of Sioux Falls	74	349

Total Sum of SD Peer Findings:

University	Conferred Degrees Nursing	Total Number of UG Conferrals (All University)
Total	732	4147

As reported in IPEDs, for 2021-2022 there were 718 BSN degrees out of a total of 4147 undergraduate degree conferrals by these SD institutions (17% of all degrees conferred by these institutions were BSN degrees). The demand/need for BSNs exceeds the degrees conferred.

Workforce Outlook/State Need:

According to the “Occupational Outlook Handbook” created by the Bureau of Labor Statistics, jobs available as registered nurses are projected to grow 6 percent from 2021 to 2031 (<https://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-6>), which is aligned with growth in similar occupations. Over the next ten years, approximately 203,200 registered nurse positions are projected each year, resulting from workers who transfer to different occupations or exit the labor force, such as retiring. Interestingly, during the Great Recession, the number of employed nurses saw an uptick (nearly 7% increase) while other careers saw a downtick (nearly 5% decrease) in employment (<https://www.bls.gov/opub/mlr/2017/article/nursing-and-the-great-recession.htm>). Thus, the employment outlook in the United States is positive for registered nurses. The Bureau of Labor Statistics notes that jobs for registered nurses will continue to grow at least 12% by 2028, much faster than the average for all occupations (<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>). The demand for nurses continues to increase, as does the need for broadly trained nurses.

South Dakota is projected to have the third-highest shortfall in registered nurses in the nation by 2030 behind only Alaska and South Carolina. The Bureau of Labor Statistics notes that jobs for registered nurses will continue to grow at least 12% by 2028, much faster than the average for all occupations (<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>). The demand for nurses continues to increase, as does the need for broadly trained nurses.

All levels of nurses are needed in South Dakota. Slightly over 3 million registered nurses work in the United States, and demand for registered nurses is expected to grow over 5% in the next five years; however, 900,000 registered nurses are projected to leave the profession during this same time frame.

² Integrated Postsecondary Education Data System (IPEDS) for 2021-2022

<https://www.mercer.us/content/dam/mercer/assets/content-images/north-america/united-states/us-healthcare-news/us-2021-healthcare-labor-market-whitepaper.pdf>.

Competitor University Peers³:

University	Conferred Degrees (BSN)	Total Number of UG Conferrals (All University)
University of Jamestown (ND)	16	161
Augustana University	80	413
University of Sioux Falls	74	349
Truman State University	50	913

On average, seven students matriculate from Northern's biology program into SDSU's accelerated nursing program per year. This indicates a level of interest from Northern students who choose nursing despite Northern not currently offering a nursing degree. Additionally, in 2021, Northern's Office of Admissions received more than 50 inquiries for the BSN, despite Northern not offering a nursing program.

Presentation College nursing graduates account for a large proportion of nurses employed by Avera St. Luke's (more than 60%) and Sanford-Aberdeen (more than 40%) and students enrolled in PC's nursing program accounted for 17% of nursing students statewide in 2021. This is indicative of student interest and the need for a nursing program in northeastern South Dakota. With the closure of Presentation College, South Dakota is lacking a nursing program that can meet the rural healthcare needs of northeastern South Dakota. Northern's BSN will fill this need.

Student Learning Outcomes:

Upon completion of the BSN in Nursing, students will be able to:

1. Apply leadership concepts, ethical reasoning, and decision-making in the provision of high-quality nursing care, healthcare team coordination, and oversight and accountability for care delivery in a variety of settings (Leadership and Ethics).
2. Access, analyze, and interpret information and demonstrate skills in using patient care technologies, information systems, and communication devices that support safe, effective nursing practice (Informed Solutions).
3. Use a systematic and holistic approach to integrate knowledge from the discipline of nursing and the liberal arts to analyze and evaluate data and research to continually evaluate and improve current practices and to implement evidence-based practice across the lifespans of patients and within a variety of health care settings (Data Exploration).
4. Incorporate effective communication skills, theories, and techniques and demonstrate collaboration with colleagues to contribute the nursing perspective to interprofessional teams to optimize patient outcomes (Communication and Collaboration).

³ IPEDS

5. Develop an assessment and intervention plan based on current data/information to promote high-quality health care at all levels and provide patient-centered, empathetic, and coordinated care that contributes to safe and high-quality outcomes (Passionate Understanding).

Projected Enrollment:

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
	FY24	FY25	FY26	FY27	FY28	FY29
Students new to the university	--	25	40	50	50	50
Students from other university programs						
Students off-campus or distance continuing students			18	54	93	109
Total students in the program (fall)	--	25	58	104	143	159
Program credit hours (major Courses)**		225	414	1028	1818	2185
Graduates					23	32
*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.						

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY						
	1st FY24	2nd FY25	3rd FY26	4th FY27	5th FY28	6th FY29
TUITION & FEE REVENUES	-	73,835	135,857	337,346	596,590	717,024
PROGRAM EXPENSES	1,032,039	838,130	845,630	1,017,614	1,225,645	1,225,645
NET (T&F REVENUES LESS PROGRAM EXPENSES)	(1,032,039)	(764,295)	(709,773)	(680,268)	(629,055)	(508,621)
OTHER SUPPORTING REVENUES	695,000	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	(337,039)	(764,295)	(709,773)	(680,268)	(629,055)	(508,621)



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At Sanford Health, workforce is a priority for the organization. Working on short- and long-term solutions to address the health care workforce pipeline needs of our state is necessary. Through the creation of a nursing program at Northern State University we advance the efforts needed to begin tackling the gaps within the industry.

Eric Hilmoe

Vice President of Operations, Sanford Health Network



I am writing to show my support for the consideration of a new, local onsite nursing program at Northern State University.

Northern and Avera are long-term partners in this region. Avera depends on a skilled and compassionate workforce to care for our patients and Northern has been a great collaborator in this endeavor.

Avera St. Luke's acts as a hub for health care, serving patients in a large service area and many surrounding counties. In order to fulfill our mission, we need a strong workforce.

Nursing is a critical need for the Avera workforce. Across Avera, there are currently over 500 nursing positions available. In some of

our rural areas, there simply are not trained people to recruit for health care positions due to the limited population. Currently, we have over 40 open nursing positions at Avera St. Luke's. On average, Avera St. Luke's might hire 20 nurses per year, but lose 10 to 12. In more recent years, we have lost higher numbers than that and we project this will continue as baby boomers retire.

As shared previously, we would be an excellent place for clinical rotations, internships, etc. In addition to acute care, we have many specialties that would give students a wide range of experiences including long-term care, mental health, obstetrics, emergency care, oncology, orthopedics, cardiology, urology, etc.

You have our support, and if there is anything I can do to help please let me know.

Dan Bjerknes

Regional President & CEO | Avera St. Luke's

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – A (1)

DATE: June 21-22, 2023

SUBJECT

Research Park Reports

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL chapter 5-29](#) – Research Parks

BACKGROUND / DISCUSSION

The USD Discovery District, Dakota Bioproducts Innovation Institute, Research Park at SDSU and South Dakota Mines will present to the Board, providing updates on the current status of operations and future plans of the respective entities.

IMPACT AND RECOMMENDATION

The annual reports of the research parks provide an opportunity for the Board to stay apprised of the activity underway, while also fulfilling various reporting requirements of the parks.

ATTACHMENTS

(Item will be supplemented with any written materials provided by the parks.)

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – A (2)

DATE: June 21-22, 2023

SUBJECT

Dakota Bioproducts Innovation Institute (DBII) Annual Meeting

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL chapter 5-29](#) – Research Parks

BACKGROUND / DISCUSSION

The Board's June meeting serves as the time and place for the Dakota Bioproducts Innovation Institute ("DBII") annual meeting. The annual meeting is when the Board appoints directors to the Board of DBII. Pursuant to the By-laws, the Vice Presidents for Research at South Dakota State University and South Dakota School of Mines and Technology serve as permanent voting members of the Board of Directors, and POET maintains a permanent voting member of the Board of Directors for 30 years, which is currently occupied by Jeff Lutt. David Chicoine is currently serving his initial term on the Board of Director, which expires in 2023, and Presidents Rankin and Dunn, served as initial director on the Board, but are shifting to non-voting ex officio members in accordance with the By-laws, leaving three seats open for appointment/reappointment, which are required to be staggered, with subsequent directors all serving three-year terms.

The Board of Directors recommends, and requests David Chicoine be appointed for a one-year term, David Iverson be appointed for a two-year term, and Mark Luecke be appointed for a three-year term. David Chicoine is the past president at SDSU, David Iverson is a South Dakota farmer who's been actively engaged in advancing soybean research and promotion, and Mark Luecke is the Managing Director and CEO of South Dakota Innovation Partners, Inc.

IMPACT AND RECOMMENDATION

The Board of Directors recommends and requests the Member (BOR) take the following action:

- Appoint David Chicoine to a one-year term, David Iverson to a two-year term and Mark Luecke to a three-year term on the Board of Directors of DBII.

ATTACHMENTS

None

DRAFT MOTION 20230621_9-A(2):

I move to appoint David Chicoine to a one-year term, David Iverson to a two-year term, and Mark Luecke to a three-year term on the Board of Directors of DBII.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – A (3)

DATE: June 21-22, 2023

SUBJECT

USD Discovery District Annual Meeting

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL chapter 5-29](#) – Research Parks

BACKGROUND / DISCUSSION

The Board's June meeting serves as the time and place for the USD Research Park, Inc. (dba USD Discovery District) annual meeting. The annual meeting is when the Board appoints directors to the Board of Directors of the USD Discovery District. The current makeup of the Board of Directors is set forth in Attachment I. There are four terms set to expire in 2023, which are currently occupied by Deb Peters, Jim Abbott, Bob Sutton and David Kapaska. The Board of Directors recommends, and requests Deb Peters and James Abbott be reappointed, and Nathan Peterson and Matt Michels be appointed for 3-year terms to fill the vacancies caused by the expired terms of Bob Sutton and David Kapaska, both of which are term limited. Nathan Peterson is an Executive Vice President at Sanford Health and Matt Michels is outside counsel for Avera and former Lieutenant Governor.

IMPACT AND RECOMMENDATION

The Board of Directors recommends and requests the Member (BOR) take the following action:

- Reappoint Deb Peters and Jim Abbott, and Appoint Nathan Peterson and Matt Michels, all to serve three-year terms on the Board of Directors of the USD Discovery District.

ATTACHMENTS

Attachment I – USD Discovery District Board of Directors

DRAFT MOTION 20230621_9-A(3):

I move to reappoint Deb Peters and Jim Abbot, and appoint Nathan Peterson and Matt Michels, all to serve three-year terms on the Board of Directors of the USD Discovery District.



2023 Board of Directors

3 Year Term – Expires 2025

Regent Tim Rave, SD BOR – 1st term
 Michelle Bruhn, Sanford – 1st term
 Bobbie Tibbetts, Bender Commercial – 1st term

3 Year Term – Expires 2024

Paul TenHaken, City of Sioux Falls – 2nd term
 Kim Patrick, Ret. Sanford – 2nd term
 Mark Mickelson, Mickelson & Company – 1st term

3 Year Term – Expires 2023

Deb Peters, Pinnacle Adviser – 2nd term
 Jim Abbott, USD President Emeritus – 1st term
 David Kapaska – 3rd term
 Bob Sutton, Avera – 3rd Term

Ex-Officio, Voting

Sheila Gestring, Chair, University of South Dakota
 Nathan Lukkes, SD BOR

Ex-Officio, Non-Voting

Sioux Falls Development Foundation President/CEO, Bob Mundt
 USD Sioux Falls, Jay Perry
 USD Dean of Beacom School of Business, Vacant
 USD GEAR Center Director, Dan Engebretson
 South Dakota Board of Regents General Counsel, Vacant
 South Dakota Governor's Office of Economic Development, Vacant

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – B
DATE: June 21-22, 2023

SUBJECT

HR Transformation

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Following the adoption of the HR Transformation (HRT) project charge at the October 2022 Board meeting. The HR Transformation Steering Committee (HRSC) and subcommittees have been working toward the goals as outlined in the project charge. Below you will find updates related to each of the project's goals and expected deliverables. Several of the goals were discussed and action was taken on at the [March 2023 meeting](#).

The subcommittees tasked with evaluation of training and professional development and recruitment and retention have finalized their committee work in accordance with the project timeline and forwarded their recommendations to the advisory and steering committees. The HRSC recommendations related to these subcommittees are outlined in Goals 4 & 5 of the project charge.

Goal 4: Evaluate systemwide training and professional developments needs and implementation of a shared position to develop, implement and manage professional development and training opportunities across the system.

The subcommittee on training and professional development collected an inventory of existing training and development offerings across the system, and then focused the scope on professional development and training that falls under the scope of human resources. A common theme for every subcommittee has been the desire to provide employees with enhanced and more professional development and training opportunities.

The HRSC evaluated and supported recommendations of the advisory committee, a list of subcommittee and advisory committee recommendations can be found in Attachment I.

(Continued)

DRAFT MOTION 20230621_9-B:

I move the Board adopt the Human Resources Steering Committee recommendations as outlined in this item.

Steering Committee Recommendations

Below is a summary of the steering committee recommendations:

1. A system supervisor training program that has consistent curriculum should be developed and implemented across the institutions, this training will include system and institution specific training topics and will be deployed in a hybrid approach of online self-led, and face-to-face, and/or instructor led online sessions.
2. The development of a repository of training and development opportunities available through the various Learning Management Systems (LMS), partner agencies, and other statewide leadership development opportunities to better communicate what development opportunities exist for supervisors and employees across the system.
3. The system should better utilize and expand upon existing LMS offerings to address regulatory, compliance and technical training needs.
4. The system should develop a leadership academy that complements institutional leadership development programs. This program should be a competitive academy that would allow rising leaders across the system to focus on broader leadership areas in higher education, potential topics could include:
 - a. Strengthening Public Policy Partnerships in the SD Political Environment
 - b. Leadership and Governance - Understanding the Board of Regents
 - c. Change Management
 - d. Challenges Facing Higher Education
 - e. Policy Development
5. The system CHRO and HRSC should evaluate capacity within existing positions to determine if these duties can be allocated to existing staff, or, determine if there is need for an additional staff member to take on these responsibilities.

Goal 5: Evaluate the current model for recruitment to identify process improvements and centralize management of search functions into the human resources departments, or a “center of excellence” model, to ensure consistency, compliance, and efficiency.

The subcommittee on recruitment and retention conducted a holistic review of current recruitment and retention strategies and processes and developed recommendations that focused on improving processes, finding opportunities to build the SDBOR employer brand, and identifying strategies to retain employees. This group also formulated a list of recommendations that were vetted through the advisory and steering committees, The HRSC evaluated and supported recommendations of the advisory committee, a list of subcommittee and advisory committee recommendations can be found in Attachment I.

Steering Committee Recommendations

Below is a summary of the steering committee recommendations:

1. The system will establish guidelines on when search committees are required, recommended, and not recommended based upon position levels, examples are:
 - a. Required: Faculty, Deans, NFE roles that fall into Executive I and II job levels.
 - b. Recommended: Management positions.
 - c. Not recommended: Non-management roles.
2. The role of human resources in the search process needs to be defined, and there should be increased engagement from human resources in order to provide consistency and improve efficiency of the process.
 - a. Executive level and faculty positions: HR will act in the role of a search consultant, assisting with evaluation of candidate materials, establishing timelines, coordinating meetings, conducting reference checking, and so forth.
 - b. HR will have a reduced role in other searches but will still provide assistance and consultation in candidate review and ensure that searches are done in compliance with policy and regulations.
3. A system recruitment guide should be developed to specify the roles and duties of search committees, human resources, search chairs, and include information on best practices, provide template rubrics, timelines, reference checking guides, applicable rules and state laws, and provide definitions for promotion, internal and external posting requirements, emergency hires, and so forth.
4. Identification of improvements to the existing applicant tracking system to ensure a seamless and user-friendly application process for candidates.
5. Partner with university marketing departments to develop employer marketing materials to sell SDBOR as an employer of choice, this could also include partnerships with marketing students through internship or other professional development opportunities.
6. Promote professional development opportunities for employees as a retention tool.
7. Evaluate existing recognition activities and establish best practices that can be deployed across the system.
8. Improve communication and transparency in total compensation, succession planning, and employee satisfaction.

ATTACHMENTS

Attachment I – HRSC and Advisory Committee Recommendations

Recruitment and Retention

1. Create standard documents that provide foundational procedures and processes for human resources, staff, and faculty.

- a. Define when a search committee is required, recommended, and not recommended, draft examples below:
 - i. Required: Faculty, Deans, and NFE roles that fall into the Executive I & II job levels.
 - ii. Recommended: NFE roles in Management I & II job levels, CSA management positions.
 - iii. Not Recommended: Non-management CSA positions, NFE professional level positions.
 - iv. **NOTE:** It would still be recommended that more than one individual participate in interviews but would not need to participate in the selection of finalists.
- b. Clearly define and develop expectations of the role of human resources in the search process, including development of timelines and best practices, and centralization of posting and advertising vacancies.
 - i. Due to workload, the involvement of HR will need to vary based on position level. For example:
 1. Deans/VPs/AVPs/Faculty: HR will act in the same role as a search firm, assisting in evaluation of applicants, setting timelines, coordinating interview schedules, conducting reference checking, and so forth.
 2. HR will assume a reduced role in other searches, to be determined by position level, departmental need, and human resources capacity.
- c. Create a system recruitment guide that identifies:
 - i. Roles and duties for committee members, search chairs, and the role of human resources.
 - ii. Recruitment best practices – what you can and cannot do or ask during a search process.
 - iii. Template rubrics & instructions to be utilized for searches to evaluate candidates consistently.
 - iv. Template search timelines that outline expectations from position posting request to hire.
 - v. Define what positions must be posted for recruitment, and process to waive recruitment for both internal (promotional) and external searches.
 - vi. Reference checking template questions and best practices.
 - vii. Guidance on employment offers and process for approvals.

- viii. Checklist that includes rules that must be followed such as: reimbursement rules, state rates, international recruitment posting guidelines, and prevailing wage information.
 - ix. Define emergency hires and establish guidelines.
- d. Development of standard onboarding checklists for supervisors to ensure a smooth hire transition.
- e. Defined date of hire that new hires are eligible for salary policy, HRSC recommended this date to be December 22nd.
- f. Update BOR policy or develop practices that define how references are shared within the BOR system as one employer.
- g. Create a standard contract for all position types, including additional language for individuals with more than one role.
- h. Enforce the use of standard offer letters for all employee types.
- i. Training for HR to fully utilize PeopleAdmin and all other available resources.
 - i. Working with vendors to ensure we are fully utilizing the technology and setting up training opportunities for HR staff.
 - ii. Develop application questions to better track where employees are finding position ads and develop reports to utilize that data.
 - iii. Develop metrics for items like time to hire/fill positions and utilize the system's reporting tools and dashboards to develop recruitment metrics.
- j. Create a 3-month check-in process/checklist for supervisor as a retention tool and to identify issues early on.
- k. Create standard questions for an exit interview that all must ask, and then allow for campus specific questions as well.
 - i. Update to the system to allow for better turnover tracking.
- l. Utilize multi-position recruitment for openings in the same classification.

2. Search Process Improvements and Technology Solutions

- a. Work with the vendor to identify ways to streamline the application process.
 - i. Partnerships and integrations with sites like LinkedIn.
 - ii. Evaluation of required fields to ease the process.
- b. Utilize resources and tools like GPTChat to create draft posting text as an efficiency.

3. Marketing SDBOR as an Employer

- a. Partner with university relations or marketing staff to create templates for advertisements and/or social media ads for targeted positions.
 - i. Develop employer branding tools that can be utilized by HR and university departments. This may include videos, web and social media updates that communicate the university leadership, values, workplace culture.
 - ii. Provide opportunities for marketing students to assist.
 - iii. Utilize LinkedIn to market the employer brand for each institution.

- b. Utilize tools available like Dakota Roots as a part of advertising or job offers to highlight the positives of living in SD.
 - i. [Move to South Dakota | Dakota Roots](#)
- 4. Create retention strategies to promote longevity and dedication of faculty and staff.**
 - a. Improve communication and training regarding remote work options with supervisors.
 - b. Improve succession planning efforts and identify pathways for job progression.
 - c. Provide employees with reduced tuition for online classes, this is also tied into the tuition and fee review.
 - d. Establish collaborative, campus-wide activities to promote relationships and engagement across campus and campuses. Evaluate recognition activities that currently exist and make best practice recommendations.
 - e. Evaluate the salary policy formula for faculty to address concerns and remain competitive within the market.
 - f. Provide HR training on the various reports that have been created and create new reports to provide key metrics such as turnover, compression, where people should be on the salary range based on years on the job and performance, succession planning, utilize uniform metrics to better inform decisions and aid in retention.
 - g. Enhanced and more training, improve the professional development opportunities for employees to invest in employees.
 - h. Promote best practices on salary conversations and communication between supervisors and their employees to improve employee satisfaction.
 - i. Develop a uniform total compensation statement that can be provided annually to show employees their total compensation package versus just their salary.
 - j. Promote 360 evaluations for senior leaders to promote a healthy work environment.

Training and Professional Development

- 1. Develop a consistent, streamlined Supervisory training that mixes tactical and soft skills across the system that will have system and campus specific components, to include:**
 - a. Supervisory and Leadership Development
 - i. Strategic Planning - Department level
 - ii. Succession Planning & Supporting Professional Development
 - iii. Budget 101/Transparency
 - iv. Engaging with Today's Students and Workforce
 - v. Navigating BOR and Institutional Policies
 - vi. Handling Difficult Situations/Conflict Management
 - vii. Performance Evaluations & Documentation
 - b. Technical/Compliance

- i. Time and Leave Management
- ii. FMLA/ADA – Regulatory Issues
- iii. Harassment and Discrimination – Equal Opportunity

2. Development of Training Programs and Evaluation of Technologies and Resources

- a. Provide training in a variety of modalities, depending on depending on content and need.
- b. A list or inventory of available training courses should be available in a shared repository, there are currently many offerings, but they are not always known about or accessible.
- c. Where appropriate the system should utilize existing technology to create and maintain content.
- d. Utilize existing campus departments, partnerships and pre-existing knowledge and experts to create additional content.
- e. Gather existing training programs and curriculum that have been developed across the system to develop a bank of courses that can be utilized by all institutions.
- f. Review existing learning management systems (LMS) to develop an inventory of approved trainings and recommend required curricula for employees and supervisors.
- g. Utilize and expand on system trainings and systems for regulatory/compliance and technical areas through existing technologies, including:
 - i. Federal/State Safety and Compliance
 - ii. Human Resources Best Practices
 - iii. Onboarding
 - iv. ERP Trainings

3. Evaluate, develop, implement, and communicate leadership development offerings.

- a. Develop a system wide leadership development program that could be complementary to institutional programs.
 - i. This should be a competitive, application-based Board leadership academy that would allow for rising leaders to participate in a system program that could focus on broader leadership areas in higher education, some potential session topics could include:
 - 1. Strengthening Public Policy Partnerships in the SD Political Environment
 - 2. Leadership and Governance - Understanding the Board of Regents
 - 3. Change Management and roles of leadership in implementing change.
 - 4. Challenges Facing Higher Education
 - 5. Policy Development
- b. Develop partnerships and utilize chamber programs and/or statewide programs like Leadership South Dakota to foster future leaders in their communities.
- c. Create communication plans to ensure employees know what opportunities are available to them.

- 4. Identify a system resource(s) to coordinate professional development and training, existing employees should be evaluated to determine if there is capacity in current roles or if a new role will be required.**

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – C
DATE: June 21-22, 2023

SUBJECT

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

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 4:15](#) – Medical Leave and Leaves of Absences

[SDCL § 3-6C-1](#) – Definition of terms in chapters 3-6C to 3-6F

[ARSD 55:09:04:04.01](#) – Paid family leave

[ARSD 55:09:04:13](#) – Administrative leave

BACKGROUND / DISCUSSION

In May 2023, administrative rule changes were adopted in ARSD 55:09:04:13 to modify the paid family leave benefits. The new rule provides 40 hours of paid family leave to eligible employees for a period of up to 12 weeks for the purpose of bonding after the birth or adoption of a child. Part-time employees receive a prorated amount based upon the percent time for their position. The changes to this rule went into effect on May 22, 2023, and the modifications to this policy align BOR Policy 4:15 with administrative rules.

In addition, to align with Governor Noem’s initiatives to support employees of the state of South Dakota, the executive branch has implemented the use of administrative leave to for qualifying Family and Medical Leave Act (FMLA) absences. Under this new policy, employees who have a qualifying FMLA event and who have a sick leave balance that falls below 80 hours, the employee will be eligible for Paid Family Medical Leave (PFML) for the remainder of the 12 weeks of their FMLA leave. There are specific nuances to eligibility and application of PFML, so the policy refers to FMLA guidelines that will be provided for the system by the Board office. The guidelines are found in Attachment II. If approved, this policy will go into effect for BOR employees on June 22, 2023, to align with the new fiscal year.

IMPACT AND RECOMMENDATION

This is the first and final reading of this policy. 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 – Revisions to BOR Policy 4:15

Attachment II – FMLA Guidelines

DRAFT MOTION 20230621_9-C:

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.

1.2. Family and Medical Leave Act: A federal law that provides eligible employees with job-protected leave for qualified family and medical reasons.

2.3. 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.

3.4. 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.

4.5. 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 South Dakota Services for the~~ Deaf, University of South Dakota, and the Office of the Executive Director.

6. 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.

7. Paid Family Leave: Paid leave time for bonding following the birth or placement of a child for adoption provided to permanent employees who have been employed for a continuous period of six months as outlined in ARSD 55:09:04:04:01.

5.8. Permanent Employee: An active employee placed in a permanent position, employed by a participating agency. This term does not include temporary, emergency, patient, or student employees, as defined in SDCL 3-6C-1.

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

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

~~7.1.10.1.~~ Any period of incapacity or treatment in connection with or consequent to inpatient care in a hospital, hospice, or medical care facility;

~~7.2.10.2.~~ 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.

~~8.11.~~ **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.

~~9.12.~~ **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. POLICY

1. Employee Eligibility Requirements for Family Medical Leave

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 1,250 hours, excluding overtime, during the 12-month period immediately prior to the date the leave would begin.

2. Employee Eligibility Requirements for Paid Family Leave

~~2.1.~~ Any permanent employee who has been employed by the state for a continuous period of six months.

~~2.3.~~ **Qualifying Events Eligible for Family Medical Leave**

~~2.1.3.1.~~ The birth or the care of the employee's newborn child;

~~2.2.3.2.~~ The placement with the employee of a child for adoption or foster care;

~~2.3.3.3.~~ The care of the employee's spouse, child, or parent with a serious health condition;

~~2.4.3.4.~~ The serious health condition of the employee that leaves the employee unable to perform the functions of his or her job; or,

~~2.5.3.5.~~ 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.

~~3.4.~~ **Length of Leave**

~~3.1.4.1.~~ 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.

~~3.2.4.2.~~ 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.

~~3.2.1.4.2.1.~~ 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.

~~3.3.4.3.~~ 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.

~~3.3.1.4.3.1.~~ 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.

~~3.4.4.4.~~ Employees are not eligible for more than twelve (12) weeks of protected leave status as required by FMLA,

~~3.4.1.4.4.1.~~ 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.

4.5. Coordination of Family Medical Leave With Other Leave Benefits

~~5.1.~~ 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 utilize leave in accordance with the FMLA guidelines provided by the system Chief Human Resources Officer. ~~use sick leave or annual leave, for the qualifying event of a serious health condition for self or for any other qualifying event.~~

~~5.2.~~ The use of paid leave must comply with SDCL Chapter 3-6C.

~~4.1.5.3.~~ Full-time employees who have been employed by the state for a continuous period of six months are entitled to 24-40 hours of paid family leave per week for up to ~~eight~~ twelve weeks following the birth or placement of a child for adoption. Part-time employees will receive prorated hours.

~~4.1.1.5.3.1.~~ ~~Sick or vacation leave may be used to supplement the remaining hours in the workweek.~~

~~4.1.2.5.3.2.~~ Paid family leave must be taken within one year following the birth or placement of a child for adoption.

~~4.1.2.1.5.3.2.1.~~ Employees ineligible for paid family leave may use sick and/or annual leave following the birth or adoption of a child.

5.3.3. 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.

5.3.4. Paid family leave shall run concurrently with FMLA if the employee is eligible for FMLA.

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

~~4.2.~~

5.6.Notification

5.1.6.1. 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 medical~~ 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.

5.2.6.2. 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.

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

6.7.Medical Certification

6.1.7.1. 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. Employees 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:

6.1.1.7.1.1. The date when the serious health condition began,

6.1.2.7.1.2. The probable duration of the condition,

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

6.1.4.7.1.4. 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,

6.1.5.7.1.5. 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,

~~6.1.6.7.1.6.~~ 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

~~6.1.7.7.1.7.~~ Date and Signature of Health Care Provider.

~~6.2.7.2.~~ 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.

~~6.3.7.3.~~ The institution may request additional medical certifications as deemed necessary and in compliance with FMLA.

~~6.4.7.4.~~ The human resources department will review FMLA certification documents and issue approval notices.

7.8.Benefits

~~7.1.8.1.~~ 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.

~~7.2.8.2.~~ 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.

~~7.3.8.3.~~ 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.

~~7.4.8.4.~~ Employees on ~~an unpaid~~unpaid leave will not accrue sick or annual leave.

8.9.Returning From Family Medical Leave

~~8.1.9.1.~~ 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.

~~8.2.9.2.~~ 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.

~~8.3.9.3.~~ Institution may request a return-to-work certificate to ensure employee is able to perform the essential functions of the position.

9.10. 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.

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

~~10.1.11.1.~~ 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.

~~10.2.11.2.~~ 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.

~~10.3.11.3.~~ 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.

11.12. Sabbatical, Faculty Member Improvement and Career Redirection Leaves

~~11.1.12.1.~~ 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.

~~11.2.12.2.~~ 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.

~~11.3.12.3.~~ 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.~~12.4. 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.~~12.5. 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.~~12.6. 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.~~12.7. 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.~~12.7.1. 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.~~12.7.2. 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.~~12.7.3. 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.~~12.8. 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.~~12.8.1. Employees shall neither accrue nor use sick and/or annual leave.

~~11.8.2.~~12.8.2. The employer premiums for health and life insurance shall continue to be paid by the Regents for the employee. Applicable premiums for employee health, dependent health and life and supplemental life may be continued if paid by the employee.

~~11.8.3.~~12.8.3. 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 3-12-85.1

~~11.9.~~12.9. The following criteria shall be considered in selecting the candidates for faculty member improvement, career redirection or sabbatical leave:

~~11.9.1.~~12.9.1. 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.~~12.9.2. Years of experience in the system.

~~11.9.3.~~12.9.3. Previous leaves.

~~12.13.~~ Exempt Employee Professional Development Leave

~~12.1.~~13.1. 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.~~13.2. 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.~~13.3. 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.~~13.4. 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.~~13.4.1. Employees shall neither accrue nor use sick and/or annual leave.

~~12.4.2.~~13.4.2. The employer premiums for health and life insurance shall continue to be paid by the Regents for the employee. Applicable premiums for employee health, dependent health, life, and other optional benefits may be continued if paid by the employee.

~~12.4.3.~~13.4.3. 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.~~13.5. The following criteria shall be considered in selecting the candidates for professional development leave:

~~12.5.1.~~13.5.1. Needs of the department and institution.

~~12.5.2.~~13.5.2. The merit of the objectives as they relate to the enhancement of the professional growth of the applicant.

~~12.5.3.~~13.5.3. Years of experience in the system.

~~12.5.4.~~13.5.4. 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, BOR June 2023.



Family Medical Leave Act Guidelines Effective June 22, 2023

To align with the State of South Dakota's Executive Branch, the South Dakota Board of Regents will provide paid Family and Medical Leave Act (FMLA) leave according to the guidelines outlined in this document and in BOR Policy 4:15 – Medical Leave and Leaves of Absence.

Paid Family Medical Leave (PFML) is a new benefit that provides eligible employees with paid leave for up to twelve (12) weeks for certain qualifying FMLA events. This benefit provides employees with peace of mind and financial security during life's most challenging times.

Paid Family Leave (PFL) provides eligible state employees with paid leave following the birth or placement of a child for adoption. PFL provides parents with the means to spend critical bonding time with their child. PFL does not deplete an employee's accrued sick or vacation leave.

Paid Family Medical Leave

Employee Eligibility Requirements for Paid Family Medical Leave (PFML)

1. Employees who have worked for the SD Board of Regents for a year or more,
2. Have worked 1,250 hours in the proceeding 12-month period,
3. Have 80 or fewer hours of accrued sick leave; and,
4. Have a qualifying PFMLA event that occurs on or after June 22, 2023

Qualifying for Paid Family Medical Leave

Paid Family Medical Leave is a benefit for employees who have been approved for FMLA leave and meets the following criteria:

1. Have an FMLA qualifying event, except for the birth or placement for adoption and foster care.
2. Have 80 or less hours of accrued sick leave; **and,**
3. Have being absent for three (3) full, consecutive, scheduled working days due to the FMLA qualifying event.

Paid Family Medical Leave Guidelines

1. PFMLA **cannot** be used for intermittent FMLA, it is only available for employees after being absent for three (3) full, consecutive, scheduled, working days due to a qualifying FMLA event.
 - a. The three (3) days requirement must be met for each subsequent absence for the same FMLA qualifying reason.
2. Sick and vacation leave will continue to accrue while on PFML, but once an employee falls below the 80-hour threshold and is on a continuous leave status, the employee will continue to receive PFML even if the accrued sick leave balance exceeds 80 hours.
3. Overtime exempt employees are required to take leave in full-day increments in accordance with their working schedule, if the employee has a balance of less than 88 hours, the employee will still be required to use eight (8) hours of leave to meet the eligibility requirements.
4. PFML is contingent only upon the employee's accrued sick leave balance, the employee will not be required to utilize accrued vacation leave.
5. Leave for the purpose of bonding following the birth or placement of a child for adoption is covered under the Paid Family Leave (PFL) program.
 - a. Placement of a foster child does not qualify for PFML or PFL.
6. PFML leave runs concurrently with FMLA requirements, employees are not guaranteed protected job status, nor will they receive PFML beyond 12 weeks.
7. Employees are required to submit appropriate FMLA forms and documentation to the office of human resources in accordance with established practices.
8. Employees will record PFML in the monthly timesheet with the appropriate Paid FMLA earning type.

FMLA Leave for Placement of Foster Child

1. The placement of a child in foster care is an FMLA qualifying event, however, is not covered under the PFL or PFML.
2. Employees who have a child placed for foster care may be required to utilize accrued sick leave, vacation leave following the placement, once the employee has exhausted accrued leave, then the time may be taken as FMLA Leave Without Pay.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – D
DATE: June 21-22, 2023

SUBJECT

New BOR Policy – Sanctions, Exclusion, and Debarment Screening, and Revised BOR Policies 4:47 – Background Checks, 4:48 – Export Controls, and 5:4 – Purchasing (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 4:47](#) – Background Checks

[BOR Policy 4:48](#) – Export Controls

[BOR Policy 5:4](#) – Purchasing

[SDCL 5-18A](#) – Public Agency Procurement—General Provisions

[SDCL 5-18D-12](#) – Suspension of Debarment of Business for Cause

[2 CFR § 180, Subpart C](#) – Responsibilities of Participants Regarding Transactions Doing Business with Other Persons

BACKGROUND / DISCUSSION

Campus implementation in the areas of background checks, export controls, and procurement indicated the need for a common policy regarding screening potential employees, vendors, contractors, and other affiliated entities for prohibited status such as appearance on the federal or state sanction and debarment lists. The associated updates will also ensure the Board and its institutions are thoroughly vetting entities, including foreign corporate and governmental entities, and therefore have the necessary knowledge about who it is accepting money from and doing business with.

The proposed new policy on sanctions, exclusion, and debarment screening set forth in Attachment I details the necessary steps for an adequate review of the state and federal resources that indicate an entity’s prohibited status prior to establishing a contractual or employment relationship with an entity, as well as appropriately assigning the oversight for the screening functions to the applicable campus office or department. Revisions to other applicable policies in Attachments II-IV are a clean-up of relevant policies to ensure the new policy is implemented consistently, which includes repealing and replacing BOR Policy 4:47 in its entirety.

(Continued)

DRAFT MOTION 20230621_9-D:

I move to approve the first reading of new BOR Policy—Sanctions, Exclusions, and Debarment Screening, repeal and replacement of BOR Policy 4:47, and revisions to BOR Policies 4:48 and 5:4, as presented.

IMPACT AND RECOMMENDATIONS

The proposed Sanctions, Exclusion, and Debarment Screening policy and associated revisions to Background Check, Export Control, and Procurement Policies will provide a consistent protocol and process across the system for monitoring entities for prohibited status prior to establishing an employment or contractual relationship.

Staff recommends approval.

ATTACHMENTS

Attachment I – Proposed New Policy – Sanctions, Exclusion, and Debarment Screening

Attachment II – BOR Policy 4:47 – Background Checks

Attachment III – BOR Policy 4:48 – Export Controls

Attachment IV – BOR Policy 5:4 – Procurement

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Sanction, Exclusion, and Debarment Screening

NUMBER: [NEW POLICY]

A. PURPOSE

To support efforts to ensure satisfaction of federal and state requirements that the BOR and the institutions it governs do not employ or contract with individuals and entities who are under state or federal exclusion, debarment, or suspension, or with entities owned or controlled by prohibited foreign nationals, entities, or governments.

B. DEFINITIONS

1. **Affiliated Research Personnel:** any individual employed by a non-BOR entity involved in research for a Regental institution.
2. **Vendor:** any organization or individual providing goods or services to the BOR or an institution, excluding refunds and reimbursements.
3. **Contractor:** any individual or other legal entity that enters into a contract or agreement for goods and services with the BOR or an institution equal to or exceeding \$25,000.
4. **Sanction Check:** the process of verifying that an individual or entity is not under state or federal exclusion, debarment, or suspension, or is not an entity owned or controlled by prohibited foreign nationals, entities, or governments.
5. **Background Check:** As defined in BOR Policy 4:47.

C. POLICY

1. The BOR and its Institutions exercise due diligence in hiring and screening employees, Vendors, Contractors, and affiliates. Employees, Vendors, Contractors, and appropriate affiliated individuals must be checked against appropriate governmental exclusion, debarment, and suspension lists to ensure eligibility for hire and to participate in BOR and Institutional programs.
 - 1.1 Employees, Vendors, Contractors, and covered affiliates subject to this policy have an affirmative duty to notify the Institution or BOR designated official if they are under federal exclusion, debarment, or otherwise on a federal or state sanctions list. If an individual has been excluded from participation in a federally or state funded, or if a finalist is unwilling to submit required documents or to submit to a background or sanctions check, they may not be considered for employment, placement, or perform any services for or on behalf of the BOR or its governed institutions.

- 1.2 Inquiries into sanctions status associated with the BOR and Institutions will be handled in compliance with all applicable federal and state laws.
- 1.3 All individuals who have matching names to those found through the sanctions checks process shall have the right to review, deny, or provide clarification regarding any such finding. The individual may provide information to clarify their identity as other than that of the listed individual and shall otherwise cooperate with the designated officials responsible for the checks, including executing any and all required consents and certifications. Upon determination that a name appears on a sanctions list, the designated officials will:
 - 1.3.1. Ensure that the sanction report is accurate by verifying the identity of the individual on the report;
 - 1.3.2. Present the individual with the findings;
 - 1.3.3. Consider the individual's response to the sanction finding;
 - 1.3.4. Confirm admission, denial, or clarification through the utilization of a third-party sanction check application or with the responsible government entity named in the report;
 - 1.3.5. File for the record denial if the sanction is accurate;
 - 1.3.6. Discuss with the designated BOR or institutional representative the confirmed sanction for decision making;
 - 1.3.7. Inform of action and determination.
- 1.4 Nothing in this policy abrogates or serves as a substitute for any requirement for an individual background check required by federal or state law, or by other applicable BOR policies.
2. Ongoing screening of applicable databases for Employees, Vendors, Contractors, and affiliated individuals will be managed as set forth herein.
3. As applicable to the institution, nature of duties, and engagement with programs, BOR and Institutional employees, Vendors, Contractors, and appropriate affiliated individuals are checked against, but not limited to, the following federal and state exclusion, debarment, and suspension lists or successor lists as applicable:
 - 3.1. Office of Inspector General's (OIG) List of Excluded Individuals/Entities (LEIE);
 - 3.2. General Services Administration's (GSA) System for Award Management (SAM) Excluded Parties List System (EPLS);
 - 3.3. U.S. Food and Drug Administration's (FDA) Debarment List and Disqualified/Totally Restricted List for Clinical Investigators;
 - 3.4. U.S. Department of the Treasury, Office of Foreign Asset Control's (OFAC) Specially Designated Nationals (SDN) & Blocked Persons List, Consolidated Sanctions List (Non-SDN sanctions, including Foreign Sanctions Evaders);

- 3.5. U.S. Department of Commerce (DOC), Bureau of Industry and Security's (BIS) Denied Persons List, Entity List, and Unverified List;
 - 3.6. U.S. Department of State's (DOS), Directorate of Defense Trade Control's List of Statutorily Debarred Parties and List of Administratively Debarred Parties; and
 - 3.7. South Dakota Bureau of Administration debar and suspension list and any other state-level sanctions or restrictions applicable to Employees, Vendors, Contractors, and covered affiliates subject to this policy.
- 4. Vendors and Contractors who are personally providing services may be subject to criminal background checks prior to providing services if the duties would require a criminal record check under BOR Policy 4:47. Vendors and Contractors may be required to certify their compliance with employee screening where their employees provide similar personal services.
 - 5. The sanction check screening process includes identification and verification of an individual/entity name of a prospective employee, employee, prospective Vendor, Vendor, prospective Contractor, Contractor, or affiliated individual that potentially matches a sanctioned individual/entity name identified on an applicable governmental exclusion, debarment, or suspension list. The sanction check screening process also includes determining if the identified name is a positive match and if the individual/entity is eligible for hire and/or participation in programs. The sanction check screening process includes initial screenings for prospective employees, Vendors, Contractors, or affiliated individuals, as well as subsequent checks for maintenance of continued employment, contracts, grants, or other applicable agreements to ensure continued eligibility. Verification of an employee, Vendor, Contractor, or other affiliated entity as appearing on an applicable governmental exclusion, debarment, or suspension list during any sanction check screening, initial or subsequent, will result in that individual/entity being ineligible for employment, placement, or performance of any services for or on behalf of the BOR or its governed institutions. The verification procedures, system user instructions, and associated certification forms will be managed by an institutional designated official.
 - 6. Sanction check screening will be facilitated through systems managed by the BOR Accounts Payable Shared Service Center for procurements, Vendors, Contractors, and affiliated individuals; through Human Resources offices for employees; and through designated Research and/or Grants and Contracts offices for affiliated research personnel project reviews.

These offices are responsible for administering and overseeing the BOR and Institutional sanction check protocols, including but not limited to the following:

- 6.1 BOR Accounts Payable Shared Service Center:
 - 6.1.1 Review and renew the BOR contract or agreement with the third-party vendor for sanction check services provided, including an online searchable database system.
 - 6.1.2 Serve as the system administrator for the sanction check online searchable database system and train any designated users how to use the system.

- 6.1.3 Maintain the sanction check procedures and serve as the subject matter expert, in conjunction with the BOR' General Counsel and other Institutional compliance officials, on federal and state agency exclusion and debarment requirements.
 - 6.1.4 Receive regular sanction check screening logs from BOR and Institution designated officials of current and incoming Vendors and Contractors to ensure compliance with BOR Policy 5:4.
 - 6.1.5 Maintain ongoing sanction check screening of all active Vendors and Contractors and notify BOR or Institutional designated representatives of flagged individuals or entities.
- 6.2 Designated Human Resources offices:
- Ensure a sanction check screening is completed for all new BOR and institutional employees for verification of employment eligibility prior to hire date in accordance with BOR Policy 4:47 as part of the candidate's criminal history check, if a sanctions check is determined to be necessary based on the employee duties and responsibilities. The applicable Human Resources office is responsible for maintaining supporting documentation of sanction check screenings, reverification of individuals, and for reporting confirmed positive matches to responsible officials.
- 6.3 Designated Research and/or Grants and Contracts Offices:
- Conduct sanction check screening of affiliated research personnel, participating students, entities, and subcontractors and subrecipients for projects in accordance with BOR Policy 4:48 to ensure eligibility to participate in BOR or institutional research programs. Checks will occur, at a minimum, at proposal and subaward phases, during the life of projects, and if there are changes in responsible individuals. Research or Grants and Contracts may collaborate with Shared Services of Human Resources for sanction check processing. The designated research office is responsible for maintaining supporting documentation and reporting confirmed positive matches to Shared Services or Human Resources or other designated officials.

FORMS / APPENDICES:

None

SOURCE:

BOR XXXX 2023.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Employment Background Checks

NUMBER: 4:47

A. PURPOSE

To promote a safe and secure environment for its faculty, staff, students, volunteers, and visitors. The Board will take reasonable steps to ensure hiring decisions effectively contribute to reduced risk.

Furthermore, this policy is intended to support the verification of credentials, criminal history, credit status, and other information related to employment decisions that assist the University, Special School, or Board of Regents in meeting its commitments.

B. DEFINITIONS

1. **Background Check:** The process of acquiring records regarding a final candidate that are used to determine suitability for employment. Components of a background check may include the following:
 - 1.1. "Credit history check" means checking the credit history of the selected applicant or employee. (Federal laws prohibit discrimination against an applicant or employee as a result of bankruptcy.)
 - 1.2. "Criminal history check" means verifying that the selected applicant or employee does not have any undisclosed criminal history in every jurisdiction where the applicant or employee currently resides, has resided, or has been employed.
 - 1.3. "Educational verification" means ensuring that the selected applicant or employee possesses the educational credentials beyond high school listed on the application, resume, or cover letter or otherwise cited by the candidate that qualify the individual for the position sought.
 - 1.4. "Employment verification" means ensuring that the selected applicant or employee actually worked in the positions listed on the application, resume, or cover letter or otherwise cited by the candidate that qualify the individual for the position sought, as well as all employment during a period of at least seven (7) years immediately preceding application. This verification should include dates of employment and reasons for leaving each position.
 - 1.5. "License verification" means ensuring that the selected applicant or employee possesses all the licenses listed on the application, resume, or cover letter or

otherwise cited by the candidate that qualify the individual for the position sought and verification of any license required for the position, including verification of the disposition of such licenses. This includes any motor vehicle drivers licenses required for the associated position.

- 1.6. "Limited criminal history check" means verifying that the selected applicant or employee does not have any undisclosed criminal history in the jurisdiction where the applicant or employee currently resides or has been previously employed, or where the applicant or employee last resided, if the applicant or employee only recently moved to a location near the institution or location working.
- 1.7. "Limited sex and violent offender registry check" means verifying that the selected applicant or employee does not have undisclosed convictions of certain sex and violent crimes in the jurisdiction where the applicant or employee currently resides, or where the applicant or employee last resided, if the applicant or employee only recently moved to a location near the institution or location working.
- 1.8. "Sex and violent offender registry check" means verifying that the selected applicant or employee does not have undisclosed convictions of certain sex and violent crimes in every jurisdiction where the applicant or employee currently or has resided.
- 1.9. "Sanction check" means verifying that the selected applicant or employee is not debarred or on a sanction list identified in Regents Policy X:XX
2. **Fair Credit Reporting Act:** The federal law that regulates collection, dissemination, and use of consumer credit information.
3. **Employee:** is defined as any person employed by the Regental system, including full-time, part-time, temporary, graduate assistant, and student employee statuses.
4. **Favorable Background Check:** A background check that does not indicate any criminal record, information inaccuracies or discrepancies, or other position-related concerns.
5. **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, South Dakota Services for the Deaf, University of South Dakota, and the Office of the Executive Director.
6. **Personally Identifiable Information:** Information that can be used to distinguish or trace an individual's identify or, when combined with other personal or identifying information, is linked or linkable to a specific individual.
7. **Final Candidates:** Includes the internal or external applicant(s) identified as the finalist, or finalists, for the position.

C. POLICY

1. Certain positions require credential, criminal, and other background information verified as a condition of employment, volunteer status, or as required in BOR Policy 1:35 – Minors on Campus.
2. Background checks may be conducted by law enforcement agencies, credit reporting agencies, or designated employees of the Board of Regents and its institutions.
3. Law enforcement agency checks are required by statute for certain positions.
4. The Board or institutions will require credit, criminal, education, employment reporting, or other background verifications for positions as required or deemed necessary, in which case, a reporting agency selected or approved by the Executive Director will be used.
5. The Board reserves the prerogative to conduct independent background checks of prospective employees using Board or institutional personnel, and such checks may include the review of information accessible by the public through the Internet.
6. As a condition of employment or appointment as a volunteer, the Board performs the following background check components on positions with the following responsibilities in conformity with applicable laws, regulations, and standards:
 - 6.1. The Board will perform Criminal History Checks, Sex and Violent Offender Registry Checks, or combinations thereof for all positions that entail:
 - 6.1.1. Direct access to, or responsibility for, controlled substances.
 - 6.1.2. Direct access to, or responsibility for, hazardous materials or hazardous biological agents.
 - 6.1.3. Access to, or control of confidential data files, essential electronic information resources, confidential information, Personally Identifiable Information, or combinations thereof.
 - 6.1.4. Master key access to multiple buildings or large amount of space, or control of Board of Regents facilities.
 - 6.1.5. Authority for committing financial resources, or direct assets to cash.
 - 6.1.6. Direct responsibility for care, safety, or security of human beings, including also vulnerable individuals, minors, or disabled persons.
 - 6.1.7. All Senior administrators.
 - 6.1.8. Operation of a vehicle or motorized equipment as an essential function of the position.
 - 6.1.9. Any other positions funded by a contract which lawfully requires a background check.
 - 6.2. The Board will perform educational, licensure and employment background verifications where the assigned work requires specific education, experience and or licensures or certifications.

7. Where a background check must be conducted by a consumer credit agency, the Board will contract for such services through the third-party vendor as identified by the system office of human resources.
8. Human resources may determine additional background checks are required for a position not designated in this Policy in conformity with applicable law and SDBOR policy.
9. Notices and advertisements for open positions must provide notification that final candidates are subject to this policy.
10. A final candidate's failure to submit to a required background check will result in withdrawal of the conditional offer of employment or volunteer designation.
11. All offers are contingent upon successful completion of the background check. All offers of employment, oral or written, must include a statement that indicates this contingency.
12. The human resources office at each University, Special School, and Board Office will determine which of the components of the background check it will perform based on job duties.
 - 12.1. In accordance with BOR Policy X:XX, the human resources office at each university, special school, or board office will determine whether a sanctions check is necessary based on the employee job duties and responsibilities. If the human resources office determines a sanctions check is necessary, the institution will ensure a sanction check screening is completed for the candidate as part of their background check and for verification of employment eligibility prior to hire date. When a new employee is not subject to a background check under this policy, Shared Services is responsible for sanction check screening if necessary as dictated by the employee job duties and responsibilities.
13. If the background check indicates that there are debarments, sanctions list, convictions or other anomalies, the third party vendor will inform human resources. The approved third party vendor will supply the report to the applicant.
14. If the background check reveals convictions which the individual disclosed in the application, human resources will review the report in light of the position duties. Human resources and the hiring department will evaluate each incident, including any additional information that the individual provides, before the offer of employment is confirmed or withdrawn.
 - 14.1. The existence of a conviction does not automatically disqualify an individual from employment. Relevant considerations may include, but are not limited to, the nature and number of the convictions, the dates of convictions, and the relationship that a conviction has to the duties and responsibilities of the position.
 - 14.2. Any decision to accept or reject an individual with a conviction is solely at the discretion of the University, Special School, or Board of Regents. (All related information will be treated as confidential, and protected as such.)
15. If unreported debarments, sanctions list, or convictions are revealed in the background check, the offer of employment may be withdrawn and, if employed, the individual could be subject to discipline, unless the individual shows that the report is in error. The

decision to reject or discipline an individual with an unreported debarment, sanctions list, or conviction is solely at the discretion of the University, Special School, or Board of Regents.

16. In the event that the results of the background check influence a decision to withdraw an employment offer or terminate employment, human resources will inform the hiring department and the individual.
17. All results of a background check are considered confidential and will be maintained in confidential files by the approved third-party vendor.
18. Human resources maintains the confidential records of a the background check results as a part of, but separate from, the personnel file.
19. Violations of policies, including providing false or misleading information used for any of the above background checks, will be handled in accordance with applicable institution or BOR policies and procedures; which may include disciplinary actions up to and including termination from employment.
20. If the employee is terminated as the result of an unreported conviction, sanction list, or debarment the employee may appeal the termination pursuant to Board of Regents policy and procedures.

FORMS / APPENDICES:

None

SOURCE:

BOR December 2010; BOR October 2011; BOR August 2023.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Export Controls

NUMBER: 4:48

1. Preamble Purpose

The South Dakota Board of Regents and the institutions under its control and management encourage the exchange of research and technology consistent with United States national security and nonproliferation objectives. Export control laws and regulations are in place to protect not only the economic vitality of the United States, but also to thwart international criminal activity and to protect national security. United States (U.S.) export control regulations impact a wide range of university functions, including human resources, student affairs, international affairs, purchasing and procurement, international travel, information technologies, technology transfer, and research. While most of the activities occurring at the governed institutions are exempt from U.S. export control regulations, the Board recognizes the importance of these regulations and is committed to full compliance.

2. Definitions

- A. Controlled Activity:** An activity involving the export, reexport or deemed export of controlled technology, or an activity that due to its nature or the parties involved is otherwise subject to export controls, embargo or trade sanctions under the jurisdiction of the U.S. Departments of State, Commerce, Treasury, or any other U.S. government agency with export control responsibilities.
- B. Controlled Technology:** Any item, component, material, software, source code, object code, or other commodity subject to export controls. This term also includes enabling information to the extent required by the applicable export control regulations.
- C. Deemed Export:** The release or transfer of controlled technology to foreign nationals in the U.S.
- D. Employee:** For purposes of this policy, employees include full-time and parttime classified staff members, student employees, exempt staff members, faculty members, graduate assistants and associates, and persons with “no-salary” appointments. Visiting faculty members, postdoctoral appointees or other academic professionals who engage in controlled activity at a system institution

will also be deemed employees, unless there is an agreement providing otherwise. Undergraduate or graduate students who are not otherwise student employees, but who engage in a controlled activity that is sponsored or directed by the Board, one of its institutions or employees, shall be deemed gratuitous employees and encompassed within the definition of employee for purposes of this policy.

- E. Empowered Official:** A person that is not a foreign national who is directly employed by the Board or one of its institutions who is legally empowered to execute license applications or other requests for approval on behalf of the Board and each of its institutions and who has the delegated authority to: (i) inquire into any aspect of a proposed export, temporary import, or other export related activity by any institution; (ii) verify the legality of any transaction and the accuracy of the information to be submitted; and (iii) refuse to sign any license application or other request for approval without prejudice or other adverse recourse (See ITAR 120.25).
- F. Export:** Shipment or transmission of items, materials or information out of the United States. This includes the actual physical movement of items across the border. Technology and software may also be exported or reexported physically and electronically through personal conversations, meetings, engineering manuals, blueprints, plans, diagrams, formulae, email, telephone conversations, fax, posting on the internet, and a variety of other non-physical means.
- G. Export Controls:** Restrictions and other limitations imposed by the U.S. government on controlled technology and controlled activity.
- H. Export Control Analysis:** An analysis conducted by an institution's export control officer to determine if an activity or technology is subject to export controls. If the activity or technology is controlled, the assessment shall include a determination of the applicable export control restrictions, the restrictions on access by foreign nationals required, and any other relevant requirements to engage in a controlled activity in accordance with applicable export control regulations.
- I. Export Control Regulations:** These include the Export Administration Regulations, International Traffic in Arms Regulations, embargoes and trade sanctions administered by the Office of Foreign Assets Control, U.S. Department of the Treasury, and any other U.S. imposed regulations governing exports.
- J. Foreign National:** Individuals who are not U.S. citizens, permanent residents ("Green Card" holders) or political asylum holders. Hence, any individual who is present in the U.S. on a temporary immigrant visa status, including but not limited to H1B, J, F, B-visa persons, is a foreign national.

- K. Foreign Entity:** A foreign entity is any corporation, business or other entity that is not incorporated in the U.S. This includes foreign institutions, international organizations, foreign governments or any agency of a foreign government.
- L. Fundamental Research:** Basic and applied research in science and engineering, the results of which ordinarily are published and shared broadly within the scientific community, as distinguished from proprietary research and from industrial development, design, production, and product utilization, the results of which ordinarily are restricted for proprietary or national security reasons.
- M. Institution Export Control Officer:** The officer, agent or employee who has authority on behalf of the institution to manage, administer and oversee export control matters at the institution.
- N. License:** The approval documentation issued by a proper U.S. government agency with export control responsibilities authorizing the recipient to proceed with an export, deemed export or other regulated activity as specified in a license application.
- O. System Export Control Officer:** The officer, agent or employee who has authority on behalf of the Board to manage, administer and oversee export control matters within the System.
- P. Technology Control Plan:** A document that sets forth the specific physical, electronic and procedural controls that will be taken to prevent unauthorized access to controlled technology.

3. Application of Export Control Regulations

U.S. export control regulations govern what materials, data, technologies, software, instruments, and equipment can be accessed by foreign nationals studying, visiting, or working in the United States, as well as what items can be transferred abroad to restricted destinations. These regulations have significant ramifications for international travel; transfers of material, equipment or information; purchasing; and contracting. While other federal agencies have some export control oversight in limited instances, there are three primary federal agencies charged with regulating and enforcing export control laws and regulations: 1) the U.S. Department of Commerce through the Export Administration Regulations (EAR) (See: <http://www.bis.doc.gov/>), which govern the export of dual use items and other technologies; 2) the U.S. Department of State through the International Traffic in Arms Regulations (ITAR) (See: <http://www.pmddtc.state.gov/>), which apply to munitions, or defense articles and services; and 3) the U.S. Treasury Department through its Office of Foreign Assets Control (OFAC) (see <http://www.treasury.gov/about/organizational-structure/offices/Pages/Office-of-Foreign-Assets-Control.aspx>), which oversees trade sanctions, embargoes and travel restrictions.

The EAR and ITAR govern the shipment or transfer, physically, verbally or in writing, of controlled technologies outside of the United States, as well as deemed exports. In addition, OFAC regulations impose sanctions and embargoes on transactions or exchanges with designated countries, entities and individuals. In practice, these regulations have a direct impact on the utilization of controlled technologies, at our institutions and abroad. Additionally, these regulations have the potential to affect the institutional partners with which we collaborate, how and to whom we disseminate research findings, and the ability of our employees to engage in a controlled activity or travel abroad.

4. Export Controlled Activities

Before engaging in research activities, an institution's employees must identify and understand any potential export control implications. When export control implications are identified, the institution must conduct an export control analysis prior to engaging in the controlled activity. In some cases, an institution may decide not to engage in the controlled activity, including but not limited to when there is insufficient time to obtain a license or to implement the controls necessary to safeguard the controlled technology or the costs associated therewith outweigh the benefit obtained from engaging in the controlled activity.

If the controlled activity is not subject to an exemption or exclusion and it involves a foreign national or foreign entity, a license from one or more U.S. government agencies may be required to carry out the controlled activity. If a license is required, it must be obtained prior to the foreign national or foreign entity engaging in the controlled activity. Any negotiations or agreements entered into prior to receiving the required license must be contingent upon the ability to successfully obtain the same. Application for licensure must be coordinated and facilitated through the System Export Control Officer. Additionally, contracts to procure controlled technologies or to engage in controlled activities must be reviewed and approved for export controlled compliance purposes by the institution's export control officer prior to execution of the contract.

5. Exclusions and Exceptions

The exclusions and exceptions available under the export control regulations are fact specific and may be triggered or voided with the slightest of subtleties. As such, employees intending to rely on one of the exclusions or exceptions available under the EAR and ITAR regulatory provisions must confer with their institution's export control officer to confirm the applicability of the exclusion or exception prior to engaging in the controlled activity.

Common exclusions frequently used by institutions of higher education under the regulatory provisions of the EAR and ITAR relate to those engaged in fundamental research. Generally, the fundamental research exclusions (FRE) apply only to the results of research performed as fundamental research. No license is needed to share these results,

even if they relate to a controlled technology. However, the FRE applies only to the dissemination of research data and information, and not the transmission of controlled technology in general. Additionally, the FRE is lost if the institution accepts any contract clause that forbids the participation of foreign nationals or entities; gives the sponsor a right to approve publications resulting from the research; or otherwise operates to restrict participation in research or access to and disclosure of research results. Consequently, institutions should take care in negotiating agreements that are free of access and publication restrictions and export control requirements, when appropriate, as the inclusion of such terms will serve to void the fundamental research exclusion and subject the research to coverage under export control regulations. Additionally, for U.S. and state government-sponsored research, institutions are encouraged, when appropriate, to include contract terms specifically identifying the research as “fundamental research.”

6. Security and Technology Control Plans

Institutions governed by the Board that possess controlled technologies are responsible for providing and maintaining the appropriate security of the controlled technologies. Institutions should create technology control plans (TCP) to ensure secure access of controlled technologies. A TCP should include: the person(s) responsible for maintaining the controlled technology and monitoring compliance with the TCP; the appropriate location, security, access and disposition of the controlled technology; a description of the controlled technology; security measures to be taken with regard to the controlled technology, to include the appropriate location to house the controlled technology, access restrictions required and disposition of the controlled technology; and the level of training required and provided to each individual with access to the controlled technology. The System Export Control Officer shall be notified by the institution’s export control officer in the event of the implementation or expiration of a TCP.

7. International Travel

Institutions shall screen all employees participating in university sponsored international travel to ensure compliance with export control regulations. If applicable, the screening shall identify any license or special documentation required to engage in the controlled activity or to transport the controlled technology abroad.

8. Foreign Employees, Students, Collaborating Scholars and Visitors

Foreign Employees

All foreign nationals must be screened by their hiring institution in accordance with BOR Policy X:XX prior to their employment start date to ensure compliance with export control regulations. Any offer made in advance of the required screening must be contingent upon the individual providing the information necessary to screen against the appropriate restricted party lists and satisfactory screening results. Additionally, if an export license is needed to hire an employee, such offer shall be contingent upon the ability of the institution to obtain such license.

Foreign Students

All foreign national students must be screened by their enrolling institution in accordance with BOR Policy X:XX prior to engaging in a controlled activity or obtaining access to a controlled technology. In the event that a student appears on a restricted party list but is not prohibited from enrolling at the institution, the institution's export control officer shall contact the System Export Control Officer to assist in creating a plan to ensure the student does not engage in a controlled activity or gain access to the university's controlled technology, and if necessary, to obtain a license.

Foreign Institutions, Scholars and Visitors

All foreign nationals and foreign entities visiting our institutions shall be screened against the restricted party lists in accordance with BOR Policy X:XX prior to engaging in a controlled activity or obtaining access to a controlled technology. If a visiting foreign national or foreign entity appears on any of the restricted party lists but is not prohibited from engaging in the desired activity, the institution's export control officer shall contact the System Export Control Officer to assist in creating a plan to ensure the visiting foreign national or foreign entity does not gain access to controlled technologies, and if necessary, to obtain a license.

9. Education and Awareness

Training on export control regulations shall be provided by each institution to its employees, as necessitated by their level of exposure to export controlled activities. Each institution must maintain records of the training provided and the individuals who have received such training. Formal communication to employees about export control regulations and related policies and procedures shall be provided annually.

10. Recordkeeping Requirements

Export control regulations include specific recordkeeping requirements. Each institution must retain copies of all export related documentation, including classification determinations, prohibited party screenings, financial records, shipping documents, electronic communication, research logs, and appropriate certifications in their research project files for a minimum of five (5) years after the date of the export or from the date of the termination of a TCP or license, whichever is later.

11. System Export Control Officer

The Board shall employ or designate a System Export Control Officer who shall be authorized as the Empowered Official for the System. The System Export Control Officer will be responsible for the coordination and submission of export license requests, formal commodity jurisdiction requests, and other direct contact with federal licensing agencies on behalf of the system. The System Export Control Officer may exercise any power reserved or delegated herein to an institution's export control officer and may execute on

its behalf such filings, instruments or papers as may be necessary to properly and faithfully exercise such powers.

12. Institutional Responsibility

Each institution shall develop, implement and administer specific policies and procedures as necessary to comply with this policy and the requirements of federal law. Such policies and procedures shall be maintained on the institution's website and available to all employees and students of the institution. Additionally, each institution shall designate an institution export control officer. The institution's export control officer shall notify the System Export Control Officer immediately in the event of an incident involving a violation or threatened violation of export control regulations.

13. Individual Responsibility

Employees are individually responsible for compliance with export control regulations. All employees must be aware of and are responsible for the export control implications of their work. While each institution will provide assistance to its employees in assessing the applicability of export control regulations; primary responsibility for export control compliance rests with the individuals involved in the export.

14. Penalties for Non-Compliance

Failure to comply with export control regulations subjects the employee to disciplinary action in accordance with BOR Policy 4:14. Additionally, non-compliance with export control regulations exposes both the individual and the institution to severe criminal and civil penalties (fines and prison sentences) as well as administrative sanctions (loss of research funding and export privileges). Civil and criminal sanctions can apply to both the individual and the institution, with fines ranging from \$50,000 to \$1,000,000 per violation, and prison sentences of up to 20 years.

SOURCE: BOR, December 2015; June 2023.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Purchasing

NUMBER: 5:4

A. **PURPOSE**

To ensure all South Dakota Codified Laws, South Dakota administrative rules, South Dakota Board of Regents policies and United States government requirements and regulations are adhered to when purchasing equipment, supplies and services for institutions and offices under the control of the South Dakota Board of Regents.

B. **DEFINITIONS**

1. **Capital Assets** – Any moveable equipment with an expected life of one year or more and a single unit purchase cost of \$5,000 or more.
2. **Competitive Bids:** A formal process used to solicit competitive pricing from multiple suppliers. Methods include Invitation for Bid (IFB) and Request for Proposals (RFP).
3. **Competitive Quotes:** An informal process used to solicit competitive pricing from multiple suppliers.
4. **South Dakota Codified Law (SDCL):** South Dakota Codified Laws pertaining to the acquisition of equipment, supplies and services including 5-18A, B & D.
5. **SDezBuy:** The South Dakota Board of Regents eProcurement System.
6. **Shared Services:** Purchasing departments at SDBOR institutions that have been assigned certain commodities for managing on behalf of all SDBOR institutions.
7. **Supplies:** Any property, including equipment, supplies, materials, and printing.

C. **POLICY**

SDCL §13-49-15 and §13-49-16 provide the Board with power to purchase equipment, supplies, and services, as long as such purchases are in accordance with SDCL §5-18A, B & D.

The Board has delegated authority to enter into contracts for the purchase of equipment, supplies, and services by the institution except as delineated otherwise in this policy. All purchases shall be made in accordance with the following policy.

Institutions may at their discretion, apply more restrictive procedures than those listed in policy 5:4.

1. State Contracts

The State of South Dakota through the Office of Procurement Management maintains various contracts. The contracts are bid by the State of South Dakota or are national contracts the state participates in. These contracts must be utilized as the first source unless it is more cost effective to purchase the items from other sources.

2. Shared Services

Purchasing Shared Service Centers shall exist to create efficiencies in the purchasing process through Purchasing Specialists. Purchasing Specialists shall manage assigned commodities in an effort to reduce costs and to provide expertise to departments. A complete list of commodity assignments is available from the SDezBuy procurement system.

3. Supply Purchases under \$4,000

Orders for supplies with a total cost of less than \$4,000 shall be obtained by using sound business practices in the best interest of the institution. The following methods may be used for the acquisition of these items; purchase requisition/purchase order, direct pay invoice, procurement card payment or employee reimbursement.

4. Supply Purchases between \$4,000 and \$25,000

According to SDCL §5-18A-11, any order with a total cost exceeding \$4,000 and less than \$25,000, requires a minimum of three competitive quotes unless the item(s) is available from existing contracts; are considered exempt as outlined in SDCL 5:18A-22 and Section 6 below; or are justifiably a sole source. Orders for any non-exempt item(s) must be approved by Office of Procurement Management unless the item(s) is available from a contract recognized by the State of South Dakota. The purchasing department will be responsible for obtaining competitive quotes and approval from the Office of Procurement Management if applicable. Orders in excess of \$4,000 must be submitted on a purchase requisition.

5. Supply Purchases exceeding \$25,000

Supplies with a total cost exceeding \$25,000 must be bid by the Office of Procurement Management unless the item(s) is available from existing contracts; is considered exempt as outlined in SDCL 5:18A-22 and Section 6 below; or is justifiably a sole source. All sole source requests must be submitted on the standard sole source request form and requires approval by the Office of Procurement Management. Bids for non-exempt items must be coordinated with the Office of Procurement Management, through the Purchasing Department. Orders in excess of \$25,000 must be submitted on a purchase requisition.

6. Exempt Items

SDCL §5-18A-22 provides an exemption from competitive bidding requirements for supplies referenced in this section (see 6.1–6.10 below). Exempt supplies shall be purchased using sound business practices and in the best interest of the institution. The Purchasing department shall review exempt orders to determine if competitive quotes should be solicited. Applicable federal bidding requirements if funded from federal funds must be adhered to.

- 6.1. Any contract for the purchase of supplies from the United States or its agencies or any contract issued by the General Services Administration;
- 6.2. Any purchase of supplies or services, other than professional services, by purchasing agencies from any active contract that has been awarded by any government entity by competitive sealed bids or competitive sealed proposals or from any contract that was competitively solicited and awarded within the previous twelve months;
- 6.3. Any equipment repair contract;
- 6.4. Any procurement of electric power, water, or natural gas; chemical and biological products; laboratory apparatus and appliances; published books, maps, periodicals and technical pamphlets; works of art for museum and public display; medical supplies; communications technologies, computer hardware and software, peripheral equipment, and related connectivity; tableware or perishable foods;
- 6.5. Any supplies, services, and professional services required for externally funded research projects at institutions under the control of the Board of Regents;
- 6.6. Any property or liability insurance or performance bonds, except that the actual procurement of any insurance or performance bonds by any department of the state government, state institution, and state agency shall be made under the supervision of the Bureau of Administration;
- 6.7. Any printing involving student activities conducted by student organizations and paid for out of student fees;
- 6.8. Any purchase of surplus property from another purchasing agency;
- 6.9. Any animals purchased;
- 6.10. Any seeds, fertilizers, herbicides, pesticides, feeds, and supplies used in the operation of farms by institutions under the control of the Board of Regents.

7. Technology Purchases

- 7.1. All orders for technology related items (computer hardware, software and audio visual) must be approved in accordance with the Institution's IT approval process.
- 7.2. In addition, technology purchases are subject to the Board of Regents Policy 7:6 – Technology Purchases.

8. Executive Director and Board Approval

- 8.1. Purchases of capital assets with a per-unit cost between \$250,000 and \$500,000 must be approved by the Executive Director of the Board of Regents prior to a purchase order being issued.
- 8.2. Purchases of capital assets with a per-unit cost exceeding \$500,000 that are not funded by a grant or donation must be approved by the Board of Regents prior to a purchase order being issued.

- 8.3. Purchases of capital assets with a per-unit cost between \$500,000 and \$1,000,000 that are fully funded by a grant or donation must be approved by the Executive Director of the Board of Regents prior to a purchase order being issued.
- 8.4. All capital asset requests must be submitted to the Board of Regents for approval on the standard Capital Asset Request form https://www.sdbor.edu/administrative-offices/finance-administration/forms/Documents/Capital_Asset_Purchase_Request_Form.pdf
- 8.5. Refer to the BOR meeting calendar at <https://www.sdbor.edu/the-board/schedule/Pages/default.aspx> for meeting schedules. Questions should be referred to the campus Purchasing Department.

9. Printing Projects

- 9.1. Per Bureau of Administration Administrative Rule 10:02:03:01 any publication, pamphlet, flyer, or brochure with a total cost exceeding \$100 and for distribution to the public at large, must bear an inscription indicating the number of copies made, the approximate cost per copy, and the name of the printer. Refer to the following link for more detail: <http://legis.state.sd.us/rules/index.aspx>.
- 9.2. An exemption to this requirement has been granted to all Board of Regents institutions for the following items:
 - Materials used for the recruitment of students
 - Materials used for recognition of students and employees including graduation programs, diplomas and certificates of recognition
 - Programs for athletic events that are sold to the general public.

10. Environmentally Preferred Products

Bureau of Administration Administrative Rules 10:02:05:01 through 10:02:05:15 pertain to the use of environmentally preferred products when purchasing printing projects, paper stock, and cleaning and maintenance equipment and supplies. Refer to these rules when purchasing these items. If the total cost of recycled paper exceeds the cost of virgin stock by 5% or more, virgin stock may be used.

11. Non-Professional Services

- 11.1. Any contract for non-professional services in excess of \$25,000 must be awarded through a competitive bid process, unless the service is considered a sole source. This process may include a IFB or RFP. Non-professional services include services which are typically physical or manual in nature, examples include: bussing contracts, snow removal, garbage contracts, etc.
- 11.2. Any contract in excess of \$250,000 requires approval from the SDBOR Executive Director.

12. Professional Services

- 12.1. Any contract for professional services in excess of \$50,000 must be awarded through a Request for Proposal process unless such services are considered

exempt. The requirements listed in SDCL §5-18D-17 through §5-18D-22 shall be followed.

- 12.2. Professional services are classified as: services arising out of a vocation, calling, occupation, or employment involving specialized knowledge, labor, or skill, and the labor or skill involved is predominantly mental or intellectual, rather than physical or manual.
- 12.3. Any contract in excess of \$250,000 requires approval from the SDBOR Executive Director.
13. Construction and public improvement projects are not considered services and are governed by Board of Regents Policy 6.4 and 6.6 as well as SDCL 5:18-B.
14. **Debarred and/or Suspended Vendors**

Institutions shall comply with BOR Policy X:XX to ensure that vendors or contractors are checked against appropriate governmental exclusion, debarment, and suspension lists. Per federal law, any purchase made from federal funds exceeding \$25,000 may not be made from a vendor that has been debarred or suspended from doing business with the federal government. Any purchase order meeting this requirement shall be certified by checking the following website: www.sam.gov and a copy of the results attached to the purchase order.

FORMS / APPENDICES:

[Capital Asset Request Form](#)

SOURCE:

BOR October 1991; BOR October 1992; BOR March 1995; BOR January 1999; BOR March 2003; BOR March 2005; BOR October 2007; BOR December 2009; BOR April 2010; BOR June 2010; BOR June 2011; BOR October 2017; BOR December 2020; January 2021 (Clerical).

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – E
DATE: June 21-22, 2023

SUBJECT

SDSU Student Union Renovations Facility Program Plan (FPP) – Phase 4

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) – Classification of Capital Improvements

[SDCL 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement
Projects – Payment of Appropriated Funds

[SDCL 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements – State
Building Committees – Approval by Board or Commission in Charge of
Institution

[BOR Policy 6:4](#) – Capital Improvements

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests approval of this Facility Program Plan for phase 4 of renovations to its Student Union. The Board approved SDSU's Preliminary Facility Statement for the Student Union renovations in March 2018.

IMPACT AND RECOMMENDATIONS

The University Student Union is the hub for students on campus. Its central location to pedestrian pathways to all parts of campus, prime location for food services, and mission to be central to student life means that thousands of students utilize this facility daily. These same features make it a primary location for faculty, graduate students, and administrative personnel. The University Student Union needs to remain contemporary to properly support student life inside and outside of their academic pursuits.

Approximately 25,000 total square feet will be impacted by Phase 4 renovations, at a cost of approximately \$8,000,000. The project will be funded with maintenance and repair fees generated from current general activity fees (GAF) revenues, and therefore no fee increase will be needed for this project.

Additional details of the Facility Program Plan can be reviewed in Attachment I.

ATTACHMENTS

Attachment I – SDSU University Student Union Renovations FPP

DRAFT MOTION 20230621_9-E:

I move to approve the Facility Program Plan for phase 4 of SDSU's renovation of space within the University Student Union to be funded with Auxiliary System maintenance and repair funds.

**FACILITY PROGRAM PLAN
FOR
UNIVERSITY STUDENT UNION RENOVATIONS AND REMODELING
SOUTH DAKOTA STATE UNIVERSITY**

DATE: May 10, 2023

South Dakota State University (SDSU) requests approval of this Facility Program Plan to continue with the University Student Union (USU) renovation phased project. Phases 1-3 have been completed, and we are requesting to proceed with Phase 4. This phase would include construction drawings, bidding, and construction. SDSU requests exemption from the remainder of the Capital Improvement process for Phase 4.

- a. Programmatic justification for discrete spaces:

The goals of the project remain the same as expressed in the Preliminary Facility Statement: A 2017 study pointed towards a series of desirable changes:

1. (Phase 1) Relocate the Multicultural Center so the visibility is more prominent to all students and increase awareness that these services exist for all students of the University. This center provides student support space, offices, advising and accommodations support, testing space, community space, and social programming for people from a variety of different backgrounds. The Office of Disability Services is a part of this center. It is important to relocate the center to a more prominent location to promote inclusivity to the campus community as a whole and to those students who can partake of those services.
2. (Phase 4) Make changes to space utilized for student organizations.
 - a. Expand space for organizations to meet and work.
 - b. Make more space available to more student organizations. Currently, not all student organizations are able to office at the USU. Space provided could be designed to allow multiple student groups to work and meet simultaneously.
 - c. Increase the visibility of student organization space within the building.
3. (Phase 2) All conference rooms throughout the facility are well utilized. However, they need to be updated, refinished, refurnished, and need technology upgrades to incorporate modern audio and visual capabilities for off campus or remote participation in meetings. The number of conference rooms should be retained, however they can be dispersed throughout the building, rather than be concentrated on the second floor and a portion of the first floor.
4. (Phase 4) The Career Development Office (CDO) has grown to serve more students and provide programs for post-graduation; employer in-residence program, resume writing, interviewing, and career fairs. Career Development has outgrown current assigned space.
5. (Phase 3) Volstorff Ballroom needs refinishing and technology upgrades to better serve the University functions.
6. (Phase 4) The lower level of the building needs to be upgraded and better connected to the main level of the building. Currently, the lower level is perceived as a dark private area of the building. It is not accessed in a direct manner, and is not directly connected to the upper levels of the building. The lower level is used for activity support, but also as a performance venue, home for a number of student organizations, and home of the current Multicultural Center. The space and perception of it do not foster student engagement, but are considered an obstacle to student engagement.

Thus Phase 4 will modernize the lower level of the building and remodel for more efficient use of space that fosters student engagement and houses functions more appropriate to the level of the building. Through conceptual and schematic planning with the selected architectural consultants, SDSU has confirmed the goals of the project and determined the phased renovations. Phase 4 will include student organization space renovation to include the relocation of student print services and the office of career development and food service offices, and renovations to the lower-level restrooms, student lounge space, and three meeting rooms.

There are distinct requirements that affect the scope of phased renovations. The building needs to serve new student orientation sessions held in the summer. The bulk of construction must occur in the summer when the student traffic is minimal, and demand for the building services is lower. The same number of conference spaces must be available at the beginning of each academic year and each year must show progress to modernize a portion of the conference rooms.

The approximate scope of the Phase 4 renovations is listed below:

Phase 4 – Summer to Fall 2024

1. Remodel the student organization space in the lower level of the building to include student lockers, student offices and technical services office.
2. Remodel the Career Development Services office suite on the main floor.
3. Upgrade the finishes and technology in meeting and conference rooms and adjacent student lounge in the lower level of the building.
4. Relocate the student design and print services to the main floor of the building.
5. Complete maintenance and repair projects and upgrade lower-level restrooms.

The scope of this phase would be adjusted based on available funding, time available for the project, and schedule for completion of the project.

b. Gross Square footage:

The building area impacted by Phase 4 remodeling is listed below.

The program spaces are as follows:

1 st Floor	
Student Activities –	595 sf
BluePrint –	900 sf
Career Development–	3,370 sf
Card Services –	810 sf
Subtotal –	5,675 sf
Lower Level	
Student Organization -	325 sf
Food Service -	1,825 sf
State Tech -	2,025 sf
State-A-Thon/Hobo Day -	1,270 sf
University Program Council -	700 sf
Greek Life -	570 sf
Student Media -	1,065 sf
Jack's Place -	3,510 sf
Student Activities -	1,170 sf

Meeting Rooms -	2,275 sf
Circulation/restrooms/lounges -	4,520 sf
Subtotal -	19,255 sf

Total floor area affected by Phase 4 Renovations 24,930 sf

c. Site analysis:

The project is a phased renovation of the building. The scope is remodeling and upgrading existing space, primarily student group spaces, meeting, and multipurpose space in the building. The character of the project is maintenance and repairs. Exterior building utilities and site will be unaffected by the project.

d. Description of key building features:

The Career Development office suite co-locates staff offices and support space for student and employer engagement and staff and student collaboration. A donor dedicated conference room will be relocated to another location within the building as part of this project.

The student organization offices will combine student meeting space with office space and relocate several meeting rooms that were temporarily taken offline for the former renovation construction projects.

The student design and print center will co-locate equipment with service and design space and will be relocated on the main floor.

e. Illustrative floor plans:

Floor plans showing the scope of lower level and first floor remodeling are attached to this report.

f. Initial cost estimates and funding sources:

The total cost of Phase 4 remodeling is summarized as follows:

Construction cost of lower-level remodeling -	\$4,775,000
Construction cost of first level remodeling -	\$1,435,000
Movable Furnishings & Equipment -	\$ 500,000
Design fees (multi-phase planning & Phase 4 full services) -	\$ 403,000
Project administration fees -	\$ 186,300
Project contingency allowance -	<u>\$ 621,000</u>
Total Phase 4 project construction costs -	\$7,920,300

The overall project costs are likely to exceed \$8 million. As the scope of Phase 4 is refined, the cost will be estimated, and a revised work request submitted. The funding source for this, and all phases of the renovations, will be allocated maintenance and repair funding which is supported through University General Activity Fees.

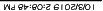
This phase will proceed directly to construction drawings, bidding, and construction.

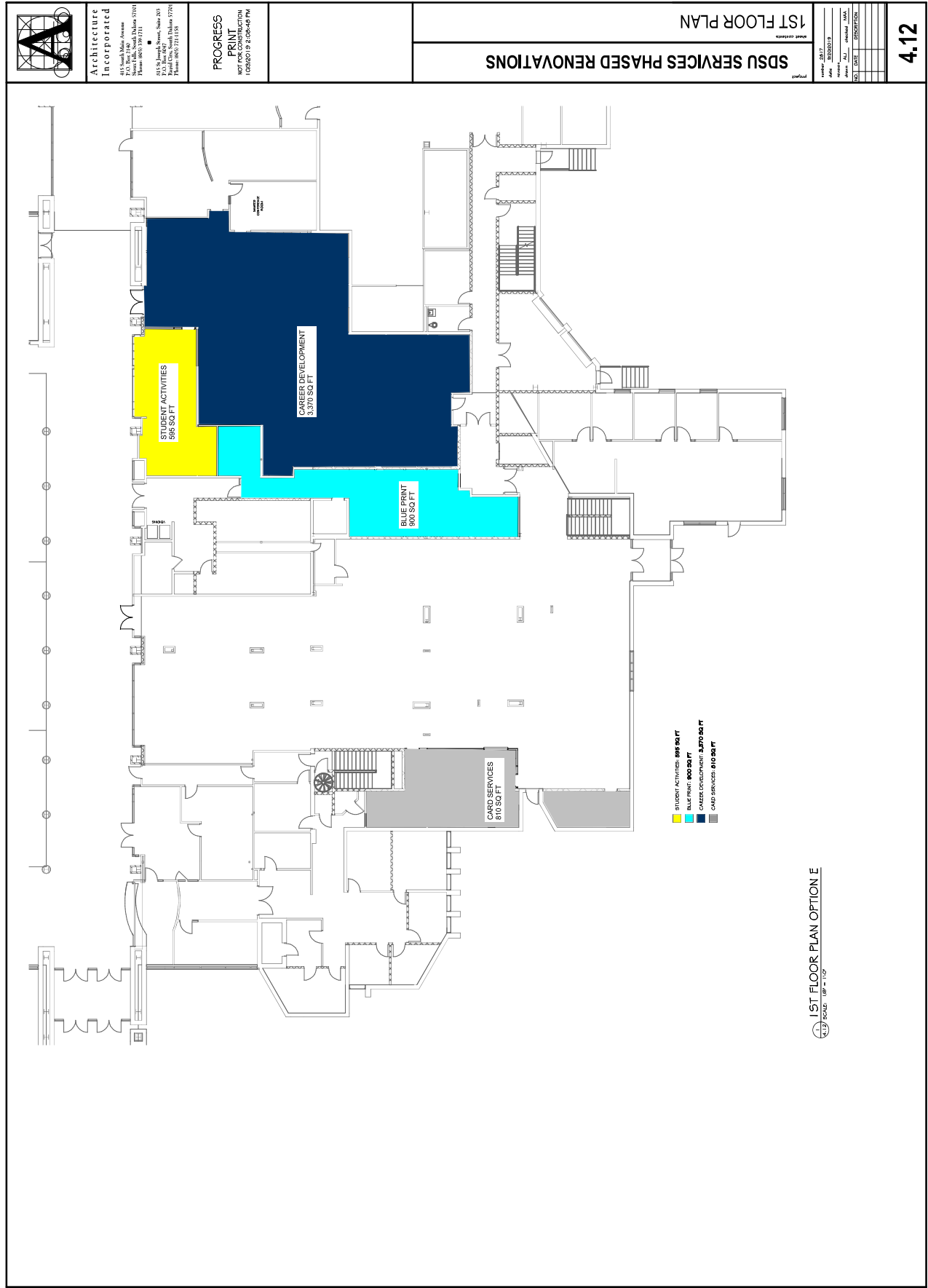
g. Identification of funding sources and impact to campus maintenance and repairs:

The funding source is University General Activity Fees. The project scope includes building maintenance, repairs, and programming upgrades to an existing building. Any effects to overall

campus M&R will be minimal. Upgrades to building lighting and HVAC systems will be designed to improve efficiency but will have nominal impacts on the overall campus energy consumption.

End of Report





SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 9 – F
DATE: June 21-22, 2023

SUBJECT

DSU Lease Agreement for Property in Madison, SD

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

[SDCL § 13-49-15](#) – Purchasing and Contracting for Institutions

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests the Board of Regents’ authorization to enter into a Lease Agreement with the DSU Foundation for property in Madison, South Dakota. The space currently houses the Paulson Cyber Innovation & Entrepreneurship Center. The Lease Agreement would provide a multi-year agreement for continued housing of the Paulson Cyber Innovation & Entrepreneurship Center and articulate DSU’s option to acquire the property at the close of the lease period.

IMPACT AND RECOMMENDATIONS

Dakota State University will enter into a Lease Agreement with the DSU Foundation for lease of the subject property for a term of six years beginning July 1, 2023. Rent payments of \$57,500 would be made semi-annually. At the conclusion of the six-year initial term, DSU could exercise an option to purchase the property or continue to lease the premises. A draft of the Lease Agreement between DSU and the DSU Foundation is attached.

Staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Lease Agreement for Property in Madison, SD

DRAFT MOTION 20230622_9-F:

I move to grant Dakota State University the authority to finalize and execute the Lease Agreement between Dakota State University and the Dakota State University Foundation in substantially similar form to that set forth in Attachment I.

LEASE AGREEMENT
Between
DAKOTA STATE UNIVERSITY
And
DAKOTA STATE UNIVERSITY FOUNDATION

Parties: This lease is made between Dakota State University Foundation (Lessor) and Dakota State University (Lessee).

Premises: This lease is for the property at 1400 North Washington Avenue, Madison, South Dakota 57042.

Terms: The term of this agreement shall commence July 1, 2023, and continue for an initial term of six (6) years.

Effective Date: The effective date of this agreement shall be July 1, 2023, regardless of the date of execution hereof, and shall be binding upon the parties hereto, their successors and assigns.

Rent: During the initial term of this agreement, the Lessee shall pay to the Foundation semi-annually the sum of \$57,500 rent payable in advance commencing July 2023 and on or before the 15th day of January and July every year thereafter through January 2029. Initial rental payments are to be based on the actual costs incurred by the Foundation to acquire the real estate, together with operating expenses incurred by the Foundation and listed on Exhibit "A" attached hereto and incorporated herein by this reference, which expenses may include such taxes or assessments as may be assessed against the property. Rental rates may be adjusted annually to reflect actual increases in the Foundation's chargeable operating costs. Rental payments will include a component equal to two percent (2.0%) of the cost of the facility, which sum the Foundation agrees to hold and to manage as a capital expenditure sinking fund. If it becomes necessary to undertake capital repairs, replacement or improvements, the Foundation will contract for such work to be paid from the capital repair sinking fund established hereunder, or, with the consent of the Lessee, to be paid for through a temporary adjustment to the rent sufficient to cover the actual costs to finance and to construct such repairs, replacements, or improvements. In the event that this agreement should be terminated, the Foundation shall disburse or transfer the capital expenditure sinking fund as directed by Lessee. Interest income on the sinking fund shall remain with the Foundation.

After the initial term of the agreement, the lease may be extended with the rental rate equal to the operating expenses incurred by the Foundation plus a continued amount equal to two percent (2.0%) of the cost of the facility, continued to be held and managed as a capital expenditure sinking fund.

Option to Purchase: Lessee may purchase the leased property from the Foundation at any point during the term of the lease for an amount equal to the then remaining principal balance. After the initial lease term of six years, Lessee may exercise an option to purchase the property for \$1.00. If Lessee intends to exercise the option to purchase, either during the initial lease term or thereafter,

Lessee will give sixty (60) days' notice in writing, which notice may be given to the President and CEO of the Dakota State University Foundation or their successor. Lessor shall convey the demised premises by Warranty Deed, free and clear of all liens and encumbrances, except those that Lessee may have created or suffered, and excepting any taxes, assessments, rates, duties, imposts, or charges that may have become a lien against the property since the date of this Lease Agreement.

Upon exercise of the option to purchase, the Lessor agrees to furnish, at the expense of the Lessee, a policy of title insurance issued by a title insurance company authorized to do business in the State of South Dakota containing only the printed exceptions usually and customarily found in such policies.

Availability of Funds: The Lessor agrees that the continued rental of the above-described property for the terms specified herein is dependent upon the receipt of both funds and expenditure authority from the South Dakota Legislature. In the event that the Legislature does not provide said funds or expenditure authority for any fiscal year, then and in such event, this Agreement is null and void and said Agreement shall expire at the end of the fiscal year in which last funding or expenditure authority shall be made available to the Lessee. The Lessor agrees that a termination because of lack of funds or expenditure authority will not result in a claim against Dakota State University, the South Dakota Board of Regents, the State of South Dakota, or any officer or employee of the State.

Condition of Property: Lessor agrees to lease, and Lessee accepts the property as is.

Maintenance During Lease: Lessee agrees to maintain the property and grounds, where applicable, in good condition. Routine wear-and-tear is expected during the lease. Lessee will provide garbage, debris, and snow removal, and lawn and landscape maintenance at Lessee's expense. Lessee agrees to comply with any municipal codes with respect to premises maintenance and upkeep.

Lessor will provide for maintenance of major building systems as needed or if required by a proper governmental authority, including heating, water conditioning, water heating, electrical, structural, and other similar systems. Lessee must inform Lessor as soon as reasonable of any problems with major building systems.

All equipment, fixtures, and furnishings purchased or supplied by Lessee shall remain the property of and title to the Lessee and may be removed, altered, or changed at any time during the life of the lease or termination.

Inspection: Lessee agrees to permit Lessor or Lessor's agents to inspect or examine the leased premises at any reasonable time and to permit Lessor to make such repairs to the leased building which Lessor may deem desirable or necessary for its safety or preservation and which Lessee has not covenanted herein to do or has failed so to do.

Utilities: Lessee will be responsible for all utilities during the term of the lease including natural gas, electricity, water, and sewer. Telephone and cable, including any deposits or hookup fees, will be the responsibility of Lessee.

Insurance: Lessor will maintain its own insurance for property and liability coverage in an amount equal to the replacement value of the property, but that insurance will not extend to losses suffered

by the Lessee, nor does it extend to cover actions or failure to act by the Lessee while using and enjoying the property.

Lessee, at its expense, shall provide and keep in force for the benefit of Lessor, to the extent allowed by South Dakota law comprehensive general liability coverage, insuring the interest of Lessor and Lessee with minimum limits of liability in respect of bodily injury or death of \$1,000,000.00 for each person and \$1,000,000.00 for each occurrence, and respect of property damage of \$500,000.00 for each occurrence. Lessor shall be included as a named insured on said insurance policy.

Waiver of Subrogation: Lessor and Lessee hereby agree that neither shall be liable to the other for loss arising out of damage to or destruction of the demised premises or the contents thereof when such loss is caused by any of the perils included within the standard form of fire and extended coverage insurance. This agreement shall be binding whether or not such damage or destruction shall be caused by the negligence of either Lessor or Lessee or their agents, servants, or employees, and further, any and all right of subrogation by any insurance carrier is hereby waived. The parties hereto will sign any and all documents necessary to implement his provision.

Lessor's Interest Not Subject to Mechanic's Liens: Lessee agrees not to permit any mechanic's liens to be legally placed of record against said real estate or any buildings or structures located thereon; and if any such liens shall be filed, Lessee agrees to have them removed. No person who furnishes work, labor, services or materials at the request or order of Lessee shall have a lien on said real estate or any buildings or structures located thereon which is paramount to the rights of Lessor under this lease so long as this lease is in existence. Lessee shall have no authority to create or permit to be created any lien for labor or material which shall have the effect of placing a cloud on the title of Lessor in and to said real estate and any buildings or structures located thereon. All such material men and laborers and mechanics shall have the right to demand payment for their materials or labor from Lessee only. The filing of a mechanic's lien shall not, of itself, constitute a default by Lessee, provided that Lessee shall within ninety (90) days after notice of the filing of such lien, extinguish, cancel or release such lien or post bond with Lessor to guarantee her against loss by reason thereof, and provided Lessee shall have the right to dispute the amount of validity of such lien by diligently taking proper legal steps to remove said lien.

If any mechanic's lien shall be placed on record by reason of any order or contract of Lessor, then the provisions of this lease applicable to the duties of Lessee with respect to mechanic's liens shall be incumbent upon Lessor to perform. At Lessor's sole discretion, Lessee may procure a mechanic's lien waiver satisfactory to Lessor pertaining to any improvements.

Assignment: Neither this lease nor leased premises may be sublet or assigned by Lessee without the written consent of Lessor, which consent shall not be unreasonably withheld.

Amendment and Venue: This Agreement contains the entire agreement between the parties, and is subject to and will be construed under the laws of the State of South Dakota, and may be amended only in writing signed by both parties. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

Compliance with Applicable Laws: The parties will comply with all federal, state, and local laws, regulations, ordinances, guidelines, permits, and requirements applicable to providing services pursuant to the Agreement and will be solely responsible for obtaining current information on such requirements.

Termination: Either party may terminate this lease agreement with 30 days' written notice. Lease payment will be prorated on a monthly basis and any unused portion will be rebated to Lessee upon termination.

Indemnification: The Lessor agrees to hold harmless and indemnify the State of South Dakota, the South Dakota Board of Regents, Dakota State University, their officers, agents or employees, from and against any and all actions, suits, damages, liability or other proceedings that may arise as a result of its performance of this contract. Nothing herein requires the Lessor to be responsible for any action, suit, damage, liability or other proceeding that may arise as a result of the negligence, misconduct, error or omission of the State of South Dakota, the South Dakota Board of Regents, Dakota State University, their officers, agents or employees.

Lessor
DSU Foundation

Lessee
Dakota State University

Exhibit A: Permitted components of Rental Rate

Retirement of remaining amount of purchase costs = $\$396,000 / 6 = \$66,000$ annual	\$66,000
Insurance and other expenses	\$34,000
Maintenance and Repair @ 2.0% of value	\$15,000
Annual Total Lease Payments	\$115,000
Semi-annual Lease Payments	\$57,500