

**BOARD OF REGENTS
MINUTES OF THE MEETING
June 22-23, 2022**

Contents

1-A	Approval of the Agenda	2
1-B	Declaration of Conflicts	2
1-C	Approval of the Minutes – Meeting on May 10, 2022	2
1-D	Motion to Dissolve into Executive Session	2
4	Informal Budget Hearings	2-3; 23-43
6-A	Report and Actions of Executive Session	3
	Secretary’s Report	20-22
6-B	Welcome and Presentation by USD President Sheila Gestring	3
6-C	USD Student Organizational Awards	4; 44-45
6-D	Reports from Individual Presidents and Superintendents	4
6-E	Reports on Individual Regent Activities	4
6-F	Report from the Student Federation	4
6-G	Report of the Executive Director	4
7	Public Comment Period	4

CONSENT AGENDA

Academic and Student Affairs

8-A	BOR Policy 2:1 – External Review of Proposed Graduate Programs (Second Reading)	5; 46-51
8-B	Inactive Status & Program Termination Requests – BHSU & SDSMT	5; 52-70
8-C (1)	New Program Request – BHSU – Minor in Finance	5; 71-78
8-C (2)	New Program Request – DSU – AS in Digital Accounting	5; 79-87
8-C (3)	New Program Request – DSU – Minor in Digital Accounting	5; 88-94
8-C (4)	New Program Request – NSU – AS in Digital Entrepreneurship	5; 95-109
8-C (5)	New Program Request – USD – BS in Music – Music Technology and Industry Specialization	6; 110-147
8-D (1)	New Certificate Request – DSU – Digital Accounting (Undergraduate)	6; 148-152
8-D (2)	New Certificate Request – SDSU – Institutional Research and Assessment in Higher Education (Graduate)	6; 153-164

8-D (3)	New Certificate Request – SDSU – Lobbying and Government Advocacy Undergraduate)	6; 165-172
8-D (4)	New Certificate Request – SDSU – Public Service (Undergraduate)	6; 173-179
8-D (5)	New Certificate Request – SDSU – Real Estate (Graduate)	6; 180-194
8-D (6)	New Certificate Request – BHSU, DSU, NSU, SDSMT, SDSU & USD – American Civic Traditions (Undergraduate)	7; 195-204
8-E (1)	New Specialization Request – SDSMT – Data Science – BS in Mathematics	7; 205-210
8-E (2)	New Specialization Request – SDSMT – Green Chemistry – BS in Chemistry	7; 211-215
8-F (1)	New Site Request – NSU – BA and Minor in Criminal Justice (Online)	7; 216-224
8-F (2)	New Site Request – USD – MA in Human Development and Educational Psychology (Online)	7; 225-228
8-F (3)	New Site Request – USD – Minor in Addiction Counseling & Prevention (Online)	7; 229-233
8-F (4)	New Site Request – USD – Minor in Anthropology (Online)	8; 234-237
8-F (5)	New Site Request – USD – Minor in Child and Adolescent Development (Online)	8; 238-242
8-F (6)	New Site Request – USD – Minor in Health Sciences (Online)	8; 243-247
8-G	Accelerated Program Request – USD – Master of Social Work (MSW)	8; 248-250
8-H	Agreement on Academic Cooperation – SDSU	8; 251-260
8-I (1)	Articulation Agreements – South Dakota State University	8; 261-265
8-I (2)	Articulation Agreements – University of South Dakota	9; 266-287
8-J	Accelerated Master’s Agreement – NSU BA in Sociology & USD Master of Social Work	9; 288-292

Budget and Finance

8-K	BOR Policy 4:49 Revisions – Multi-Year Employment Contracts (Second Reading)	9; 293-295
8-L	M&R Projects	9; 296
8-M	BOR Policy 1:27 Revisions – Naming of Institutional Facilities, Programmatic Units or Funded Academic Honors (Second Reading)	9; 297-300
8-N	BOR Policy 5:7 Revisions – Refunds (Second Reading)	9-10; 301-306
8-O	BOR Policy 6:5 Revisions – Building Committees (Second Reading)	10; 307-309

8-P	BOR Policy 6:6 Revisions – Maintenance and Repair (Second Reading)	10; 310-321
8-Q	BOR Policy 6:7 Revisions – Building Plaques (Second Reading)	10; 322-325
8-R	BOR Policy 6:10 Revisions – Legislative Authorization of Private or Grant Funded Facilities (Second Reading)	10; 326-328

Routine Informational Items – No Board Action Necessary

8-S	Program Review Reports	10; 329-330
8-T	Interim Actions of the Executive Director	10; 331-334
8-U	Capital Projects List	11; 335-340
8-V	Building Committee Report	11; 341
8-W	Center for the Prevention of Child Maltreatment Annual Report	11; 342-358

Academic and Student Affairs

9-A	Revised BOR Policy 2:29 – Definition of Credits and Related Institutional Requirements (First Reading)	11; 359-370
9-B	New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4 – Seamless Transfer of Credit (First Reading)	11-12; 371-387
9-C	Repeal BOR Transfer Policies 2:25, 2:27, and 2:31 (First Reading)	12; 388-395
9-D	Revised BOR Policy 2:7 – Undergraduate General Education Curriculum, and Repeal BOR Policy 2:26 – Associate Degree General Education Curriculum (First Reading)	13; 396-411
9-E	Revised BOR Policy 2:11 – Assessment (First Reading)	13-14; 412-421
9-F	Revised BOR Policy 2:13 – Third Party Requests for Academic Credit (First Reading)	14; 422-431

Budget and Finance

10-A	BOR Policy 5:21 Revisions – System Collection Policy (Second Reading)	14-15; 432-435
10-B	BOR Policy 6:4 Revisions – Capital Improvements (Second Reading)	15; 436-448
10-C	USD Wellness Center Expansion – Revised Facility Design Plan	15; 449-457
10-D	SDSU Cottonwood Range and Livestock Field Station Preliminary Facility Statement	16; 458-462
10-E	South Dakota Mines Building Acquisition – Incubator Building	16; 463-465
10-F	University of South Dakota – Sioux Falls	16-17; 466-472
10-G	Expanded Alcohol Sales	17-18; 473-480
10-H (1)	Research Parks – Research Park Reports	18; 481

- 10-H (2) Research Parks – USD Discovery District Annual Meeting 18; 482-483
- 10-H (3) Research Parks – DSU Soar Annual Meeting 18-19; 484-485
- 10-I BOR Policy 4:25 Revisions – Time and Leave Reporting (First and Final Reading) 20; 486-494

ADJOURN

**BOARD OF REGENTS
MINUTES OF THE MEETING
June 22-23, 2022**

The South Dakota Board of Regents met on June 22-23, 2022, at 10:00 a.m. Central Time at The University of South Dakota in Vermillion and via Zoom with the following members present:

ROLL CALL:

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

Also present during all or part of the meeting were Dr. Brian Maher, Board of Regents Executive Director and CEO; Nathan Lukkes, Board of Regents Chief of Staff; Dr. Janice Minder, System Vice President for Academic Policy and Planning; Heather Forney, System Vice President of Finance & Administration; Kayla Bastian, Director of Human Resources; Shuree Mortenson, Director of Communications; Katie Maley; Executive Assistant to the CEO and Board; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Laurie Nichols, BHSU President; Jim Rankin, SDSM&T 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 22, 2022

Regent Roberts declared a quorum present and called the meeting to order at 10:00 a.m.

1-A Approval of the Agenda

IT WAS MOVED by Regent Bastian, seconded by Regent Partridge, 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 10, 2022

IT WAS MOVED by Regent Rave, seconded by Regent Partridge, to approve the minutes of the Board of Regents meetings on May 10, 2022.

Motion passed.

1-D Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Venhuizen, seconded by Regent Partridge, that the Board dissolve into executive session at 10:15 a.m. on Wednesday, June 22, 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 5:00 p.m., and reconvene in public session at 9:00 a.m. on Thursday, June 23rd, to resume the regular order of business and report its deliberations while in executive session, and take any action it deems prudent as a result thereof.

Motion passed.

The Board dissolved into executive session.

THURSDAY, JUNE 23, 2022

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

4. 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, SDSU Extension, and the Agricultural Experiment Station. This focused on their Feed Mill Renovation within the Agricultural Experiment Station

USD/Law School/SSOM: President Sheila Gestring and Julie Kriech, Vice President of Finance & Administration reviewed the budget priorities for the University of South Dakota, the USD School of Law, and the Sanford School of Medicine which focused on facilities preservation needed in the Churchill-Haines, South Dakota Union, Dakota Hall, and East Hall buildings located on the Vermillion campus.

DSU: President Dr. José-Marie Griffiths and Stacy Krusemark, VP of Business and Administrative Services, reviewed budget priorities for Dakota State University, which focused on their Data Center upgrade and expansion.

NSU: President Dr. Neal Schnoor and Veronica Paulson, VP of Finance and Administration reviewed the budget priority for Northern State University which focused on facility maintenance equipment and storage.

BHSU: President Dr. Laurie Nichols and Kathy Johnson reviewed budget priorities for Black Hills State University, which focused on their School of Business program enhancement and industry engagement.

System Requests: Heather Forney, System Vice President of Finance & Administration, explained the system's budget priorities, which include requests for a tuition freeze, support for rising construction costs, cybersecurity upgrades, and deferred maintenance & repair.

A copy of the Informal Budget Hearing materials can be found on pages 23 to 43 of the official minutes.

6-A Report and Actions of Executive Session

Regent Venhuizen reported the Board dissolved into Executive Session at 10:15 a.m. on Wednesday, June 22, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before rising from executive session at 5:00 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 Venhuizen, seconded by Regent Thares, 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 20 to 22 of the official minutes.

6-B Welcome and Presentation by USD President Sheila Gestring

USD President Sheila Gestring welcomed the Board and other attendees to University of South Dakota and shared information about USD.

6-C USD Student Organizational Awards

Kimberly Grieve, USD Vice President of Student Affairs/Dean of Students, presented the USD student organization award winners for 2021. The Radiology Association/Seldinger Society accepted the award for academic excellence. The Student Enhancing Resources for Vermillion Enrichment (SERVE) accepted the award for community service. Alternative Week of Off-Campus Learning accepted the award for organizational leadership.

A copy of the USD Student Organizational Awards can be found on pages **44** to **45** of the official minutes.

6-D Report from Individual Presidents and Superintendents

President Dunn introduced Teresa Seefeldt as SDSU's new Vice Provost for Undergraduate Education. President Griffiths introduced Dr. Rebecca Hoey as DSU's new Provost and Vice President for Academic Affairs.

6-E Report on Individual Regent Activities

No reports.

6-F Report from the Student Federation

Katherine Conzet, Student Federation Executive Director, Caleb Wieland, Student Federation President, and Samuel Scheich, Student Federation Vice President, provided an update on what they have been doing regarding putting together and implementing a mental health strategic plan to address the mental health crisis. One primary objective regarding the mental health crisis is identifying exactly what it is and how to effectively face it. They plan to work on and implement faculty and staff training in the near future.

6-G Report of the Executive Director

Dr. Brian Maher, Board of Regents Executive Director and CEO, noted that in recent activity the BOR office has hired a new Director of Communications Shuree Mortenson. She filled the position that was left vacant after the retirement of Janelle Toman.

7. Public Comment Period

There were no public comments.

CONSENT AGENDA

IT WAS MOVED by Regent Rave, seconded by Regent Thares, to approve consent agenda items 8-A through 8-R. Motion passed.

Academic and Student Affairs – Consent

8-A BOR Policy 2:1 – External Review of Proposed Graduate Programs (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 2:1, as presented.

A copy of the BOR Policy 2:1 – External Review of Proposed Graduate Programs (Second Reading) can be found on pages **46** to **51** of the official minutes.

8-B Inactive Status & Program Termination Requests – BHSU & SDSMT

Approve BHSU's request to inactive the BS degrees in Communication Studies and Theatre, Corporate Communication, and Mass Communication, and SDSMT's request to terminate the Masters of Engineering, as presented.

A copy of the Inactive Status & Program Termination Requests – BHSU & SDSMT can be found on pages **52** to **70** of the official minutes.

8-C (1) New Program Request – BHSU – Minor in Finance

Authorize BHSU to offer a minor in Finance, as presented.

A copy of the New Program Request – BHSU – Minor in Finance can be found on pages **71** to **78** of the official minutes.

8-C (2) New Program Request – DSU – AS in Digital Accounting

Authorize DSU to offer a AS in Digital Accounting, as presented.

A copy of the New Program Request – DSU – AS in Digital Accounting can be found on pages **79** to **87** of the official minutes.

8-C (3) New Program Request – DSU – Minor in Digital Accounting

Authorize DSU to offer a minor in Digital Accounting, as presented.

A copy of the New Program Request – DSU – Minor in Digital Accounting can be found pages **88** to **94** of the official minutes.

8-C (4) New Program Request – NSU – AS in Digital Entrepreneurship

Authorize NSU to offer a AS in Digital Entrepreneurship, as presented.

A copy of the New Program Request – NSU – AS in Digital Entrepreneurship can be found pages **95** to **109** of the official minutes.

8-C (5) New Program Request – USD – BS in Music – Music Technology and Industry Specialization

Authorize USD to offer a BS in Music, with a specialization in Music Technology and Industry, as presented.

A copy of the New Program Request – USD – BS in Music – Music Technology and Industry Specialization can be found pages **110** to **147** of the official minutes.

8-D (1) New Certificate Request – DSU – Digital Accounting (Undergraduate)

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

A copy of the New Certificate Request – DSU – Digital Accounting (Undergraduate) can be found on pages **148** to **152** of the official minutes.

8-D (2) New Certificate Request – SDSU – Institutional Research and Assessment in Higher Education (Graduate)

Authorize SDSU to offer a graduate certificate in Institutional Research and Assessment in Higher Education, as presented.

A copy of the New Certificate Request – SDSU – Institutional Research and Assessment in Higher Education (Graduate) can be found on pages **153** to **164** of the official minutes.

8-D (3) New Certificate Request – SDSU – Lobbying and Government Advocacy Undergraduate)

Authorize SDSU to offer an undergraduate certificate in Lobbying & Government Advocacy, as presented.

A copy of the New Certificate Request – SDSU – Lobbying and Government Advocacy (Undergraduate) can be found on pages **165** to **172** of the official minutes.

8-D (4) New Certificate Request – SDSU – Public Service (Undergraduate)

Authorize SDSU to offer an undergraduate certificate in Public Service, as presented.

A copy of the New Certificate Request – SDSU – Public Service (Undergraduate) can be found on pages **173** to **179** of the official minutes.

8-D (5) New Certificate Request – SDSU – Real Estate (Graduate)

Authorize SDSU to offer a graduate certificate in Real Estate, as presented.

A copy of the New Certificate Request – SDSU – Real Estate (Graduate) can be found on pages **180** to **194** of the official minutes.

8-D (6) New Certificate Request – BHSU, DSU, NSU, SDSMT, SDSU & USD – American Civic Traditions (Undergraduate)

Authorize BHSU, DSU, NSU, SDSMT, SDSU, and USD to offer an undergraduate certificate in American Civic Traditions, as presented.

A copy of the New Certificate Request – BHSU, DSU, NSU, SDSMT, SDSU & USD – American Civic Traditions (Undergraduate) can be found on pages **195** to **204** of the official minutes.

8-E (1) New Specialization Request – SDSMT – Data Science – BS in Mathematics

Authorize SDSMT to offer a specialization in Data Science within the BS in Mathematics, as presented.

A copy of the New Specialization Request – SDSMT – Data Science – BS in Mathematics can be found on pages **205** to **210** of the official minutes.

8-E (2) New Specialization Request – SDSMT – Green Chemistry – BS in Chemistry

Authorize SDSMT to offer a specialization in Green Chemistry within the BS in Chemistry, as presented.

A copy of the New Specialization Request – SDSMT – Green Chemistry – BS in Chemistry can be found on pages **211** to **215** of the official minutes.

8-F (1) New Site Request – NSU – BA and Minor in Criminal Justice (Online)

Approve NSU's new site proposal to offer the BA and minor in Criminal Justice online.

A copy of New Site Request – NSU – BA and Minor in Criminal Justice (Online) can be found on pages **216** to **224** of the official minutes.

8-F (2) New Site Request – USD – MA in Human Development and Educational Psychology (Online)

Approve USD's new site proposal to offer the MA in Human Development and Education Psychology online.

A copy of New Site Request – USD – MA in Human Development and Educational Psychology (Online) can be found on pages **225** to **228** of the official minutes.

8-F (3) New Site Request – USD – Minor in Addiction Counseling & Prevention (Online)

Approve USD's new site proposal to offer the minor in Addiction Counseling & Prevention online.

A copy of New Site Request – USD – Minor in Addiction Counseling & Prevention (Online) can be found on pages **229** to **233** of the official minutes.

8-F (4) New Site Request – USD – Minor in Anthropology (Online)

Approve USD's new site proposal to offer the minor in Anthropology online.

A copy of New Site Request – USD – Minor in Anthropology (Online) can be found on pages **234** to **237** of the official minutes.

8-F (5) New Site Request – USD – Minor in Child and Adolescent Development (Online)

Approve USD's new site proposal to offer the minor in Child and Adolescent Development online.

A copy of New Site Request – USD – Minor in Child and Adolescent Development (Online) can be found on pages **238** to **242** of the official minutes.

8-F (6) New Site Request – USD – Minor in Health Sciences (Online)

Approve USD's new site proposal to offer the minor in Health Sciences online.

A copy of New Site Request – USD – Minor in Health Sciences (Online) can be found on pages **243** to **247** of the official minutes.

8-G Accelerated Program Request – USD – Master of Social Work (MSW)

Approve USD's proposal to offer an accelerated program for Master of Social Work (MSW), from the BS degree Sociology, as presented.

A copy of the Accelerated Program Request – USD – Master of Social Work (MSW) can be found on pages **248** to **250** of the official minutes.

8-H Agreement on Academic Cooperation – SDSU

Approve South Dakota State University's agreement on academic cooperation with the Institute of Technology Carlow and Carlow College, St. Patrick's, as presented.

A copy of the Agreement on Academic Cooperation – SDSU can be found on pages **251** to **260** of the official minutes.

8-I (1) Articulation Agreements – South Dakota State University

Approve South Dakota State University's articulation agreement with Chandigarh University, as presented in Attachment I.

A copy of the Articulation Agreements – South Dakota State University can be found on pages **261** to **265** of the official minutes.

8-I (2) Articulation Agreements – University of South Dakota

Approve the University of South Dakota's articulation agreements with Sisseton Wahpeton College and Northeast Community College, as presented.

A copy of the Articulation Agreements – University of South Dakota can be found on pages **266** to **287** of the official minutes.

8-J Accelerated Master's Agreement – NSU BA in Sociology & USD Master of Social Work

Approve the Accelerated Master's Agreement between Northern State University and the University of South Dakota, as presented.

A copy of the Accelerated Master's Agreement – NSU BA in Sociology & USD Master of Social Work can be found on pages **288** to **292** of the official minutes.

Budget and Finance – Consent

8-K BOR Policy 4:49 Revisions – Multi-Year Employment Contracts (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 4:49, as presented in Attachment I.

A copy of the BOR Policy 4:49 Revisions – Multi-Year Employment Contracts (Second Reading) can be found on pages **293** to **295** of the official minutes.

8-L M&R Projects

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

A copy of the M&R Projects can be found on page **296** of the official minutes.

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

Approve the second and final reading of the proposed revisions to BOR Policy 1:27, as presented in Attachment I.

A copy of the BOR Policy 1:27 Revisions – Naming of Institutional Facilities, Programmatic Units or Funded Academic Honors (Second Reading) can be found on pages **297** to **300** of the official minutes.

8-N BOR Policy 5:7 Revisions – Refunds (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 5:7 –Refunds as outlined in Attachment I.

A copy of the BOR Policy 5:7 Revisions – Refunds (Second Reading) can be found on pages **301** to **306** of the official minutes.

8-O BOR Policy 6:5 Revisions – Building Committees (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 6:5 – Building Committees as outlined in Attachment I.

A copy of the BOR Policy 6:5 Revisions – Building Committees (Second Reading) can be found on pages **307** to **309** of the official minutes.

8-P BOR Policy 6:6 Revisions – Maintenance and Repair (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 6:6 – Maintenance and Repair as outlined in Attachment I.

A copy of the BOR Policy 6:6 Revisions – Maintenance and Repair (Second Reading) can be found on pages **310** to **321** of the official minutes.

8-Q BOR Policy 6:7 Revisions – Building Plaques (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 6:7 – Building Plaques as outlined in Attachment I.

A copy of the BOR Policy 6:7 Revisions – Building Plaques (Second Reading) can be found on pages **322** to **325** of the official minutes.

8-R BOR Policy 6:10 Revisions – Legislative Authorization of Private or Grant Funded Facilities (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 6:10 – Legislative Authorization of Private or Grant Funded Facilities as outlined in Attachment I.

A copy of the BOR Policy 6:10 Revisions – Legislative Authorization of Private or Grant Funded Facilities (Second Reading) can be found on pages **326** to **328** of the official minutes.

Informational Items – No Board Action Necessary

8-S Program Review Reports

A copy of the Program Review Reports can be found on pages **329** to **330** of the official minutes

8-T Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages **331** to **334** of the official minutes

8-U Capital Projects List

A copy of the Capital Projects List can be found on pages **335** to **340** of the official minutes

8-V Building Committee Report

A copy of the Building Committee Report can be found on page **341** of the official minutes.

8-W Center for the Prevention of Child Maltreatment Annual Report

A copy of the Center for the Prevention of Child Maltreatment Annual Report can be found on pages **342** to **358** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

9-A Revised BOR Policy 2:29 – Definition of Credits and Related Institutional Requirements (First Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that BOR Policy 2:29 governs the institutional credit requirements to ensure academic quality and compliance with the Higher Learning Commission (HLC) guidelines. HLC1 requires at least thirty (30) of the 120 credit hours at the undergraduate level taught and delivered by the degree-seeking institution.

Over the last several months, this policy has been evaluated by the Academic Affairs Council (AAC) to ensure that the use of technology and the practice of transfer met the rigor required for academic quality. In addition, with the approval of the SD Board of Regents Strategic Plan, the policies governed by the Regents were reviewed in light of transfer initiatives currently underway to ensure best practices. The overall policy has been updated to reflect current policy structure and to allow campuses and students optimal flexibility where warranted.

The addition of flexibility to this policy also coincides with the new draft of the BOR Seamless Transfer Policy while ensuring academic rigor and quality remains intact.

IT WAS MOVED by Regent Wink, seconded by Regent Venhuizen, to approve the first reading of the proposed revisions to BOR Policy 2:29, as presented. Motion passed.

A copy of the Revised BOR Policy 2:29 – Definition of Credits and Related Institutional Requirements (First Reading) can be found on pages **359** to **370** of the official minutes.

9-B New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4 – Seamless Transfer of Credit (First Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that the Board of Regents (BOR) developed and approved a new Strategic Plan for 2022-2027 which focused on

five strategic goals. Within the second goal (Access and Affordability), there were several enrollment management strategies identified and one major objective within this centered around seamless transfer for students and the workforce needs of the state of South Dakota.

To implement this objective and action items, the Academic Affairs Council (AAC) over the last several months has been evaluating the transfer policies. To assist in this effort, a subcommittee was created. That subcommittee attempted to represent team members from each of the campuses in the following functional departments: registrar, BOR enrollment services center, academic affairs, and assessment. The work of that subcommittee has also been forwarded while in development to AAC, the Council of Presidents and Superintendents (COPS), and to functional campus departments such as financial aid and academic records. The team wanted to increase awareness of the progress on these policies and overall, on identifying campus and department needs during the evaluation.

The new policies set forth have had many stakeholders review and consider changes both philosophically and operationally. Because these policies and the practices associated will require additional dialogue, Dr. Minder will continue to route them to additional stakeholders and will begin having more discussion on the operationalizing of these policies. The goal will be to incorporate AAC guidelines where needed and Student Information System reference guides for those stakeholders managing transfer. The second review will be in August of 2022 with the anticipated effective term of Fall 2022.

Regent Brown posed the question regarding the 30-credit hour for military. Dr. Minder noted that particular item has not been fully worked through yet but is one of the carry-over revisions she anticipates being presented in August.

IT WAS MOVED by Regent Wink, seconded by Regent Thares, to approve the first reading of the proposed revisions to BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4, as presented. Motion passed.

A copy of the New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4 – Seamless Transfer of Credit (First Reading) can be found on pages 371 to 387 of the official minutes.

9-C Repeal BOR Transfer Policies 2:25, 2:27, and 2:31 (First Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that with the new seamless transfer policies being proposed, the Academic Affairs Council (AAC) have reviewed and support the repealing of policies 2:25, 2:27 and 2:31 to eliminate any outdated policy language upon implementation of the new policies.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to approve the first reading to appeal BOR Policies 2:25, 2:27, and 2:31, as presented. Motion passed.

A copy of the Repeal BOR Transfer Policies 2:25, 2:27, and 2:31 (First Reading) can be found on pages 388 to 395 of the official minutes.

9-D Revised BOR Policy 2:7 – Undergraduate General Education Curriculum, and Repeal BOR Policy 2:26 – Associate Degree General Education Curriculum (First Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that the General Education Discipline council (faculty representation from each of the six universities) and the assessment committee (assessment representation from each of the six universities) have recommended that BOR Policy 2:7 and BOR Policy 2:26 be merged to one policy for Undergraduate General Education. This recommendation was forwarded to the Academic Affairs Council (AAC) for their review.

It was found in the review that these policies which cover the undergraduate general education curriculum and are duplicative. Therefore, AAC's recommendation is to repeal BOR Policy 2:26 and move to one undergraduate general education policy under BOR Policy 2:7.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to approve the first reading to repeal BOR Policy 2:26 and the proposed revisions to BOR Policy 2:7, as presented. Motion passed.

A copy of the Revised BOR Policy 2:7 – Undergraduate General Education Curriculum, and Repeal BOR Policy 2:26 – Associate Degree General Education Curriculum (First Reading) can be found on pages **396** to **411** of the official minutes.

9-E Revised BOR Policy 2:11 – Assessment (First Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that following the elimination of the CAAP examination in 2016, the Board of Regents (BOR) adopted a system-wide process to assess general education using authentic assessment. The new assessment process was modeled after the AAC&U VALUE Institute, an organization that conducts secondary assessment of a sample of de-identified student work using VALUE rubrics to draw conclusions about the efficacy of a general education program. The BOR system scaled the process to draw conclusions about general education outcomes at the state level using system-created rubrics, university faculty, and an assessment summit.

The system piloted the model in the summers of 2018 and 2019. Feedback from faculty participants, board office staff, and university academic leaders suggested the process did not result in sufficiently useful data. Following an Academic Affairs Council (AAC) meeting in October of 2019, the Board academic staff notified the System General Education Committee (general education faculty from all six universities) and System Assessment Committee (assessment stakeholders from all six universities) that the assessment summits would be discontinued in favor of a more decentralized process for assessment of general education. The notification indicated a collaborative process would be used to propose a revision to Board policies pertaining to the assessment of general education.

Due to COVID and various transitions, AAC evaluated assessment at their January 2022 meeting. The council discussed history and a proposed revision to Policy 2:11. The revision was crafted and

recommended by the System Assessment Committee and the System General Education Committee.

The BOR academic staff and legal counsel recommend that Board Policy 2:11 be revised to 1) reflect the current effective practice of institutional assessment of the System General Education Requirements, 2) require each institution to report its general education findings annually to the Board of Regents, and 3) remove the list and definitions of the cross-curricular skills from the policy and place them in a new guideline.

IT WAS MOVED by Regent Wink, seconded by Regent Bastian, to approve the first reading of the proposed revisions to BOR Policy 2:11, as presented. Motion passed.

A copy of the Revised BOR Policy 2:11 – Assessment (First Reading) can be found on pages **412** to **421** of the official minutes.

9-F Revised BOR Policy 2:13 – Third Party Requests for Academic Credit (First Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated Board Policy 2:13 was evaluated by the Academic Affairs Council (AAC) in coordination with the HLC guidelines. BOR academic staff recommended the policy be revised to 1) reflect the HLC's requirement on required academic credentials for instructors contracted to teach externally funded courses, and 2) reference the alternative qualification of tested experience for highly qualified professionals who do not meet the educational requirement.

Regent Partridge would like to see an example of what the new assessment will look like when this comes back for a second reading.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to approve the first reading of the proposed revisions to BOR Policy 2:13, as presented. Motion passed.

A copy of the Revised BOR Policy 2:13 – Third Party Requests for Academic Credit (First Reading) can be found on pages **422** to **431** of the official minutes.

BUDGET AND FINANCE

10-A BOR Policy 5:21 Revisions – System Collection Policy (Second Reading)

Heather Forney, System Vice President of Finance & Administration, stated that at the May 2022 Board of Regents (BOR) meeting, the Regents reviewed the initial changes for Board Policy 5:21. This is the second and final reading of the policy. The existing collection policy makes mention of a timeline for submittal of delinquent accounts to the Board of Finance for write-off at two years. This recommended change will clarify the timeline for submitting write-offs to occur at two years, but no later than five years after delinquency. Additional clarification on who may grant the exception is the only change from the first reading.

IT WAS MOVED by Regent Partridge, seconded by Regent Rave, to approve the second and final reading of the proposed revisions to BOR Policy 5:21 – System Collection Policy as outlined in Attachment I. Motion passed.

A copy of the BOR Policy 5:21 Revisions – System Collection Policy (Second Reading) can be found on pages 432 to 435 of the official minutes.

10-B BOR Policy 6:4 Revisions – Capital Improvements (Second Reading)

Heather Forney, System Vice President of Finance & Administration, stated at the May 2022 Board of Regents (BOR) meeting, the Regents reviewed the initial changes for Board Policy 5:21. This is the second and final reading of the policy. Additional clarification on when a facility program plan or design plan may need to go back to the building committee and Board has been provided since the first reading.

IT WAS MOVED by Regent Partridge, seconded by Regent Venhuizen, to approve the second and final reading of the proposed revisions to BOR Policy 6:4 – Capital Improvements as outlined in Attachment I.

A copy of the BOR Policy 6:4 Revisions – Capital Improvements (Second Reading) can be found on pages 436 to 448 of the official minutes.

10-C USD Wellness Center Expansion – Revised Facility Design Plan

Heather Forney, System Vice President of Finance & Administration, and Julie Kriech, USD Vice President of Finance & Administration, stated that the University of South Dakota (USD) requests approval of a revised Facility Design Plan (FDP) for the expansion of its Wellness Center. The project itself has not been materially modified, but the costs associated have increased to \$31.25 million from the originally approved \$27.76 million. Per BOR Policy 6:4, changes in the project costs require resubmission of the Facility Design Plan for approval.

The Facility Program Plan for the expansion was approved by the Board at its October 2021 meeting, and the Facility Design Plan was approved at the March 2022 meeting. The spending authority approved within Senate Bill 42 was \$25 million which was the project budget from the Facility Program Plan. It included a provision for cost inflation to a limit of 25% over the spending authority. This would establish the maximum authority at \$31.25 million. The current project cost estimate is \$31.25 million.

IT WAS MOVED by Regent Partridge, seconded by Regent Rave, to approve USD's Wellness Center Expansion Revised Facility Design Plan with an increased budget of \$31.25 million, utilizing a combination of private donations, and Auxiliary, Bond, and Local funds.

A copy of the USD Wellness Center Expansion – Revised Facility Design Plan can be found on pages 449 to 457 of the official minutes.

10-D SDSU Cottonwood Range and Livestock Field Station Preliminary Facility Statement

Heather Forney, System Vice President of Finance & Administration, and Barry Milke, SDSU Associate Vice President for Facilities, stated that The Cottonwood Field Station is located near Phillip, SD, and consists of 2,640 acres at the home site with an additional 1,100 grazing acres near Sturgis, SD. The site includes appropriate utilities and access. The property includes areas suitable for all improvements needed to renovate and modernize the Cow/Calf Field Research and Education Unit including open pens, semi-enclosed holding pens, sorting pens, enclosed animal handling pens, commodity storage, and classroom/conference facilities. Funding would come from one-time general funds and private donations.

IT WAS MOVED by Regent Partridge, seconded by Regent Rave, to approve SDSU's Preliminary Facility Statement for the Cottonwood Range and Livestock Field Station Renovations and Upgrades which will be funded by FY23 onetime general funds and private donations, and that a building committee representative should be appointed to oversee this project.

A copy of the SDSU Cottonwood Range and Livestock Field Station Preliminary Facility Statement can be found on pages **458** to **462** of the official minutes.

10-E South Dakota Mines Building Acquisition – Incubator Building

Heather Forney, System Vice President of Finance & Administration, stated that South Dakota School of Mines & Technology (Mines) requests Board of Regents' authorization to purchase the Ascent Incubator Building (Incubator Building) from Elevate Rapid City (Elevate RC). The acquisition was approved by the 2022 Legislature in SB 97, which contained an emergency clause, and was signed by the Governor on March 24, 2022. The bill authorized the Board of Regents to acquire, on behalf of the South Dakota School of Mines and Technology, the incubator building located on the campus of Mines, at the purchase price of up to \$5,250,000, but not to exceed the appraised value of the building.

The proposed acquisition will allow Mines to expand its research, office and incubator capacity by 40,000 sq ft, of which 29,000 sq ft will be used for research and incubator space and 11,000 sq ft will be used for office space. This is critically needed space that will greatly enhance research and commercialization capacity at Mines.

IT WAS MOVED by Regent Partridge, seconded by Regent Thares, to approve the acquisition of the Incubator Building located on the campus of South Dakota Mines, as presented, which was authorized by Senate Bill 97 during the 2022 Legislative Session.

A copy of the South Dakota Mines Building Acquisition – Incubator Building can be found on pages **463** to **465** of the official minutes.

10-F University of South Dakota – Sioux Falls

Sheila Gestring, USD President, noted that the proposal for USD-SF before the Board reflects the outcome of the Senate Bill 55 Taskforce Report. The system stakeholders explored various options

for financial viability at the Sioux Falls site, resulting in the plan set forth in Attachment I, which rebrands the site as the University of South Dakota – Sioux Falls (USD-SF). This allows USD to utilize existing facilities to create a health sciences hub, relocating all of USD's nursing classes and a skills lab (for learning and practical clinical skills) from the Sanford USD Medical Center campus, as well the Master of Public Health and Master of Social Work programs to the site. In addition, USD's Doctor of Nurse Anesthesia Practice program, the Center for the Prevention of Child Maltreatment and the Center for Rural Health Improvement will also operate out of the USD-SF location. The foregoing allows USD to consolidate educational paths for health sciences careers, in addition to remaining focused on target markets in the community such as business and education programming while continuing its mission of providing pathways to four-year degrees.

The USD-SF rollout establishes USD as the primary provider for academic offerings at the site moving forward, with the exception of SDSU pharmacy which will continue to operate out of its current space at the location. Likewise, the transition at the location will not disrupt the Regents' Information System (RIS), which continues to house most of its operations on site. USD will enter into the necessary MOUs with its system partners to maintain current space needs of the respective parties moving forward.

IT WAS MOVED by Regent Partridge, seconded by Regent Rave, to approve the University of South Dakota – Sioux Falls plan, as presented, and the related actions outlined in the item.

A copy of the University of South Dakota – Sioux Falls plan can be found on pages 466 to 472 of the official minutes.

10-G Expanded Alcohol Sales

Nathan Lukkes, Chief of Staff, noted that we have been selling alcohol since 2016 but has been limited to specialty boxes at sporting events.

The Board previously discussed expanding alcohol sales at its March 2022 meeting. At that time, the Board directed staff to conduct additional due and bring back a proposal to consider on the topic at a future meeting. As noted in March, this conversation was prompted by a letter from the Student Federation and interest from student government on each of the six campuses.

After consultation with the six campuses and conducting a review of the various approaches utilized by campuses across the country, the proposed revisions to BOR Policy 6:14 were developed to provide the institutions with the flexibility to authorize periodic retail sales of alcohol in general admission areas of performing arts and athletic events, subject to the requirements set forth in Section 3.B.2.

The proposed revision to the policy keeps all of the current options in place but allows campuses additional flexibility. The approach is a reasonable one that summarized 1) keeps the alcohol sales separate from the regular concession stands, 2) implements an alcohol-free zone for spectators who do not want to be around alcohol, 3) making sure those who will be selling alcohol will have the appropriate training, and 4) allows language for how to handle any potential sporting event attendees that get unruly.

Nathan noted that in looking at other systems within our region, they too have been heading down this same path and approach to expanded alcohol sales.

IT WAS MOVED by Regent Partridge, seconded by Regent Rave, to move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 6:14, as presented in Attachment I.

A copy of the Expanded Alcohol Sales can be found on pages **473** to **480** of the official minutes.

10-H (1) Research Parks – Research Park Reports

Nathan Lukkes, SDBOR Chief of Staff, introduced Ryan Oines, Chief Operating Office of the USD Discovery District, Duane Chappell of the Research Park at SDSU, and USD President Griffiths representing on behalf of DSU-SOAR who presented to the Board of Regents. Each provided updates on the current status of operations and future plans for the respective entities.

A copy of the Research Parks – Research Park Reports can be found on page **481** of the official minutes.

10-H (2) Research Parks – USD Discovery District Annual Meeting

IT WAS MOVED by Regent Partridge, seconded by Regent Bastian, to appoint Tim Rave, Michelle Bruhn and Bobbie Tibbetts, to serve three-year terms on the Board of Directors of the USD Discovery District.

A copy of the Research Parks – USD Discovery District Annual Meeting can be found on pages **482** to **483** of the official minutes.

10-H (3) Research Parks – DSU Soar Annual Meeting

IT WAS MOVED by Regent Partridge, seconded by Regent Rave, to reappoint David Kenley and Jim Moran and appoint David DeJong, to serve three-year terms on the Board of Directors of DSU-SOAR.

ROLL CALL:

Bastian – AYE
Brown – AYE
Partridge – AYE
Rave – Abstain
Wink – AYE
Venhuizen – AYE
Thares – AYE
Roberts – AYE

Motion passed.

A copy of the Research Parks – DSU Soar Annual Meeting can be found on pages **484** to **485** of the official minutes.

10-I BOR Policy 4:25 Revisions – Time and Leave Reporting (First and Final Reading)

Kayla Bastian, System Director of Human Resources, stated that Senate Bill 68 from the 2022 legislative session amended SDCL § 3-6C-20 to revise the way in which overtime eligible employees are paid on holidays. BOR Policy 4:25 is being revised to be consistent with the new statutory language which takes effect on July 1, 2022.

IT WAS MOVED by Regent Partridge, seconded by Regent Rave, to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final readings of the proposed revisions to BOR policy 4:25, effective July 1, 2022. Motion Passed.

A copy of the BOR Policy 4:25 Revisions – Time and Leave Reporting (First and Final Reading) can be found on pages **486** to **494** of the official minutes.

ADJOURNMENT

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

The meeting adjourned at 3:00 p.m.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on Wednesday, June 22nd, in accordance with SDCL § 1-25-2 to discuss matters authorized therein. Following executive session, on June 23rd, 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-H. Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.*
- 2-I. Approve the salary adjustments and appointments as outlined in Attachment I.*
- 2-J. Award two (2) years of prior service credit toward tenure and two (2) years of prior service credit toward promotion for Daniel Seman (DSU).*
- 2-K. Approve the leave request for Jon D. Schaff (NSU) as presented.*
- 2-L. Accept the System Scholarship Committee's recommended recipients and alternates for the 2022-23 Fowler, Bjugstad, and Scarborough scholarships, as presented.*

2022-23 Fowler Recipient Recommendation

Recipient 1: Aspen Door

Recipient 2: Emily Tiede

Alternate 1: Brooklyn Anderson

Alternate 2: Ella Kasuske

2022-23 Bjugstad Recipient Recommendation

Recipient 1: Keaunna Poor Bear

2022-23 Scarborough Recipient Recommendation

Recipient: Fionualla Rigg (NSU)

Alternate 1: Clay Sabrowski (SDSMT)

Alternate 2: Madelin Smith (DSU)

- 2-M. Approve the request to grant tenure as a Professor to Dr. Sanjeev Kumar (SDSU) and tenure as an Associate Professor to Dr. Anne Karabon (SDSU).*
- 2-N. Approve the evaluation plan for Dr. Maher, as discussed, and direct staff to finalize the necessary document(s) for the Board President's approval and signature.*

SOUTH DAKOTA STATE UNIVERSITY						
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Amanda Zubke	Animal Resource Manager	6/22/2022	Reclassification	\$55,168.00	\$45,592.72	21.0%
JUSTIFICATION: SDSU has completed a review of the position and is requesting the position be reclassified from a CSA Ag Research Manager into an NFE position type. The complexity of this position does not align with the CSA class specifications, other animal research units are responsible for only one animal species, while the vivarium position requires husbandry and veterinary knowledge of over ten species. This position requires working with infectious agents and biohazards not present at the other facilities and is tasked with more regulatory oversight. Current position assists university veterinarian with surgical, medical and compliance activities at locations outside vivarium. SDSU HR is recommending a 10% salary increase due to reclassification with the employee's annualized salary of \$50,153. HR is also recommending an additional 10% increase due to internal inequity with a total annualized salary of \$55,168. Equity comparisons- livestock unit managers who are in a lower pay grade than this position and are only responsible for one animal species and are at the following salaries: \$55,344; \$54,416; \$68,000; \$55,419; and \$55,419.						
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Chris Bisgard	Manager of Marketing & Retail Operations	6/22/2022	Reclassification	\$57,198.00	\$51,999.00	10.0%
JUSTIFICATION: The Manager of Retail Operations has resigned and the remaining bookstore team has evaluated current position descriptions and has determined that the current Marketing Officer position would be a candidate to absorb duties from that position. This position is taking on the duties to manage all retail and operational components for four locations and developing, implementing, and executing strategic marketing plans for the bookstore and other business units. Due to the significant change in responsibility, SDSU is requesting to reclassify this position from a CSA position type to an NFE with a 10% increase in salary.						
SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY						
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Cicily Strong	Associate Director	6/22/2022	Permanent Additional Duties	\$57,760.00	\$48,760.00	18.5%
JUSTIFICATION: Due to a restructure, this position will take on oversight of the recruitment team including the Assistant Director of Admissions, two on-campus Admissions Counselors, and two Regional Admissions Counselors. Her staff members oversee the areas of territory management, summer camps, and dual credit. With these additional duties, SDSM&T is requesting a reclassification to Associate Director. Market, including BOR comps, is \$60,700. The funds will come from vacancy savings due to the reorganization.						

Ashley Von Eye	Cheerleading Coach	7/22/2022	Market/Retention Increase	\$20.00	\$15.00	33.3%
JUSTIFICATION: SDSM&T is requesting this increase to bring this coach closer to market, which is \$21.00 per hour, through an increase from the current hourly rate of \$15.00 per hour in this part-time position. From a total cost perspective, this increases her annual salary from \$3,900 per year to \$5,200 per year. This increase includes the 6% salary policy increase, it is not in addition to the 6%. SDSM&T has existing budget available to cover this additional expense.						
DAKOTA STATE UNIVERSITY						
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Kyle Cronin	Associate Professor	8/22/2022	Market/Retention Increase	\$121,000.00	\$102,286.00	18.3%
Michael Ham	Associate Professor	8/22/2022	Market/Retention Increase	\$121,000.00	\$90,230.00	34.1%
Cody Welu	Assistant Professor	8/22/2022	Market/Retention Increase	\$110,000.00	\$88,841.00	23.8%
Andrew Kramer	ABD Assistant Professor	8/22/2022	Market/Retention Increase	\$99,000.00	\$57,113.00	73.3%
Shawn Zwach	ABD Assistant Professor	8/22/2022	Market/Retention Increase	\$99,000.00	\$56,750.00	74.4%
JUSTIFICATION: These faculty teach higher level, more difficult courses, including a lot of graduate level courses that require specific training and education. The Beacom college has identified mission critical courses in the areas of offensive security, cyber operations, defensive security and reverse engineering. These faculty will be required to have 80% of their teaching load made up of courses in these four key areas.						
APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR						
NAME	TITLE	EFFECTIVE DATE	SALARY	INSTITUTION		
Shawn Jaacks	Chief Information Officer	7/27/2022	\$150,000.00	DSU		
Rebecca Hoey	Senior Vice President for Academic Affairs	6/22/2022	\$190,000.00	DSU		
John Kilpinen	Provost	8/1/2022	\$190,000.00	BHSU		

SOUTH DAKOTA BOARD OF REGENTS

FY24 Informal Budget Hearings

REVISED

AGENDA ITEM: 4

DATE: June 22-23, 2022

SUBJECT

FY24 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 FY24 budget request that will be approved at a special Board meeting on July 18, 2022.

FY24 Informal Budget Hearings	Thursday, June 23, 2022
SDSU/CES/AES	9:00 – 9:15 am
USD/Law School/SSOM	9:15 – 9:30 am
DSU	9:30 – 9:50 am
NSU	9:50 – 10:05 am
BHSU	10:05 – 10:20 am
System Requests	10:20 – 10:50 am

ATTACHMENTS

Attachment I – SDSU/CES/AES Budget Presentation

Attachment II – USD/Law School/SSOM Budget Presentation

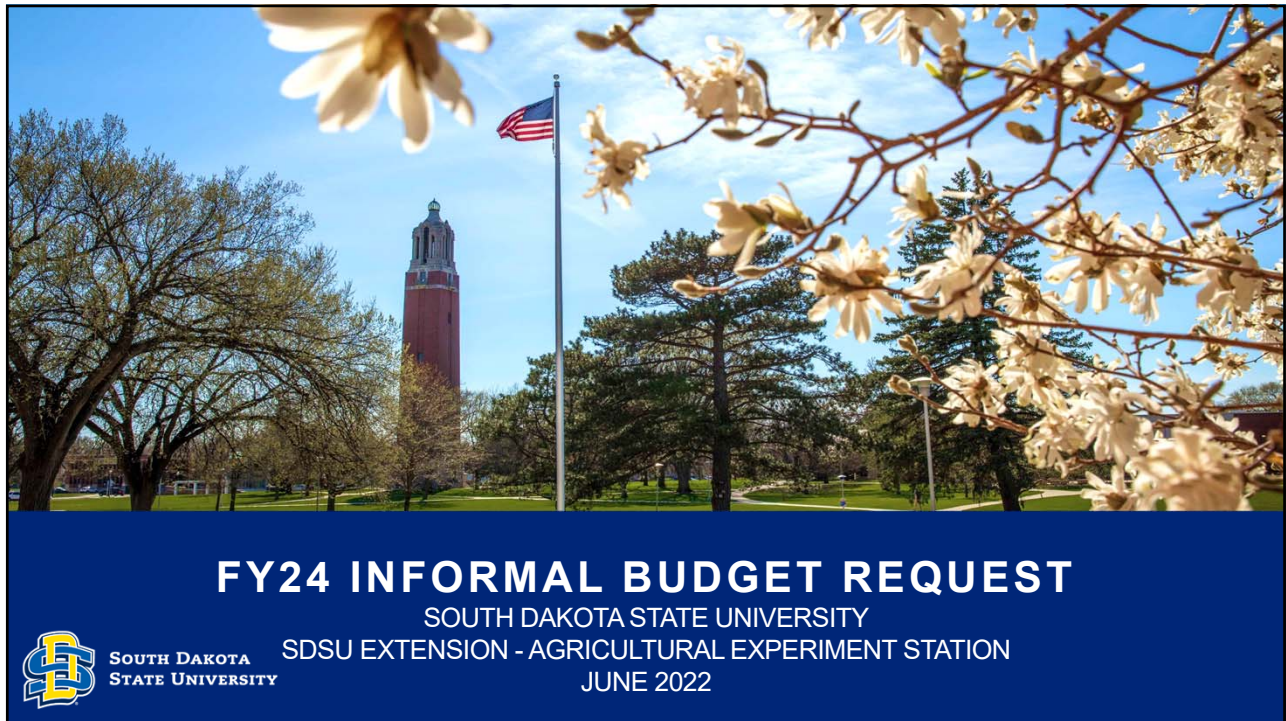
Attachment III – DSU Budget Presentation

Attachment IV – NSU Budget Presentation

Attachment V – BHSU Budget Presentation

Attachment VI – System Requests Budget Presentation

INFORMATIONAL ITEM



1

FEED MILL RENOVATION

AGRICULTURE EXPERIMENT STATION

- 40-year-old facility resulting in:
 - Needs for critical repairs
 - Outdated equipment and undersized capacity
- Renovations needed for:
 - Dedicated feed mill to serve 4,000+ animals
 - Specific rations for successful research
 - No available alternative for research



- **Request:**
 - **Capital funding of \$3,000,000**



2



1

INVEST IN USD FACILITIES PRESERVATION

FACILITIES PRESERVATION: \$41,020,000

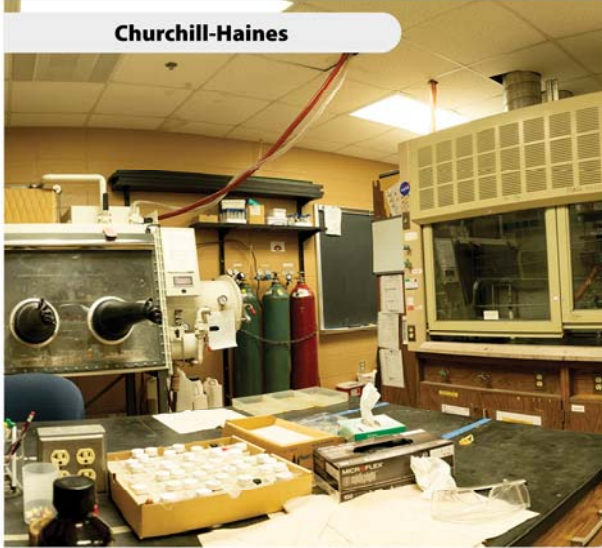
USD requests \$20,510,000 in general funds to be matched by an equivalent amount in institutional maintenance and repair funds, for a combined total of \$41,020,000 to address the critical renovations needed in the Churchill-Haines, South Dakota Union, Dakota Hall and East Hall buildings located on the Vermillion campus.


 UNIVERSITY OF
SOUTH DAKOTA

2

INVEST IN USD FACILITIES PRESERVATION

Churchill-Haines



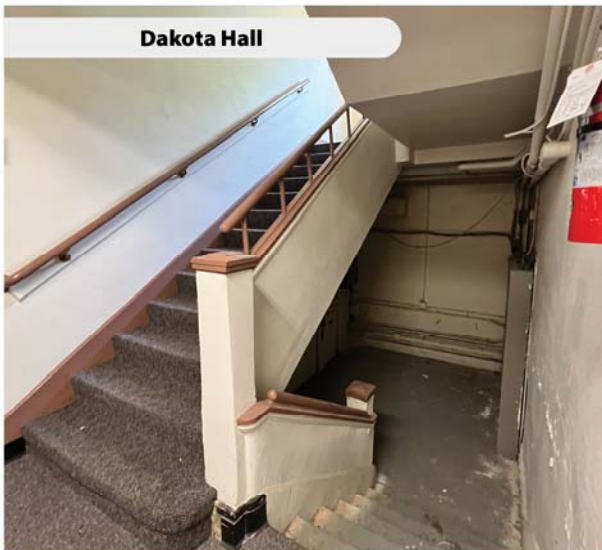
South Dakota Union



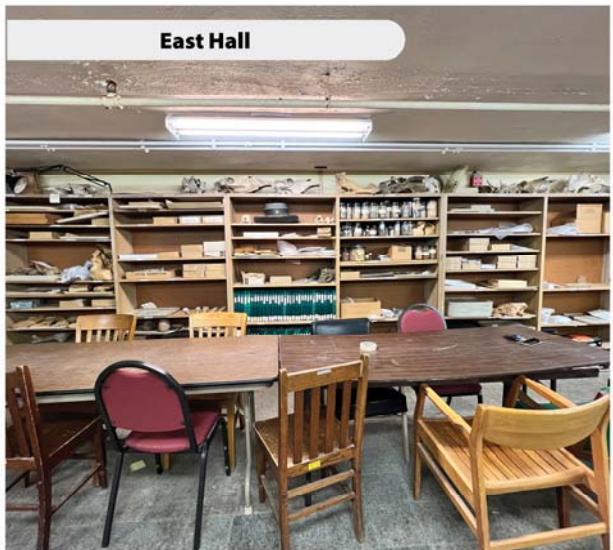
3

INVEST IN USD FACILITIES PRESERVATION

Dakota Hall



East Hall



4





FY24 Budget Request

Dakota State University

June 22, 2022

Request #1 Data Center Upgrade and Expansion - \$5-7 million



- Originally established in 1980s to house mainframe computers
- Has been upgraded and expanded numerous times
- Currently houses:
 - DSU production IT systems
 - MadLabs Research Environment and Network (MADREN) systems
 - South Dakota K-12 Data Center
 - Bureau of Information and Telecommunications (BIT) backup systems
 - South Dakota Legislative Research Council (LRC) backup systems
 - DSU's specialized virtual lab environment used to support academic programs



Request #1 Rationale

- Current data center is nearing capacity in space to house expanded and additional equipment, limited power availability and cooling capacity
- Current data center location and footprint (1,500 square feet) is not expandable
- Furthermore, we anticipate:
 - Growth in enrollment
 - Launch of the Governor's Cyber Academy
 - Growth of research IT systems in MADREN
 - Expansion of systems housed at DSU for other entities
 - Need to expand the data center from 1,500 sq. ft. to around 5,000 sq. ft. within the next five years

Total one-time request of \$7 million for capital assets

DSU FY24 Budget Request – Data Center

One-Time Funding Request of \$5M to \$7M to renovate and expand DSU's Data Center capacity.

DSU is requesting \$5 million to \$7 million to provide for expanded and upgraded data center capacity to meet the growing needs of the university

- 4,000 to 6,000 sq. ft. of data center space
- \$4M to \$6M to provide for data center infrastructure, upgrade and expansion of data center systems

In 1984, Governor Janklow and the South Dakota legislature enacted an unprecedented and historic piece of legislation designating a new mission for Dakota State University (DSU). The new mission was to train the workforce needed for the quickly advancing field of information technology in South Dakota. At that time, the specific need was for mainframe programmers to fill the many job openings in South Dakota's rapidly expanding banking industry. Nearly forty-years later, it is easy to see how impactful and transformative the mission change was for Dakota State University and South Dakota.

The mission change brought many changes to Dakota State University. One such change was the creation of a data center to house mainframe computers that DSU students would learn to program. Since its creation in the 1980's, the data center has been expanded and upgraded numerous times to accommodate the growing number of systems housed there. These systems include the DSU production IT systems, MadLabs Research Environment and Network (MADREN) systems, the K-12 Data Center, SD Bureau of Information and Telecommunications (BIT) backup systems, and SD Legislative Research Council backup systems. The data center also houses DSU's specialized virtual lab environment used to teach the latest generation of IT talent in a safe and secure space. This virtual lab environment is estimated to be the largest virtual environment in the state, operating an average of 10,000-12,000 virtual machines throughout a semester.

While the many changes have been very positive for DSU, the changes also bring new challenges, especially for the data center. There are currently two major challenges facing the data center:

- One challenge is that the current location is nearing maximum capacity in physical space to house new equipment, power availability, and cooling capacity. Some of this challenge is being addressed by moving some services and workloads to the cloud; however, many of the systems housed in the DSU data center either cannot function in the cloud or it would be cost prohibitive to move them.
- The second challenge is a lack of capacity to expand the physical footprint of the data center which is needed to increase space and upgrade the power and cooling systems. The current data center footprint is approximately 1,500 square-feet.

Based on projections for expanding the systems needed to accommodate growth in enrollment, launch of the Governor's Cyber Academy, growth of research IT systems in MADREN, and expansion of systems housed at DSU for other entities, DSU anticipates a need for 5,000 +/- square-feet of data center space within the next 5 years.

<u>Description</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Contractual</u>	<u>Supplies</u>	<u>Capital Assets</u>	<u>Total</u>	<u>FTE</u>
DSU Data Center						\$7,000,000	\$7,000,000	
Total						\$7,000,000	\$7,000,000	
Total One-Time Funding Request						\$7,000,000	\$7,000,000	



NORTHERN

FY24 Budget Request

Dr. Neal Schnoor, President

Veronica Paulson, VP for Finance and Administration

Campus Transformation – Countless visitors consider Northern’s Campus a Gem

- Northern has taken exceptionally good care of its buildings and grounds
- Campus transformed in the last 6 years by privately funded new/renovated facilities
- HEFF and general fund M&R allocations have enabled the replacement of windows, roofs, mechanical systems and space renovation for programmatic needs.

1



NORTHERN

Facility Maintenance Building and Equipment

Challenges to funding equipment

- Escalating costs
- Fewer dollars to set aside for equipment replacement

Resulting in:

- Equipment being used beyond useful life
- Costly repairs to maintain
- Lost time waiting for repairs to be completed
- Safety concerns
- Inadequate storage requiring large equipment to remain outside in the elements

2



Facility Maintenance Building and Equipment

Request

\$989,000 total request

\$475,000 to construct a heated metal building to store maintenance equipment

\$514,000 to purchase:

- Telescopic lift (\$130K)
- Loader tractor and utility tractor (\$172K)
- Bobcat (\$64K)
- 2 zero-turn mowers (\$84K)
- 3 Gators (\$50K)
- Sidewalk Broom Attachment (\$9K)
- Snow pusher (\$5K)



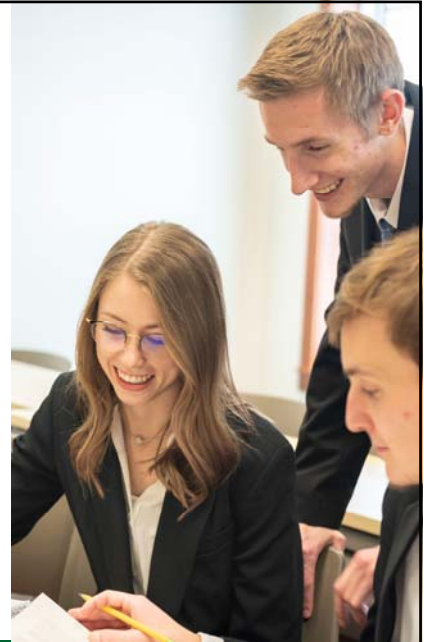
1



2

THE BUSINESS SCHOOL AS A REGIONAL RESOURCE

- Per the EMSI workforce gap analysis, graduates of business were sorely needed in SD to fill workforce needs in sales, financial services, accounting, insurance and hospitality.
- BHSU offers a comprehensive business degree accredited by AACSB
- This request will allow us to enhance marketing/recruitment throughout western SD and expand enrollment in the School of Business, supplying graduates to western SD.



BLACK HILLS
STATE UNIVERSITY

3

THE BUSINESS SCHOOL AS A REGIONAL RESOURCE RATIONALE

| 4

- The enhancements will be industry-facing and through renovation of existing space, offer services and support to businesses and entrepreneurs throughout the Black Hills region.
- Student learning will be integrated throughout the curriculum by providing real-life projects from the business community. Examples include cap stone projects, case study research/proposed solutions, financial analysis, and other projects for small business owners and others who could benefit from outside consulting/assistance.
- Ultimately develop stronger industry support for business programs such as contributions to scholarships, endowed faculty chairs, enrichment program support, etc.



BLACK HILLS
STATE UNIVERSITY

4

BUSINESS PROGRAM FACILITY RENOVATION

| 5

- Renovate an existing space on campus (with easy public access) for the Center for Business, Entrepreneurship and Tourism - \$1,100,000
 - Provide highly flexible incubator space for student innovation and local entrepreneurs to use for start-up purposes
 - Develop a learning lab for the entrepreneurship program, specific business start-up courses and “Shark Tank” competition
- Co-locate the existing South Dakota CEO (Women’s Business Center) with the Center for Business, Entrepreneurship and Tourism facilitating collaboration opportunities. SD CEO is currently housed in Woodburn Hall.
- Projected Cost
 - Renovate \$300/square foot x 3,500 square feet = \$1,050,000
 - Market the Center’s services and promote the BHSU business program = \$50,000



5




THANK YOU!

6

FY24 System Budget Priorities

*Board of Regents
June 23, 2022*



1



Tuition Freeze

\$7,178,973



2

Tuition Freeze



Keeping higher education affordable continues to be a priority of the Board.

- The Board of Regents system has over 5,100 employee FTE across the six institutions and two special schools.
 - Only 2,300 (or 45%) are funded by general funds
 - The remaining 2,800 (or 55%) are funded by a combination of tuition, fees, federal, and other funds.
- For employees funded through tuition and fees, our institutions must raise rates to accommodate salary policy.
- During the last legislative session, a base increase of \$8.6M was appropriated to freeze tuition and fees and still accommodate a 6% salary increases for BOR employees.

3

3

Tuition Freeze cont'd



- Assuming an additional salary policy increase of 5% for FY24, an estimated \$7.18M would be needed to provide an increase to all employees without raising tuition.*

Campus	Additional Need – 5% Salary Policy	Additional Need – 6% Salary Policy	Additional Need – 7% Salary Policy
BHSU	\$689,855	\$827,826	\$965,797
DSU	\$684,764	\$821,716	\$958,668
NSU	\$443,299	\$531,960	\$620,621
SDSMT	\$761,557	\$913,868	\$1,066,179
SDSU	\$2,380,621	\$2,856,745	\$3,332,869
USD	\$1,645,081	\$1,974,098	\$2,303,115
USD – Law	\$107,521	\$129,024	\$150,527
USD – Med	\$466,275	\$559,530	\$652,785
TOTAL	\$7,178,973	\$8,614,767	\$10,050,561

* These are estimates based upon FY22 data and would need to be adjusted for FY23 as that information becomes available.

4

4



Support for Rising Construction Costs

\$29,000,000

 SOUTH DAKOTA
**BOARD of
REGENTS**

5

Support for Rising Construction Costs

- Construction costs on all building projects have skyrocketed in the past number of months.
 - Construction costs typically increase 5-6% annually; now 2-3% per month.
 - Roof replacements in summer 2021 were \$12.90/SF, recent bids were \$21/SF, anticipating July 2022 cost of \$26/SF.
 - The plumbing estimate for the MI building at SDSMT increased 180% from October 2021 to February 2022.
- As a result, campuses have had to find new or increased donor requests to accommodate the expanded price tag for many projects.
- Donors do not have the capacity to fund all the expanded charges.
- Some spaces are being bid out as “shells” with the hope that actual expenses will be less than estimated or future funding will become available to assist.

6

6



Support for Rising Construction Costs cont'd

Campus	Project	Fund Source(s)	Original Price	Recent Estimate	Additional Need	GF Need
BHSU	EY Berry Library Reno	HEFF/Other	\$9.4 M	\$10.4 M	\$1.0 M	\$1.0 M
BHSU	West River Nursing	GF/HEFF/Private	\$15.1 M	\$19.6 M	\$4.5 M	\$4.5 M
DSU	Event Center	Private	\$28.0 M	\$41.0 M	\$13.0 M	
NSU	Lincoln Hall	ARPA	\$29.5 M	\$39.4 M	\$9.9 M	\$9.9 M
SDSMT	MI Building	Private/GF/Local	\$34.0 M	\$38.0 M	\$4.0 M	\$4.0 M
SDSMT	Devereaux Library Reno	M&R/Private	\$7.0 M	\$8.0 M	\$1.0 M	\$1.0 M
SDSU	Bioproducts Facility	GF	\$20.0 M	\$23.0 M	\$3.0 M	\$3.0 M
SDSU	Dairy Unit	GF/Private	\$15.0 M	\$17.0 M	\$2.0 M	\$2.0 M
SDSU	SJAC Wrestling Addition	Private	\$4.9 M	\$5.9 M	\$1.0 M	
SDSU	First Bank & Trust Arena Reno	Private/Local	\$53.2 M	TBD	TBD	
USD	Health Science Building	GF/HEFF/Private	\$22.9 M	\$26.5 M	\$3.6 M	\$3.6 M
USD	Wellness Center	Local/Private	\$25.0 M	\$31.3 M	\$6.3 M	
TOTAL					\$49.3 M	\$29.0 M

7

7



Cybersecurity Upgrade

\$12,278,820



8

Cybersecurity Upgrade



- Digitalization dramatically increased during the COVID-19 pandemic.
 - Global use of services such as video conferencing has grown tenfold.
 - The World Bank estimates that in 2022 annual total internet traffic increased by 50% from 2020.
- This increased digitalization has exposed all users to heightened critical infrastructure breaches, cyber threats, and attacks.
- Information security risk must be continually managed, monitored, and mitigated, but can never be fully eliminated.
- Increased attention/funding in this area is critical for the security of the data housed within the System.

9

9

Cybersecurity Upgrade Cont'd



Request includes funding for:

- Firewall Refresh – update at all sites, including RIS office. Assist in inspecting network for malicious content.
- Microsoft Security Upgrades – intrusion detection and response at endpoints.
- Managed Detection Response – 3rd party service to provide 24x7 monitoring.
- Privileged Access Management – software that manages high-risk administrative accounts IT professionals use to perform their job duties.
- Penetration Testing – 3rd party company provides internal penetration test against our system to identify gaps and conducts incident response activities.
- Backup – data recovery planning tools to speed up the time to recover data.

10

10

Cybersecurity Upgrade Cont'd



Description	Amount
Firewall Refresh	\$3,501,880
Microsoft Security Upgrades	\$2,490,000
Managed Detection Response	\$1,775,000
Backup – Targets/Elastic Search/Software	\$1,300,000
Immutable Backup Storage	\$1,001,000
Access Layer/Switches	\$939,200
Wireless	\$490,000
Privileged Account Management	\$474,000
Penetration Testing	\$105,000
Servers	\$102,740
Message Authentication/KnowB4	\$100,000
TOTAL	\$12,278,820

11

11



Deferred Maintenance & Repair

\$7,650,503



12

Additional Maintenance & Repair Funding



The Board of Regents and State of South Dakota have long had a target of funding repairs and maintenance at 2% of the total replacement value of buildings. During the 2022 legislative session, an additional \$1.74M was appropriated to the BOR general M&R fund. This will put the system at 1.60% of FY24 replacement values. An additional \$7.65M would bring the M&R funding to 2% of replacement value that we strive for.

FY24 Projected M&R Need	
M&R Critical Deferred Maintenance Fee	\$3.36
Projected Credit Hours	488,318
Projected Fee Revenue	\$1,640,748
Projected HEFF Revenue	\$12,500,000
General Fund M&R Revenue	\$16,601,112
TOTAL M&R Funding	\$30,741,860
Replacement Value	\$1,919,618,157
% of Replacement Invested in M&R	1.60%
Additional Funding Needed for 2.0%	\$7,650,503

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 6 – C

DATE: June 22-23, 2022

SUBJECT

USD Student Organization Awards

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the March 2022 Board of Regents meeting, the Board approved recommendations offered by each institution for the 2021 student organization award winners. The winners of these awards are announced at Board meetings throughout 2021. The University of South Dakota (USD) Student Organization Awards will be presented at the June BOR meeting in Vermillion.

USD Award for Academic Excellence: Radiology Association/Seldinger Society (USD Sanford School of Medicine)

The goals and purpose of the Radiology Association/Seldinger Society at USD Sanford School of Medicine is to foster interest in academic excellence and expose, advocate, and embolden students in research, service, and mentorship. They also aim to introduce students to the specialties of Diagnostic and interventional Radiology and provide specialty and research mentorship.

USD Award for Community Service: Student Enhancing Resources for Vermillion Enrichment (SERVE)

USD SERVE (Students Enhancing Resources for Vermillion Enrichment) is a student-led organization at the University of South Dakota focused on enriching their surrounding community of Vermillion. They pride themselves on their goal of supporting the educational mission of USD by providing service-based learning opportunities to students as well as creating an environment which advocates the importance of community service and helping others. There are seven different branches of SERVE including Adopt-a-Grandparent, Adopt-a-School, Big Pal/Little Pal, Heroes, Bridges, Variations of Volunteering, and Food Recovery Network.

USD Award for Organizational Leadership: Alternative Week of Off-Campus Learning

The AWOL program immerses students in educational service-learning experiences through exposure to diverse social issues and by encouraging post-break application of

(Continued)

INFORMATIONAL ITEM

those experiences. By facilitating transformational service experiences, AWOL empowers Yotes to become leaders and life-long agents of social change that embrace diverse situations, people, and perspectives.

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: 8 – A
DATE: June 22-23, 2022

SUBJECT

Revised BOR Policy 2:1 – Move to BOR Policy 2:23:1 (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:1](#) – General Authority, Powers and Purpose of the Board

[BOR Policy 1:2](#) – System Mission Statement

[BOR Policy 2:23](#) – Program and Curriculum Process

[BOR Policy 2:1](#) – External Review of Proposed Graduate Programs

BACKGROUND / DISCUSSION

After evaluating BOR Policy 2:23 regarding the process for new program requests, the BOR academic staff determined that enhancing BOR Policy 2:1 (External Review of Proposed Graduate Programs) was the appropriate next step as it connects directly to BOR Policy 2:23. A summary of proposed changes is found below. Due to the direct connection of these two policies, staff also recommend reassigning a new policy number to 2:1. They recommend relabeling it 2:23:1; thus, placing the two related policies next to one another for ease of reference.

The summary of changes to current BOR policy 2:1 include:

1. Purpose: Connecting the external review to the curricula planning policy. (Page 3)
2. Definitions: Incorporating some of the common definitions from the current policy and from the Policy 2:23. (Page 3)
3. Guidelines: Narrative on the purpose of the policy. (Page 4)
4. Process and Timeline: This section will attempt to identify the provisions of the policy for the expectation related to an external review and the appropriate stakeholders (Pages 4-5)
5. Waiving External Reviews: This section covers the external review waiver process and expectations. (Page 5)
6. New – Moving to one external review for all graduate programs. (Page 5-6)

(Continued)

DRAFT MOTION 20220622_8-A:

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:1, as presented.

The most substantive change to this policy can be found on pages 5-6 under Section E (Waiving the External Review). The proposed policy reflects the reasons a university may request a waiver. For example, a waiver may be requested due to an external site visit by an accreditor. If that waiver is granted, the expectation is that the final report from the site visit will be submitted to the Regents following its receipt. This will then close the loop for those new programs that have a waiver due to an external review process through the accreditation.

A few other changes to this policy include updating the language of staff positions, allowing the campus to select a minimum of one external reviewer (but may add additional external reviewers as needed), and to allow an external review to be conducted virtually.

IMPACT AND RECOMMENDATION

The timeline associated with this policy revision is:

- First Reading – March 2022 BOR Meeting
- Second and Final Reading – June 2022 BOR Meeting
- Guideline Revisions – August 2022

This is the second reading of the policy. No other revisions have been made since the first reading at the March 2022 BOR meeting.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:1 (Draft of New BOR Policy 2:23:1)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: External Review of Proposed Graduate Program

NUMBER: 2:42:23:1

A. PURPOSE

Supporting BOR Policy 2:23 with new graduate program requests, this policy serves To ensure proposed new graduate programs are of the highest quality. Therefore, an independent assessment of the program's planned curriculum, structure, staffing, facilities, equipment, and resources will be conducted by one or more qualified independent external consultants. The findings from the external review will be used to refine the proposed program prior to its submission to the Board of Regents for consideration.

B. DEFINITIONS

1. **External Review:** A review of a new graduate program proposal by an independent external consultant. ~~The evaluation of a proposed new graduate program by an independent external consultant for the purpose of providing feedback to the university that will improve the planned new program.~~
2. **Graduate Degree:** A student's primary area of study at the master's, specialist's, or doctoral level:
 - 2.1. **Master's Degree:** A program comprised of advanced study and course work beyond the bachelor's degree, typically in academic fields or professional fields.
 - 2.2. **Specialist's Degree:** A program which requires a minimum of 60 credit hours beyond a baccalaureate degree or a minimum of 30 credit hours beyond a master's degree.
 - 2.3. **Doctoral Degree:** The program is the highest academic qualification and is typically in research fields or professional fields.
3. **Independent External Consultant:** A highly qualified expert in the discipline of the proposed new graduate program ~~who is contracted by the Board of Regents on behalf of the university to evaluate the planned program through an external review.~~
4. **New Program:** This policy applies to all graduate/professional (master, specialist, doctorate) degrees.
5. **Site Visit:** The planned time in which the independent external consultant interviews campus stakeholders including university leaders, academic leaders, program faculty, and others as appropriate to fully understand the planned new graduate program as a part of the external review. The site visit should also present the independent external consultant the opportunity to evaluate the sufficiency of facilities, equipment, and resources necessary for the planned new graduate program, where appropriate. The site visit may be conducted on

campus or virtually, based on the method most appropriate to the proposed new program and most feasible for the independent external consultant and university.

C. POLICY STATEMENTS

1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
2. Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.
3. The Board shall receive copies of all consultants' reports.
4. In the event a waiver is provided due to an accreditation review, then the report from that accreditation review will be submitted to the Board at their next regularly scheduled meeting following the final report.
5. The university shall where appropriate implement best practices, curriculum programming that enhances the overall program, and reflect recommendations where they advance student outcomes.

D. PROCESS AND TIMELINE

AAC Guidelines will provide more additional information on the process via the Graduate Program Guide.

1. Selection of Consultants

- 1.1. The university requesting the new graduate program shall compile a list of at least five (5) potential consultants and provide the list ~~to the System Chief Academic Officer (CAO) through the system academic affairs process. The system academic affairs designee or his/her designee. The CAO shall recommend consultants to the Board of Regent Board Executive Director or designee; the Board may delegate the selection of consultants to the Executive Director.~~

- 1.2. At ~~least minimum of~~ one consultant shall review all graduate program proposals. proposed master's level program; at least two consultants shall review a proposed doctoral program.

- ~~1.2.1.3.~~ An update will be provided to the Board of Regents Committee A.

2. Agreements, Fees, and Expenses

- 2.1. ~~The CAO or his/her designee~~ The system academic affairs staff shall inform consultants of evaluation expectations and required reports.

- 2.2. ~~Each consultant shall execute a written consulting agreement.~~ The system academic affairs staff will set the pricing and each consultant shall execute a written consulting agreement.

2.1.—

- ~~2.2.2.3.~~ The university proposing the program shall pay consultant fees and expenses.

3. The Evaluation Process

- 3.1. The ~~CAO or his/her designee~~ system academic affairs staff, in cooperation with the university, shall provide each consultant with materials related to the proposed program.
- 3.2. The system academic affairs staff ~~CAO or his/her designee~~ shall ~~schedule~~ arrange a visit to the university.
- 3.3. The visit can be virtual if all parties agree to this experience, setting.
- 3.4. ~~so that the consultant~~ Consultant(s) ~~may will~~ conduct interviews and if in person, will examine facilities and equipment.
- 3.5. At least one member of the Board academic affairs staff shall accompany the consultant(s) during the visit to the university.
- ~~3.3.3.6.~~ 3.6. The Board academic affairs ~~Board~~ staff present during a campus ~~visit~~ meeting/visit shall participate in an exit interview with the consultant(s).
- ~~3.3.3.7.~~ 3.7. Consultants shall meet with university staff at multiple levels of authority, including faculty proposed to teach in the new program, department and/or college leadership (e.g., dean(s), department head, program director, etc.) and university leadership (president, provost, dean(s), etc.).
- 3.8. The Board academic affairs staff ~~CAO or his/her designee~~ shall arrange to receive a final written report from consultants within thirty days.
- 3.9. Board academic affairs ~~The CAO or his/her designee~~ may request an executive summary of major findings prior to thirty days as needed.
- ~~3.4.3.10.~~ 3.10. Consultants may prepare individual reports or a joint report that clearly indicates any differences in opinion.
- ~~3.5.3.11.~~ 3.11. Board academic affairs ~~The CAO~~, upon receipt of the written report(s), shall provide a copy to the vice president of academic affairs and the president of the university.

4. The University Response

- 4.1. The university may prepare a formal written response to recommendations made by the consultant(s).
- 4.2. The university shall submit a revised proposal request if the consultant(s) recommend(s) significant changes in the program.
- 4.3. The university's response may include requests for new courses recommended by the consultant(s).

~~5.E. PROCESS AND TIMELINE~~ WAIVING THE EXTERNAL REVIEW

~~5.1.~~ —

~~6. Waiving the External Review~~

The Board of Regents Executive Director may waive the external review. This can occur for

the following reasons.

1. In instances where the requesting university has a preexisting closely related program or specialization.
2. , and/or wWAnd w where the proposed new graduate program has limited curricular additions or modifications.
3. , and/or whOr wWhere the accreditation for the proposed new graduate program requires an external review as part of a site visit that would result in an equivalent written report to the university.
 - 3.1. Should the BOR external review be waived due to an external review conducted by the accreditor, the university must still comply with Board Policy 2.1, Section 4, University Response.
 - 3.2. The university may use its formal written response (if necessary) to the accreditor as its formal written response to the Board of Regents.
 - 6.1.3.3.The BOR may choose to approve a new program request before receipt of the accreditor's report and university response.

FORMS / APPENDICES:

None

SOURCE:

BOR June 1988; BOR June 1992; October 2014.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – B
DATE: June 22-23, 2022

SUBJECT

Inactive Status and Program Termination Requests – BHSU & SDSMT

CONTROLLING STATUTE, RULE, OR POLICY

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

[AAC Guideline 2.13](#) – Program Termination

BACKGROUND / DISCUSSION

Black Hills State University has submitted a request asking that the following programs be inactivated (see Attachment I).

- Degree Program: Communication Studies and Theatre (BS)
Justification: The program is being replaced by the Communication and Media program, which was approved at the March 2022 BOR meeting. Going forward, BHSU will have one program that offers courses in oral, interpersonal, organizational, visual, and media communication.
- Degree Program: Corporate Communication (BS)
Justification: The program is being replaced by the Communication and Media program, which was approved at the March 2022 BOR meeting. Going forward, BHSU will have one program that offers courses in oral, interpersonal, organizational, visual, and media communication.
- Degree Program: Mass Communication (BS)
Justification: The program is being replaced by the Communication and Media program, which was approved at the March 2022 BOR meeting. Going forward, BHSU will have one program that offers courses in oral, interpersonal, organizational, visual, and media communication.

South Dakota School of Mines & Technology has submitted a request asking that the following program be terminated (see Attachment II).

- Degree Program: Master of Engineering (MEng)

(Continued)

DRAFT MOTION 20220622_8-B:

I move to approve BHSU's request to inactive the BS degrees in Communication Studies and Theatre, Corporate Communication, and Mass Communication, and SDSMT's request to terminate the Masters of Engineering, as presented.

Inactivation/Termination

June 22-23, 2022

Page 2 of 2

Justification: The program has only had five students since it's creation. Students will be directed to other MS programs at SD Mines.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – BHSU Program Inactivation Requests

Attachment II – SDSMT Program Termination Request



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
DEGREE(S) AND PROGRAM:	B.S., Communication Studies and Theatre
CIP CODE:	231304
UNIVERSITY DEPARTMENT:	School of Arts and Humanities
BANNER DEPARTMENT CODE:	BHSA
UNIVERSITY DIVISION:	College of Liberal Arts
BANNER DIVISION CODE:	6A

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.

Pamela Cariveau
President of the University

Click here to enter a
5/5/22
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

Inactive Status ☒ Termination ☐

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.

*See question 4**See questions 5 and 6***4. INACTIVE STATUS**

A. Provide a justification for inactivating the program: The Communication Studies and Theatre Program is being replaced by the Communication and Media Program, which was approved by the SDBOR. The Communication and Media Program is intended to replace Mass Communication, Corporate Communication, and Communication Studies and Theatre so that Black Hills State has one program that offers courses in oral, interpersonal, organizational, visual, and media communication.

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

There are current students in the program, and they will be permitted to keep the Communication Studies and Theatre major until they graduate, if they graduate before 15 May 2027.

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

15/May/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)?

6/May/2022

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

B. What is the plan for completion of the program by current students?

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

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

- E. What is the last term or date (day/month/year) by which a student can graduate from the program?**
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- G. What are the resulting employee terminations and other possible implications including impact on other programs?**

6. TERMINATION WITHOUT ENROLLED STUDENTS

- A. Provide a justification for terminating the program:**
- B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?**
- C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- D. What are the resulting employee terminations and other possible implications including impact on other programs?**



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
DEGREE(S) AND PROGRAM:	B.S., Corporate Communication
CIP CODE:	090999
UNIVERSITY DEPARTMENT:	School of Arts and Humanities
BANNER DEPARTMENT CODE:	BHSA
UNIVERSITY DIVISION:	College of Liberal Arts
BANNER DIVISION CODE:	6A

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.

Pamela Carnivore
President of the University

Click here to enter a
5/5/22
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

Inactive Status ☒ Termination ☐

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.

*See question 4**See questions 5 and 6***4. INACTIVE STATUS**

A. Provide a justification for inactivating the program: The Corporate Communication Program is being replaced by the Communication and Media Program, which was approved by the SDBOR. The Communication and Media Program is intended to replace Mass Communication, Corporate Communication, and Communication Studies and Theatre so that Black Hills State has one program that offers courses in oral, interpersonal, organizational, visual, and media communication.

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

There are current students in the program, and they will be permitted to keep the Corporate Communication major until they graduate, if they graduate before 15 May 2027.

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

15/May/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)?

6/May/2022

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

B. What is the plan for completion of the program by current students?

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

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

- E. What is the last term or date (day/month/year) by which a student can graduate from the program?**
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- G. What are the resulting employee terminations and other possible implications including impact on other programs?**

6. TERMINATION WITHOUT ENROLLED STUDENTS

- A. Provide a justification for terminating the program:**
- B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?**
- C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- D. What are the resulting employee terminations and other possible implications including impact on other programs?**



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
DEGREE(S) AND PROGRAM:	B.S., Mass Communication
CIP CODE:	090102
UNIVERSITY DEPARTMENT:	School of Arts and Humanities
BANNER DEPARTMENT CODE:	BHSA
UNIVERSITY DIVISION:	College of Liberal Arts
BANNER DIVISION CODE:	6A

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.

Pamela Canivean
President of the University

Click here to enter a
5/5/22
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

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

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

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

4. INACTIVE STATUS

A. Provide a justification for inactivating the program: The Mass Communication Program is being replaced by the Communication and Media Program, which was approved by the SDBOR. The Communication and Media Program is intended to replace Mass Communication, Corporate Communication, and Communication Studies and Theatre so that Black Hills State has one program that offers courses in oral, interpersonal, organizational, visual, and media communication.

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

There are current students in the program, and they will be permitted to keep the Mass Communication major if they graduate by 15 May 2027.

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

15/May/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)?

6/May/2022

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

B. What is the plan for completion of the program by current students?

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

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

- E. What is the last term or date (day/month/year) by which a student can graduate from the program?**
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- G. What are the resulting employee terminations and other possible implications including impact on other programs?**

6. TERMINATION WITHOUT ENROLLED STUDENTS

- A. Provide a justification for terminating the program:**
- B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?**
- C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- D. What are the resulting employee terminations and other possible implications including impact on other programs?**



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:	SDSM&T
DEGREE(S) AND PROGRAM:	Master of Engineering
CIP CODE:	141301
UNIVERSITY DEPARTMENT:	Graduate Education
BANNER DEPARTMENT CODE:	MGEN
UNIVERSITY DIVISION:	4E
BANNER DIVISION CODE:	4E

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	<div style="text-align: right; font-size: small; color: gray;">Click here to enter a date.</div> 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

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

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

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

4. INACTIVE STATUS

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

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

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

- D. **What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?**
May 21, 2022

5. TERMINATION WITH ENROLLED STUDENTS

- A. **Provide a justification for terminating the program:**
The master of engineering program has had only five students since its creation.

- B. **What is the plan for completion of the program by current students?**
Three students are currently in the program. The coursework for the program is still being offered by the departments involved. These students will be permitted to complete the program, but no new students will be admitted.

- C. **What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?**
May 21, 2022

- D. **What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**
May 21, 2022

- E. **What is the last term or date (day/month/year) by which a student can graduate from the program?**
May 21, 2027

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

No cost savings are anticipated. The five sponsoring departments that offer the courses in the program will continue offering the courses in their Master of Science programs. The administrative director, the Dean of Graduate Education, will continue to oversee all other graduate programs.

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

No employee terminations are anticipated as a result of this program termination. Interest in the terminated program is weak, but interested students will be directed to the Master of Science programs maintained by the sponsoring departments (Civil and Environmental Engineering, Computer Science and Engineering, Electrical Engineering, Industrial Engineering, Materials Science and Engineering).

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

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

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

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

SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY

Affected Departments Form

The purpose of this document is to ensure that curriculum changes in one department that alter courses required or commonly taken by other departments get timely notification and the ability to discuss the changes with the originating department if necessary.

This document applies (1) to changes to existing courses and (2) to program-level curriculum changes. New course requests do not typically have an effect on other departments, except through program-level curriculum change.

1. Changes to Existing Courses

☐ No students from other departments take this course

No further action is needed.

☐ No other departments require this course, but students from other departments take this course

From which departments _____

In general, such a change is relatively minor to the affected department, typically being related to inclusion of the course in a list of course from which some number of courses must be selected.

Please attach documents showing notification and any response from the affected department. If no response has been received within 5 working days during the spring or fall semester this may be treated as agreement with the change.

☐ Other departments require this course

Which departments _____

In general, such a change can be a major alteration to the affected department, and, as such, significant discussion may occur.

Please attach documents showing notification and any response from the affected department. If no response has been received within 5 working days this may be treated as agreement with the change.

NOTE: If more than three (3) departments require this course, notification and discussion through ALC/Department Head meetings should occur, so that noting when the change was discussed at such meetings is sufficient.

2. Program Level Curriculum Changes

Program level changes can affect other departments, for instance with respect to staffing levels, removing a required course from your curriculum or adding/removing a course in a list of possible electives can affect how many course sections are needed

☐ Course changes do not affect any other departments

No further action is needed.

☒ Course changes affect other departments through changes in elective courses

Which departments

The Master of Engineering is proposed to be terminated. These departments currently offer emphasis areas in the Master of Engineering. Students interested in the Master of Engineering after its termination will be advised to consider enrolling in the Master of Science programs offered by these departments instead.

- **Civil and Environmental Engineering (1 student (pre-BS) enrolled in this emphasis area)**
- Computer Science and Engineering
- Electrical Engineering
- **Industrial Engineering (2 students currently enrolled in this emphasis area)**
- Materials Science and Engineering

In general, such a change is relatively minor to the affected department but may still have minor affects.

Please attach documents showing notification and any response from the affected department. If no response has been received within 5 working days during the spring or fall semester this may be treated as agreement with the change.

☐ Course changes affect other departments through changes in required courses

Which departments _____

In general, such a change can be a major alteration to the affected department, and, as such, significant discussion may occur.

Please attach documents showing notification and any response from the affected department. If no response has been received within 5 working days this may be treated as agreement with the change.

NOTE: If more than three (3) departments require this course, notification and discussion through ALC/Department Head meetings should occur, so that noting when the change was discussed at such meetings is sufficient.

The Academic Leadership Council discussed this program deletion on February 10, 2022. No objections were raised.

Emails from affected department heads/coordinators

.....

From: Jasthi, Bharat <Bharat.Jasthi@sdsmt.edu>
Sent: Wednesday, February 9, 2022 9:08 AM
To: Price, Maribeth H. <Maribeth.Price@sdsmt.edu>
Subject: RE: Master of Engineering termination

Dear Dr. Price,
 I have discussed with the faculty and we currently do not have any students enrolled in this program with MES emphasis. So, our MES program is not affected by this termination. Please let us know if you like us to provide any additional information in this regard.

Best Regards,
 Bharat

Bharat Jasthi, PhD - Associate Professor
Materials and Metallurgical Engineering
 South Dakota Mines
 501 E. Saint Joseph St., Rapid City, SD 57701
Bharat.Jasthi@sdsmt.edu | 605.394.2342 |

.....

From: Montoya, Thomas P. <Thomas.Montoya@sdsmt.edu>
Sent: Tuesday, February 15, 2022 9:09 AM
To: Price, Maribeth H. <Maribeth.Price@sdsmt.edu>
Subject: MENG- EE department input

Dr. Price,

This is to confirm that the EE faculty concur with the termination of the MENG program.

Best wishes,
 Tom

Thomas P. Montoya, PhD
Associate Professor & Interim Department Head
Electrical Engineering
 South Dakota Mines
 501 E. Saint Joseph St., Rapid City, SD 57701
 605.394.2451 | Thomas.Montoya@sdsmt.edu



.....
From: Stone, James J. <James.Stone@sdsmt.edu>
Sent: Friday, February 25, 2022 4:55 PM
To: Price, Maribeth H. <Maribeth.Price@sdsmt.edu>
Subject: RE: REMINDER: need your input on Master of Engineering termination

Maribeth – this email confirms that CEE dept agrees with the termination of the MENG program. Thanks

Jim Stone, PhD, PE - Department Head & Professor

Civil & Environmental Engineering
 South Dakota Mines
 501 E. Saint Joseph St., Rapid City, SD 57701
 605.394.2443 | James.Stone@sdsmt.edu



Want to visit to discuss anything? Just let me know, I'll setup a Zoom meeting!

.....
From: Woldstad, Jeffrey C. <Jeff.Woldstad@sdsmt.edu>
Sent: Wednesday, March 2, 2022 3:51 PM
To: Price, Maribeth H. <Maribeth.Price@sdsmt.edu>
Subject: Re: REMINDER: need your input on Master of Engineering termination

Maribeth – We have no objection to this – Jeff W

--

Jeffrey C Woldstad, PhD, PE
 Professor and Head
 Department of Industrial Engineering
 South Dakota School of Mines and Technology
Jeffrey.Woldstad@sdsmt.edu
 605-394-2628

.....
From: McGough, Jeff S. <jeff.mcgough@sdsmt.edu>
Sent: Friday, March 4, 2022 12:40 PM
To: Price, Maribeth H. <Maribeth.Price@sdsmt.edu>
Cc: Karlsson, Christer H. <Christer.Karlsson@sdsmt.edu>
Subject: Re: URGENT REMINDER: need your input on Master of Engineering termination TODAY
Importance: High

Maribeth,

I thought we did send a reply a month back. Maybe I did not hit send. Sorry. Terminate the program.

Jeff

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (1)

DATE: June 22-23, 2022

SUBJECT

New Program Request – BHSU – Minor in Finance

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) requests authorization to offer a minor in Finance. The proposed minor will provide students with the opportunity to gain a solid foundation in the principles of finance. BHSU's School of Business recently modified its economics and finance specialization to only focus on economics, so there is currently no formal finance program at BHSU. The finance minor is designed to help students who wish to pursue a degree in another specialization such as accounting, economics, or management, but also have an interest in learning finance. These students will be better prepared for careers at financial institutions, service firms, nonprofits, and government agencies.

IMPACT AND RECOMMENDATION

BHSU plans to offer the minor in Finance on campus, online, and at BHSU-Rapid City. BHSU does not request new state resources, and no new courses will be required. BHSU estimates 12 students enrolled and 9 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Form: BHSU – Minor in Finance

DRAFT MOTION 20220622_8-C(1):

I move to authorize BHSU to offer a minor in Finance, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

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

UNIVERSITY:	BHSU
TITLE OF PROPOSED MINOR:	Finance Minor
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Bachelor of Science
EXISTING RELATED MAJORS OR MINORS:	Business Administration
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	520801
UNIVERSITY DEPARTMENT:	School of Business
BANNER DEPARTMENT CODE:	BSCB
UNIVERSITY DIVISION:	College of Business & Natural Sciences
BANNER DIVISION CODE:	6B

☒ **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

Click here to enter a
date.

Date

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

1. Do you have a major in this field (*place an "X" in the appropriate box*)? ☐ Yes ☒ No
2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

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

BHSU:	<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 Mission of the Black Hills State University is to provide access to a higher education for aspiring students by offering a generous number of baccalaureate and select master's degrees, generates new knowledge, promotes excellence in teaching and public engagement, and serves as a regional economic leader.

Black Hills State University, the only institution of higher education having achieved AACSB International accreditation in Western South Dakota, will offer the minor in finance. This accreditation designates a high-quality professional program. The Finance Minor will offer courses consistent with the mission and strategic plan of Black Hills State University and will be a high quality professional program consistent with AACSB international standards for schools of 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 purpose of the new finance minor program will be to provide students with the opportunity to gain a solid foundation in finance. The School of Business recently modified its economics and finance specialization to be economics only so there is currently no formal finance program at BHSU. The finance minor is designed to help students who wish to pursue a degree in another specialization such as accounting, economics, or management, but also have an interest in learning finance to be better prepared for career success in financial institutions, service firms, nonprofits, and government agencies.

4. How will the proposed minor benefit students?

The finance minor will help students shape a path for a future career and will even open some possibilities for careers. Adding a finance minor to another business major could enhance a student's knowledge and skills and help him or her emerge as the better job candidate. For instance, if the applicants to a job are similar in degree and experience levels, then the person with a minor in finance would have an edge for positions in banks, insurance companies,

financial management firms and numerous regional businesses. Also, having strong finance skills and knowledge will provide a student with the background necessary to start his or her own financial services business.

- 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.*

There is growing demand for career opportunities in finance in South Dakota and the rest of the nation. According to EMSI data provided by Elevate Rapid City, “Finance and Insurance” has the 5th most job postings of any industry in the region (Pennington, Lawrence and Meade counties in South Dakota and Campbell and Goshen counties in Wyoming, with 20,025 unique job openings during the 54-month evaluation period.¹ Also the U.S. Bureau of Labor Statistics (BLS) indicates that jobs as personal financial advisors earn an average salary of \$87,850, and jobs are predicted to expand at a rate of 5% through 2030. Those who complete this proposed minor program can be expected to be in high demand and earn a very good salary over the course of their careers.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).**

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
Students enrolled in the minor (fall)	6	8	11	12
Completions by graduates		4	6	9

*Do not include current fiscal year.

Anecdotal evidence from various BHSU admissions events indicate several prospective students (and parents) expressing interest in a finance specialization, but it is expected that a vast majority of the students enrolling in the program will be the existing students who currently have declared concentrations at the School of Business, and are also potentially considering a career in finance. The data provided by the BHSU Census Report indicates that over the three year period between 2019 and 2021, an average of 31.52% of BHSU students pursue a minor degree, of which 8.24% had a minor degree in business per academic year. Moreover, a recent unofficial survey shows 32 School of Business students indicate interest in a finance minor.

Based on this, it is expected that we might enroll as many 6 students in the first year if we offer the finance minor. After that, as the School’s finance minor becomes better known, it is expected that the new finance minor will slowly increase enrollment to 12 students per year as shown in the table above.

¹ “Job Posting Analytics”, EMSI Q1 2021 Data Set, March 2021, Emsi Q1 2021 Data Set | www.economicmodeling.com

² <https://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm>

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

The proposed curriculum was developed after examining the eight similar BS programs in South Dakota and peer schools. One school did not have a finance minor, and the other seven schools ranged from 18 credit hours to 24 credit hours in the minor. Most of the programs include numerous “foundational” courses or equivalents, comprised of Principles of Accounting I, Principles of Accounting II, Business Finance, Advanced Corporate Finance, and Investments and several elective courses. Based on this information, the proposed BHSU finance minor is consistent with regional or peer schools.

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

[Insert title of proposed minor]	Credit Hours	Percent
Requirements in minor	15	83.3%
Electives in minor	3-9	16.7%
Total	18 - 24	100%

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)
ACCT	210	Principles of Accounting I		3	No
ACCT	211	Principles of Accounting II	ACCT 210	3	No
BADM	310	Business Finance	ACCT 211	3	No
BADM	411	Investments	BADM 310	3	No
BADM	413	Advanced Corporate Finance	BADM 310	3	No
Subtotal				15	

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)
--------	--------	--	---	--------------	---------------

ACCT	310	Intermediate Accounting I	ACCT 211	3	No
ACCT	430	Income Tax Accounting	ACCT 211	3	No
ECON	330	Money and Banking	ECON 201 & ECON 202	3	No
Subtotal				3-9	

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							
	ACCT 210	ACCT 211	BADM 310	BADM 411	BADM 413	ACCT 310	ACCT 430	ECON 330
Demonstrate effective oral and written communication			X	X	X			
Prepare (Pro forma forecasting of) financial statements through analysis and synthesis of information	X	X	X		X	X		
Understand the roles of financial managers and the modern financial market environment			X	X	X			X
Apply critical and analytical decision – making skills to finance issues			X	X	X			
Recognize and apply value maximization principles in a variety of finance contexts			X	X	X			
Analyze ethical issues: identify ethical issues in a finance/accounting context, critically apply ethical reasoning to a finance/accounting situation, choose an appropriate course of action based on professional ethical standards, and evaluate multiple stakeholders' perspectives in the finance/accounting situation	X	X	X			X	X	
Demonstrate relevant accounting /finance/economics career skills, applying quantitative and qualitative knowledge to future career in business		X	X	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.*

Instructional approaches used to teach courses in the minor will be composed of lectures, discussion, and practical application of financial information and calculations.

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 2022

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	BHSU Rapid City – By taking a combination of classes in Rapid City and online classes, students can complete the minor in Rapid City.	Fall 2022

	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	018 Internet Synchronous or 015 Internet Asynchronous	Fall 2022
Does another BOR institution already have authorization to offer the program online?	No		

- 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)	Yes	018 Internet Synchronous or 015 Internet Asynchronous	Fall 2022

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."

An exception is not needed for this minor as the degree can be completed in 18 credit hours. However, if a student selects certain electives, the minor could range from 18 – 24 credit hours (including pre-requisites).

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.

No new faculty are required. New courses are being developed by current faculty and will be covered through schedule management.

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.

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (2)

DATE: June 22-23, 2022

SUBJECT

New Program Request – DSU – AS in Digital Accounting

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

[AAC Guideline 2.4](#) – Intent to Plan for a New Program

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests permission to offer a AS program in Digital Accounting. The proposed program would provide students with a foundation of accounting acumen , as well as additional knowledge in technologies to meet the changing needs of the accounting industry. The proposed AS is stackable into the existing Bachelor of Business Administration degree, and the Bachelor of Science in Professional Accountancy. The AS degree prepares students for the workforce, or for further education in a bachelor’s degree program, giving students more flexibility. Graduates of the program would be prepared for entry-level roles in small to medium companies in a variety of departments such as accounting, management, human resources, and finance.

The Intent to Plan for this program was waived by the Executive Director, per AAC Guideline 2.4.

IMPACT AND RECOMMENDATION

DSU requests authorization to offer the program on campus and online. There are no new courses required for the proposed program. DSU does not request new state resources. DSU anticipates 18 enrolled students and 8 graduates within four years.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request: DSU – AS in Digital Accounting

DRAFT MOTION_20220622_8-C(2):

I move to authorize DSU to offer a AS in Digital Accounting, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. 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 Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

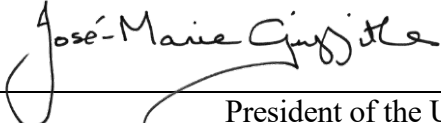
UNIVERSITY:	DSU
MAJOR:	Digital Accounting
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Associate of Science
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	52.0302
SPECIALIZATIONS: <i>Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.</i>	None
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	Waived
UNIVERSITY DEPARTMENT:	College of Business and Info Systems
BANNER DEPARTMENT CODE:	DCBIS - 81
UNIVERSITY DIVISION:	Business
BANNER DIVISION CODE:	DBUSS

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

- The individual preparing this request has read [AAC Guideline 2:9](#), which pertains to new undergraduate degree program requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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



 President of the University

3/16/2022

 Date

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

This major would provide students an opportunity to enter the business workplace with a two-year digital accounting degree with additional technology skills. Students with an Associate of Science in Digital Accounting would carry a foundation of accounting acumen with them into any industry. The accounting profession is increasingly digital, and this degree includes added technology courses to meet the changing needs of the accounting industry.

This associate degree is stackable into the existing Bachelor of Business Administration degrees and the Bachelor of Science in Professional Accountancy. This degree would not require any new courses but offer students additional opportunities.

2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?

Under SDCL 13-59, the primary purpose of Dakota State University at Madison in Lake County is to provide instruction in business, and other related undergraduate and graduate programs.

The most recent DSU Strategic Plan includes goals that are directly related to this program request:

- Offer innovative and robust academic programs that link to our mission.
- Infuse innovative technology in the delivery of academic programs.
- Optimize undergraduate and graduate enrollments.

The proposed associate degree in Digital Accounting supports all these strategic directions for DSU. The proposed program aligns with the Board of Regents Strategic Plan 2014-2020, including but not limited to the following goals:

- Grow undergraduate and graduate degrees awarded.
- Encourage development of academic programs and certificates that align with existing and future state workforce needs.

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.

According to BOR Policy 2:29, Definition of Credits and Related Institutional Requirements¹, and the American Association of Community Colleges, the Associate of Science (AS) degree is a two-year degree to prepare students to transfer. This degree would seamlessly transfer into DSU's Bachelor of Business Administration degree and the Bachelor of Science in Professional Accountancy.² According to Peter M. Crosta & Elizabeth M. Kopko, students achieving a transferable associate degree had a positive impact on their probability of earning a bachelor's degree within four to six years.³

¹ SDBOR: Academic Affairs Guidelines. Programs and Curriculum: Guidelines and Procedures. 2020. 1.3

² American Association of Community Colleges. *The Associate Degree*. AACC Policy Statement 1998:2

³ Community College Research Center. *Should Community College Students Earn an Associate Degree Before Transferring to a Four-Year Institution?* Appearing in the *Research in Higher Education*, vol. 57, no. 2. 2014.

The AS Digital Accounting degree provides flexible and immediate employment with further education opportunities. Graduates would be prepared for entry-level roles in small to medium companies with financial acumen in a variety of departments such as: accounting, management, human resources, and finance.

According to the AICPA, CPAs and potential CPAs have multiple career options including financial forensics, business valuation, personal financial planning, and IT consulting. In addition, non-profit and education industries provide opportunities.⁴

4. How will the proposed program benefit students?

Existing students could add this program as an additional credential to a bachelor's degree. New students with uncertainties about a four-year degree would begin with a solid two-year program that folds into, or stacks into, a business degree at DSU. This provides additional flexibility and employment opportunities. 100% of these courses are available online and could be delivered to students in rural areas and out of state.

According to the [BLS.gov](https://www.bls.gov) and the [Occupational Outlook](https://www.bls.gov/occupational-outlook) Accountants and Auditors expect 135,000 openings in 2020-2030 with a median income of \$73,560, with a 7% growth rate, which is higher than average.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?

Not applicable

B. What is the rationale for the curriculum?

The courses in this program are designed to prepare a student to enter the accounting and/or bookkeeping career with fundamental accounting skills and knowledge. The increasing use of software and technology in the accounting industry require students to have digital skills in spreadsheets and automated accounting systems. This major contains the general education block for an associate degree, the business block for an associate degree, and the specific accounting courses and technology courses necessary for the accounting industry. This program is directly stackable into the BS degree without any courses not used elsewhere and already taught, there will be no new courses associated with this degree. It allows students to have these “milestones” accomplished on their academic road toward a future BS degree.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards.

DSU's BBA degree is accredited with Accreditation Council for Business Schools and Programs (ACBSP) and the proposed curriculum aligns with their standards.⁵

⁴ AICPA: CPA Career Paths. *Common Career Paths*. <https://us.aicpa.org/career/careerpaths.html>; Jan, 2022.

⁵ ACBSP account program accreditation standards <https://acbsp.org/page/accreditation-type-accounting>

D. Summary of the degree program (complete the following tables):

AS in Project Management	Credit Hours	Credit Hours	Percent
System General Education Requirements	24*		
Subtotal, Degree Requirements		24	40%
Required Support Courses (not included above)	10		
Major Requirements	26		
Major Electives	0		
Subtotal, Program Requirements		36	60%
Free Electives	0	0	
Degree Total	60	60	100%

*ECON 201 must be taken as one of the SGE Social Study required courses.

Required Support Courses Outside the Major

(Not general education requirements)

Prefix	Number	Course Title	Prerequisite	Credit Hours	New (yes, no)
CIS	207	Adv. Applications: Spreadsheets	CSC 105	1	No
CSC	105	Introduction to Computers		3	No
CSC	150	Computer Science I		3	No
ECON	202	Macroeconomics		3	No
Subtotal				10	

Major Requirements

Prefix	Number	Course Title	Prerequisite	Credit Hours	New (yes, no)
ACCT	210	Principles of Accounting I		3	No
ACCT	221	Principles of Accounting II	ACCT 210	3	No
ACCT	310	Intermediate Accounting I	ACCT 221	3	No
ACCT	311	Intermediate Accounting II	ACCT 310	3	No
ACCT		Elective		3	No
BADM	101	Survey of Business		3	No
BADM	220	Business Statistics	MATH 114	3	No
BADM	310	Business Finance	ACCT 211	3	No
CIS	210	QuickBooks I		1	No
CIS	211	QuickBooks II	CIS 210	1	No
Subtotal				26	

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		None		No
Subtotal			0	

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

Individual Student Outcome (Same as in the text of the proposal)	ACCT 210/211	ACCT 310/311	BADM 220	BADM 310
Produce accurate financial statements, including Income Statement, Balance Sheet, Statement of Cash Flows, and Owner's Equity using digital accounting tools	x	x		
Draw conclusions from the analysis of spreadsheet data and digital accounting tools to inform financial decisions.				x
Analyze the impact of economic issues on the business environment.			x	
Solve business problems using digital accounting tools		x		

Individual Student Outcome (Same as in the text of the proposal)	CIS 207	CIS 210/211	CSC 105/150	ECON 201/202
Produce accurate financial statements, including Income Statement, Balance Sheet, Statement of Cash Flows, and Owner's Equity using digital accounting tools	x	x	x	
Draw conclusions from the analysis of spreadsheet data and digital accounting tools to inform financial decisions.	x	x		
Analyze the impact of economic issues on the business environment.				x
Solve business problems using digital accounting tools	x	x		

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

None

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures (including national exams, externally evaluated portfolios, or student activities, etc.). What are the consequences for students who do not demonstrate mastery?

Students will demonstrate mastery of course materials and the program with in-course tests, projects, simulations, and other instructor determined assessment tools. Students not achieving a passing grade of a course will repeat the course to earn credit. Program mastery will require students to earn a cumulative program GPA of 2.0 or higher. Students that do not achieve a 2.0 cumulative program GPA will retake WDF courses or take additional coursework until the program GPA is above 2.0.

To ensure this program meets academic rigor and maintains viability, the program will be assessed regularly. Internal data are collected by each faculty member with results accumulated by the Accreditation Coordinator. The Accreditation Coordinator summarizes the data and forwards to the faculty for analysis. The data is discussed at an open business faculty meeting. A written analysis is made for each program. Faculty make recommendations for program improvements. These are also recorded along with the analysis. Faculty then implement the proposed program improvements. The cycle is repeated each year. Prior to graduation, students will take the Associate-level DSU Business and Information Systems Exit Exam to measure the program outcomes and internal in-course assessment. There is no consequence to the student for the outcome of this exam. The data are forwarded to the faculty for analysis for program review. In addition, students are encouraged to, but not required to, take the QuickBooks Online User certification. Students taking and achieving the designation are recorded as part of the course outcomes.

7. What instructional approaches and technologies will instructors use to teach courses in the program?

Instructors will use projectors to display notes, slides, and other materials including interactive Notebook documents from their computers to the students. Classes taught online will have videos that stream synchronously or be recorded for later playback.

8. Did the University engage any developmental consultants to assist with the development of the curriculum? Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

No, however, the development of this major follows the ACBSP accreditation standards.

9. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year). If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	2	4	6	8
Students from other university programs	0	0	0	0
Students off-campus or distance	2	2	2	2
Continuing students	0	4	6	8
=Total students in the program (fall)	4	10	14	18
Program credit hours (major courses)**	120	300	420	540
Graduates		4	6	8

*Do not include current fiscal year.

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

The Bachelor's degree that this proposed major stacks into is Business (BBA in Business). The BBA major has five specializations, one of which is Accounting which has 14 students currently enrolled in that specialization. The B.S. in Professional Accountancy has 8 students currently enrolled. The AS in Digital Accounting will stack directly into the Project Management specialization. We anticipate at least four students will select the Associate of Science degree in the first year and enrollment to slowly increase in the future years.

10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University's plans concerning the accreditation of this program.

Yes, Accreditation Council for Business Schools and Programs (ACBSP).

11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy.

No

12. Delivery Location

- 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 2022

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015	Fall 2022
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

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

- 13. Cost, Budget, and Resources:** Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately.

The College of Business and Information System will use existing courses and faculty, so no additional budget sought. The university will not require additional instructional technology or software requirements to support this major. Advising assignments will be handled in accordance with established practices and will be handled by current faculty. For these reasons, the anticipated cost of this program is zero.

- 14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (place an "X" in the appropriate box)? If yes, explain.**

☐ Yes ☒ No

Explanation (if applicable):

- 15. New Course Approval:** New courses required to implement the new undergraduate degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

- ☐ YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.
- ☒ NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (3)

DATE: June 22-23, 2022

SUBJECT

New Program Request – DSU – Minor in Digital Accounting

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a minor in Digital Accounting. The proposed minor would provide students an opportunity to expand their degree credentials in digital accounting. The minor contains additional technology to meet the changing needs of the accounting industry. The minor would complement non-accounting business degrees, as well as non-business degrees, as accounting knowledge is helpful across industries.

IMPACT AND RECOMMENDATION

DSU plans to offer the minor in Digital Accounting on campus and online. DSU does not request new state resources, and no new courses will be required. DSU estimates 9 students enrolled and 4 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Form: DSU – Minor in Digital Accounting

DRAFT MOTION 2022-0622_8-C(3):

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



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

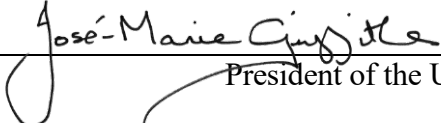
UNIVERSITY:	DSU
TITLE OF PROPOSED MINOR:	Digital Accounting
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Bachelor's degrees, excluding accounting
EXISTING RELATED MAJORS OR MINORS:	BBA in Business, Accounting Specialization and BS in Professional Accountancy
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	52.0302
UNIVERSITY DEPARTMENT:	Business
BANNER DEPARTMENT CODE:	DBUS
UNIVERSITY DIVISION:	College of BIS
BANNER DIVISION CODE:	DCBIS

☒ **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	4/7/2022 _____ Date
---	---------------------------

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

1. Do you have a major in this field (place an "X" in the appropriate box)?
- | | |
|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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.

DSU: [SDCL § 13-59](#) [BOR Policy 1:10:5 Board of Regents Strategic Plan 2014-2020](#)

Dakota State University currently offers a Bachelor of Business Administration with a specialization in Accounting and a Bachelor of Science in Professional Accountancy.

- 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.**

This minor would provide students an opportunity to expand their degree credentials in digital accounting. This degree contains additional technology to meet the changing needs of the accounting industry. The minor would complement non-accounting business bachelor's degrees and non-business bachelor's degrees, alike. Students with a minor in digital accounting would carry a foundation of accounting and technology acumen into their professions. This acumen would help them make better financial decisions, regardless of the industry.

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

This minor would provide students an opportunity to expand their degree credentials with this digital accounting minor. This degree contains additional courses in accounting-related technology, including spreadsheet and automated accounting software. These courses are common to accountants and bookkeepers and designed to meet the changing needs of the accounting industry. The minor would complement non-accounting business bachelor's degrees and non-business bachelor's degrees, alike. Students with a minor in digital accounting would carry a foundation of accounting acumen with them into their professions. This acumen would help them make better financial decisions, regardless of the industry.

This minor is stackable into existing degrees Bachelor of Business Administration degrees and the proposed Associate of Science degree in Digital Accounting. Students seeking a BBA in Business, Accounting specialization or BS in Professional Accountancy will not be allowed to add the Digital Accounting minor.

- 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.**

According to the [BLS.gov](#) and the [Occupational Outlook](#) Accountants and Auditors expect 135,000 openings in 2020-2030 with a median income of \$73,560, with a growing rate of 7% which is above average in this area.

- 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).**

Based on a Spring 2022 enrollment report, there were 235 undergraduate students in the College of Business. Using an estimate of percentage of the SP2022 enrollment, we estimated the following enrollments:

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
Students enrolled in the minor (fall)	2	4	7	9
Completions by graduates		2	3	4

*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.

DSU's business degrees are accredited by ACBSP and those standards for the content were used to develop the minor. The increasing use of software and technology in the accounting industry require students to have digital skills in spreadsheets and automated accounting systems. This digital accounting minor incorporates accounting courses and specific technology, such as spreadsheets and automated accounting systems. The minor is designed to prepare a student to enter the accounting and/or bookkeeping career with fundamental accounting skills and knowledge.

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.

A. Distribution of Credit Hours

Digital Accounting 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	Credit Hours	New (yes, no)
ACCT	210	Principles of Accounting I		3	No
ACCT	211	Principles of Accounting II	ACCT 210	3	No
CIS	207	Advanced Applications: Spreadsheets	CSC 105*	1	No
CIS	210	QuickBooks I		1	No
CIS	211	QuickBooks II	CIS 210	1	No
Subtotal				9	

*CSC 105 is required of all DSU's students.

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)
ACCT	305	Analysis of Financial Statements	ACCT 211	3	No
ACCT	310	Intermediate Accounting I	ACCT 211	3	No
ACCT	311	Intermediate Accounting II	ACCT 310	3	No
ACCT	320	Cost Accounting	ACCT 211	3	No
ACCT	360	Accounting Systems	ACCT 211	3	No
ACCT	430	Income Tax Accounting	ACCT 211	3	No
ACCT	452	Fraud and Forensic Accounting	ACCT 211	3	No
ACCT	470	Non-Profit Accounting	ACCT 211	3	No
ACCT	480	Advanced Accounting	ACCT 311	3	No
BADM	310	Business Finance	ACCT 211	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)	ACCT 210*	ACCT 211*	ACCT elective	CIS 207*	CIS 210*	CIS 211*
Produce four financial statements: Income Statement, Balance Sheet, Statement of Cash Flows, and Statement of Owner's Equity.	x	x	x			
Record, process, and create financial reports.		x	x			
Use QuickBooks to track spending, revenues, cost of merchandise sold, and payroll data.					x	x
Use spreadsheets to analyze data from sources such as QuickBooks or other sources.				x	x	x
Perform basic accounting skills to plan, control, and make decisions using financial data.		x	x			
Use technology to record, process, and report financial data.						x

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.*

The in-person and online instructional approaches and technologies currently utilized for the existing courses would continue to be used. The technology specific to this program includes spreadsheets and an automatic accounting system. The current automated accounting software is Intuit's QuickBooks. No new approaches or technologies are necessary.

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 2022

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes		Fall 2022
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

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

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."

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.

The College of Business and Information Systems will use existing faculty so no additional budget is sought. The additional students anticipated in this minor can be accommodated with no additional sections being planned.

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.

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.*

This minor provides additional accounting and financial education to students seeking to supplement their bachelor's degree. Existing or new students with an interest in accounting, but not a desire for the full bachelor's degree in accounting, would use the knowledge from this credential to enhance any bachelor's degree and their technology skills in accounting.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (4)

DATE: June 22-23, 2022

SUBJECT

New Program Request – NSU – AS in Digital Entrepreneurship

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

[AAC Guideline 2.4](#) – Intent to Plan for a New Program

BACKGROUND / DISCUSSION

Northern State University (NSU) requests permission to offer an AS program in Digital Entrepreneurship. The proposed program would prepare students to enter the digital economy ecosystem within two years, and is designed to stack into NSU's BS in Management Information Systems. The AS in Digital Entrepreneurship would create a workforce supply to meet the needs of the growing digital economy in Aberdeen. The Aberdeen Development Corporation and NSU are working together through an intensive process with the Center on Rural Innovation (CORI) to meet the gap between digital economy jobs and the digital economy workforce in rural America. The proposed program is one of several recommendations made by CORI to develop a workforce pipeline with strong tech skills.

The Intent to Plan for this program was approved at the [March 2022](#) Board meeting, per AAC Guideline 2.4.

IMPACT AND RECOMMENDATION

NSU requests authorization to offer the program on campus and online. There are no new courses required for the proposed program. NSU does not request new state resources. NSU anticipates 10 enrolled students and 5 graduates within four years.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request: NSU – AS in Digital Entrepreneurship

DRAFT MOTION 2022-0622_8-C(4):

I move to authorize NSU to offer a AS in Digital Entrepreneurship, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. 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 Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.


UNIVERSITY:	NSU
MAJOR:	Digital Entrepreneurship
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Associate of Science
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	11.0101
SPECIALIZATIONS: <i>Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.</i>	
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	3/30/2022
UNIVERSITY DEPARTMENT:	Management Information Systems
BANNER DEPARTMENT CODE:	NMIS
UNIVERSITY DIVISION:	College of Professional Studies, School of Business
BANNER DIVISION CODE:	5B

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

- The individual preparing this request has read [AAC Guideline 2:9](#), which pertains to new undergraduate degree program requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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



President (or designee) of the University

5/5/2022

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

Northern State University's Associate of Science in Digital Entrepreneurship prepares students to enter the digital economy ecosystem within 2 years and is built on a set of courses that stacks into Northern's Bachelor of Science in Management Information Systems. The AS in Digital Entrepreneurship includes 24 credits in general education, a 2 credit first year seminar, and 34 credits in information systems and entrepreneurship. Students will develop a base understanding of information systems and applied computer science along with a sequence of 4 courses in entrepreneurship and digital marketing.

Northern State University's Associate of Science in Digital Entrepreneurship creates a workforce supply to meet the needs of the growing digital economy ecosystem in Aberdeen. The Aberdeen Development Corporation and Northern State University are working together through an intensive process with the Center on Rural Innovation (CORI) [see next question] to meet the gap between digital economy jobs and digital economy workforce in rural America. A 2-year program in Digital Entrepreneurship, offered fully online or face to face, is one of several recommendations made by CORI to develop a workforce pipeline with strong tech skills.

Northern's Associate of Science in Digital Entrepreneurship is fully stackable with the University's revised Bachelor of Science in Management Information Systems. Graduates of Northern's associate degree program may contribute to Aberdeen's digital economy through full time employment and choose to pursue the additional 60 credits needed to earn their BS in Management Information Systems.

2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?

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

BHSU:	<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>		

Under SDCL 13-59-1, Northern State University is charged by the Board of Regents with "promoting excellence in teaching and learning; supporting research, scholarly and creative activities; and providing service to the state of South Dakota, the region, and beyond."¹ Northern is offering the Associate of Science in Digital Entrepreneurship to develop a workforce pipeline with strong tech skills, which directly supports the state of South Dakota and the Aberdeen region's commitment to the Center on Rural Innovation (CORI) initiative to develop a digital economy ecosystem. SDCL 13-59-1 specifically authorizes Northern to provide "preprofessional, one-year and two-year terminal and junior college programs."² To that end, Northern is proposing a two-year terminal program that can be stacked to a Bachelor of Science in Management Information Systems.

¹ South Dakota Board of Regents Policy Manual. Northern State University Mission Statement.
<https://www.sdbor.edu/policy/documents/1-10-6.pdf>

² SDCL 13-59-1. https://sdlegislature.gov/Statutes/Codified_Laws/2043065

In addition to Northern State University's statutory mission, the South Dakota Board of Regents (SDBOR) confirms Northern's authority to offer curriculum in information systems in Policy 1:10:6: "Undergraduate Major Level Curriculum Business, Education, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Humanities, Information Systems (in accordance with SDCL 13-59-2.2), Liberal Arts, Mathematics, Physical/Biological/Environmental Sciences, Social Sciences, and Sport Media and Administration."³

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

The workforce demand will grow as the efforts toward developing a digital economy ecosystem in the Aberdeen region expand. The aim of the AS in Digital Entrepreneurship is to increase tech start-ups, tech start-ups generate new jobs. On average, the self-employed are wealthier than the non-self-employed. The median net worth of self-employed families at \$380,000 in 2019 was over four times that of families of workers (\$90,000) and over twice as much as families of retirees (\$178,000).⁴ South Dakota small business employment grew by 25.1 percent between 1994 and 2018, which exceeded the national small business employment growth rate.⁵

Graduates of Northern's AS in Digital Entrepreneurship can gain positions as:

- Digital Business Analyst – \$87,660 per year with a 14% projected growth rate between 2020-2032. <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm>
- Digital Designers and Web Developers - \$77,200 per year with a 13% projected growth rate between 2020-2030. <https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>
- E-Commerce Directors and Sales Managers - \$132,290 per year with a 7% projected growth rate between 2020-2030 <https://www.bls.gov/ooh/management/sales-managers.htm>

4. How will the proposed program benefit students?

Students will benefit from earning an AS degree that prepares them to launch tech start-ups and generate new jobs that contribute to a growing digital economy ecosystem. The immediate employability of students who earn this degree will be high in Aberdeen, as our community is creating a digital economy ecosystem, and startups and employers will need employees with these skill sets. The learning outcomes in the AS Digital Entrepreneurship degree program grew out of conversations with existing employers in the region. New employers in the digital economy ecosystem will also benefit from a workforce with these skills.

Once employed, students may find their company is willing to help invest in them earning a BS in Management Information Systems as part of the company's efforts toward workforce development. Research in human relations demonstrates that employees with clear career paths and whose companies invest in their development contribute more.

³ South Dakota Board of Regents Policy Manual. Northern State University Mission Statement. <https://www.sdbor.edu/policy/documents/1-10-6.pdf>

⁴ <https://cdn.advocacy.sba.gov/wp-content/uploads/2021/08/17095726/Small-Business-Facts-Business-Owner-Wealth.pdf>

⁵ <https://cdn.advocacy.sba.gov/wp-content/uploads/2021/08/30143725/Small-Business-Economic-Profile-SD.pdf>

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale? *This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.*

N/A

B. What is the rationale for the curriculum?

Although entrepreneurship is a highly creative endeavor, research supports the notion that education and training can play an important role in supporting founders and business start-ups. Indeed, above and beyond the typical skills attributed to business success (such as creativity, problem-solving abilities, resilience, and so on), research has identified three categories of Academic Entrepreneurship Education critical to business success⁶: Technical Skills, Business Management Skills, Personal Entrepreneurship Skills.

This program aims to bring together the relevant coursework to support this notion.

The number of new startups in 2021 was the greatest on record⁷. According to the most recent United States Census survey data, over 5,300,000 business license applications were filed. Although the number of monthly business applications grew steadily from approximately 200,000 in 2012 to about 300,000 in 2019, after a short-term dip in early 2020, the number of new startups spiked above 500,000 per month later that same year. The number of new applications is still well above 400,000 per month as of February 2022. The Midwest is no exception to this nationwide trend. More businesses are being started today than at any time in history in the United States.

Given recent supply chain problems and global goods shortages, there has been much discussion regarding repatriation of manufacturing capability in the US. For example, the White House has recently announced a plan to help revitalize American manufacturing and to security supply chains in 2022⁸.

Given the confluence of these factors--1. The need for and usefulness of 21st Century Education, 2. The tremendous growth in new startups, and 3. Rethinking of manufacturing and supply chain management- we assert there is a need for this program.

No BOR institution offers an associate degree that combines coursework in information systems, business, and entrepreneurship.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. *Complete the tables below and explain any unusual aspects of the proposed curriculum?*

⁶ Almahry, F. F., Sarea, A. M., & Hamdan, A. M. (2018). A review paper on entrepreneurship education and entrepreneurs' skills. *Journal of Entrepreneurship Education*, 21(2S), 1-7.

⁷ Business Formation Statistics, February 2022 - census.gov. (n.d.). Retrieved April 7, 2022, from https://www.census.gov/econ/bfs/pdf/bfs_current.pdf

⁸ The United States Government. (2022, February 24). The Biden Harris plan to revitalize American Manufacturing and secure critical supply chains in 2022. The White House. Retrieved April 7, 2022, from <https://www.whitehouse.gov/briefing-room/statements-releases/2022/02/24/the-biden-harris-plan-to-revitalize-american-manufacturing-and-secure-critical-supply-chains-in-2022/>

The AS in Digital Entrepreneurship stacks into Northern's BS in Management Information Systems, which follows IS2020 Competency Model for Undergraduate Programs in Information Systems based on the model curriculum design, published by the Association for Computing Machinery (ACM), "the world's largest educational and scientific computing society."

D. Summary of the degree program (complete the following tables):

[Insert title of proposed program]	Credit Hours	Credit Hours	Percent
System General Education Requirements	24		
Subtotal, Degree Requirements		24	40%
Required Support Courses (not included above)			
Major Requirements	36		
Major Electives			
Subtotal, Program Requirements		36	60%
Free Electives		0	
Degree Total <i>Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.</i>		60	100%

Major Requirements

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
IDL	190	First Year Seminar	2	No
MIS	325	Management information Systems	3	No
MIS/CSC	150	Computer Science I	3	No
MIS/CSC	210	Web Authoring (MIS 205 is being removed as a pre-requisite)	3	No
CSC	273	Spreadsheet Data Analysis	3	No
MIS	201	Application Software Instruction	3	No
MIS	385	Data Mining	3	No
ACCT	210	Principles of Accounting I	3	No
BADM	370	Marketing	3	No
BADM	378	Marketing for E-Commerce (BADM 370 is a pre-requisite)	3	No
BADM	336	Entrepreneurship I	3	No
BADM	438	Entrepreneurship II	3	No
MIS	494 or 498	Internship or Undergraduate Research/Scholarship or Approved MIS/CSC Coursework	1 (or more)	No

Subtotal 36

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates, and must relate to the proposed assessments in B and C below. 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.*

DIGITAL ENTREPRENEURSHIP (AS) Course Map	Required Courses												
KEY	IDL190 First Year Seminar	MIS325 Management Information Systems	MIS/CSC 150 Computer Science	MIS/CSC210 Web Authoring	CSC273 Spreadsheet Data Analysis	MIS201 Application Software Instruction	MIS385 Data Mining	ACCT210 Principles of Accounting I	BADM370 Marketing	BADM378 Marketing for E-Commerce	BADM336 Entrepreneurship I	BADM438 Entrepreneurship II	MIS494 Internship/UG Research/Scholarship/Approved Course
PLO 1: Integrative Learning: Design and develop effective digital presence using professional principles of web design				X		X				X			X
PLO 2: Information Literacy: Identify, locate, evaluate, and effectively use and convey information to address a business problem or opportunity	X	X			X		X	X	X	X			
PLO 3: Critical and Creative Thinking: Develop a marketing plan for an entrepreneurial venture that includes identifying the market; reaching the market; and keeping/increasing the market							X			X	X	X	
PLO 4: Inquiry and Analysis: Analyze existing system and design technology solutions appropriate to the goals of the organization										X			
PLO 5: Problem Solving: Learn the primary tasks and decisions that are required to turn an idea into a sound business opportunity			X					X			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.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

No.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures (including national exams, externally evaluated portfolios, or student activities, etc.). What are the consequences for students who do not demonstrate mastery?

We have developed a curriculum map (see Appendix A) for the proposed program. This curriculum map identifies which courses will address each goal within the program's curriculum. An assessment plan will be developed that establishes the characteristics of course assignments that correspond with each program learning outcome. A rubric will be used to assess the level understanding of the program learning outcome. Following the SDBOR proficiency levels, we will use three levels of proficiency: below proficient, proficient, and exemplary. In order to demonstrate mastery, the student must be performing at the proficient or exemplary levels. Each program learning outcome will have 2-3 course assignments to measure the level of understanding. Once a year, the data will be collected and summarized to determine if there are areas in need of improvement and accompanying modifications (to the program and/or assessment plan for each learning outcome).

We are currently not planning on using any external measures to assess the program learning outcomes.

Students who are unable to demonstrate mastery of the learning outcomes will not graduate from the program.

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

Instructors will teach the courses using flexible, online teaching technologies including D2L, Panopto, Zoom, and HyFlex. The program serves both students looking for a flexible, online program and students looking for an on-campus, face to face experience.

8. Did the University engage any developmental consultants to assist with the development of the curriculum? Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum? *(Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program, including content, courses, and experiences, etc. Universities are encouraged to discuss the selection of developmental consultants with Board staff.)*

Developmental consultants were not used to assist in the development of the curriculum. The School of Business will seek program accreditation after the program has been in place for two years or has graduates, per ACBSP guidelines. The MIS faculty does follow the IS2020 Competency Model for Undergraduate Programs in Information Systems based on the model curriculum design, published by the Association for Computing Machinery (ACM), "the world's largest educational and scientific computing society."

- 9. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year). If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.**

We are estimating the students who enroll in this program will be new to the university. In determining the estimates, we are using inquiry information collected by our admissions office that have been made over the past two years.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
Students new to the university-On-Campus	1	3	3	3
Students new to the university-Off-Campus	1	2	2	2
Students from other university programs				
Continuing students-On-Campus		1	3	3
Continuing students-Off-Campus		1	2	2
=Total students in the program (fall)	2	7	10	10
Program credit hours (major courses)-On-Campus	15	63	99	99
Program credit hours (major courses)-Off- Campus	15	48	66	66
Graduates	0	2	5	5

*Do not include current fiscal year.

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

- 10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University’s plans concerning the accreditation of this program.**

We plan to seek accreditation for this program by the Accreditation Council for Business Schools and Programs (ACBSP), which is the same accreditation that our current business programs are accredited. This is not a required accreditation although we feel it is important to ensure the success of the program.

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

None

12. Delivery Location

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

- A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., 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 2022

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 Internet Asynchronous – Term Based Instruction 018 Internet Synchronous	Fall 2022
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

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

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately. Complete Appendix B – Budget and briefly summarize to support Board staff analysis.

See attached.

Northern State University's existing faculty and courses will accommodate the students in this program. A portion of an existing faculty FTE's salary is listed in the budget. There are no new costs; simply reallocated costs.

14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (place an "X" in the appropriate box)? If yes, explain.

☐ Yes ☒ No

Explanation (if applicable):

15. New Course Approval: New courses required to implement the new undergraduate degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

- ☐ YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.
- ☒ NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

AS in Digital Entrepreneurship Program Curriculum Map

DIGITAL ENTREPRENEURSHIP (AS) Course Map	Required Courses												
	IDL190 First Year Seminar	MIS325 Management Information Systems	MIS/CSC 150 Computer Science I	MIS/CSC210 Web Authoring	CSC273 Spreadsheet Data Analysis	MIS201 Application Software Instruction	MIS385 Data Mining	ACCT210 Principles of Accounting I	BADM370 Marketing	BADM378 Marketing for E-Commerce	BADM336 Entrepreneurship I	BADM438 Entrepreneurship II	MIS494 Internship/UG Research/Scholarship
KEY (blank) = no coverage K = creates knowledge C = creates competency M = creates mastery				X		X				X			X
PLO 1: Integrative Learning: Design and develop effective digital presence using professional principles of web design													
PLO 2: Information Literacy: Identify, locate, evaluate, and effectively use and convey information to address a business problem or opportunity	X	X			X		X	X	X	X			
PLO 3: Critical and Creative Thinking: Develop a marketing plan for an entrepreneurial venture that includes identifying the market; reaching the market; and keeping/increasing the market							X			X	X	X	
PLO 4: Inquiry and Analysis: Analyze existing system and design technology solutions appropriate to the goals of the organization										X			
PLO 5: Problem Solving: Learn the primary tasks and decisions that are required to turn an idea into a sound business opportunity			X					X			X	X	X

Northern State University, Associate of Science in Digital Entrepreneurship

1. Assumptions

		1st FY22	2nd FY23	3rd FY24	4th FY25
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		2	7	10	10
Program FY cr hrs, On-Campus		15	63	99	99
Program FY cr hrs, Off-Campus		15	48	66	66
Faculty, Regular FTE	See p. 3	0.10	0.10	0.10	0.10
Faculty Salary & Benefits, average	See p. 3	\$86,425	\$86,425	\$86,425	\$86,425
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,470	\$8,470	\$8,470	\$8,470

2. Budget*Salary & Benefits*

Faculty, Regular	\$8,643	\$8,643	\$8,643	\$8,643
Faculty, Adjunct (rate x number of courses)	\$0	\$0	\$0	\$0
Other FTE	\$0	\$0	\$0	\$0
S&B Subtotal	\$8,643	\$8,643	\$8,643	\$8,643

Operating Expenses

Travel	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0
Supplies & materials	\$0	\$0	\$0	\$0
Capital equipment	\$0	\$0	\$0	\$0
OE Subtotal	\$0	\$0	\$0	\$0
Total	\$8,643	\$8,643	\$8,643	\$8,643

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	\$300.94	\$300.94	\$300.94	\$300.94
Off-campus tuition revenue	hrs x amt	\$4,514	\$14,445	\$19,862	\$19,862
On-campus support tuition/hr, HEFF net	UG	\$215.32	\$215.32	\$215.32	\$215.32
On-campus tuition revenue	hrs x amt	\$3,230	\$13,565	\$21,317	\$21,317
Program fee, per cr hr (if any)	\$30.35	\$455	\$1,912	\$3,005	\$3,005
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$0	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0
Grants/Donations/Other		\$0	\$0	\$0	\$0

Total Resources	\$8,199	\$29,922	\$44,183	\$44,183
------------------------	----------------	-----------------	-----------------	-----------------

Resources Over (Under) Budget	(\$444)	\$21,279	\$35,540	\$35,540
--------------------------------------	----------------	-----------------	-----------------	-----------------

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$68,000	\$0
University's variable benefits rate (see below)	0.1464	0.1464
Variable benefits	\$9,955	\$0
Health insurance/FTE, FY18	\$8,470	\$8,470
<i>Average S&B</i>	\$86,425	\$8,470

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

We are not including any faculty salary for this program as the courses are already being offered by the university and are included in other programs within the School of Business.

Explain adjunct faculty costs used in table:

N/A

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

N/A

Summarize the operating expenses shown in the table:

We do not expect to incur any additional operating expenses.

Summarize resources available to support the new program (redirection, donations, grants, etc).

These classes are already offered by the university and included in other programs within the School of Business.

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY19 Rate	HEFF	Net	
Undergraduate	\$340.05	\$39.11	\$300.94	<i>Change cell on page 1</i>
Graduate	\$450.90	\$51.85	\$399.05	<i>to point to your net</i>
Externally Supported	\$40.00			

State-support: Change cell on page 1 to use the UG or GR net amount for your university.

On-Campus Tuition, HEFF & Net	FY19 Rate	HEFF	Net	
UG Resident - DSU, NSU	\$243.30	\$27.98	\$215.32	<i>Change cell on page 1</i>
UG Resident - SDSU, USD	\$248.35	\$28.56	\$219.79	
UG Resident - BHSU	\$254.20	\$29.23	\$224.97	<i>to point to your net</i>
UG Resident - SDSMT	\$249.70	\$28.72	\$220.98	
GR Resident - DSU, NSU	\$319.40	\$36.73	\$282.67	<i>Change cell on page 1</i>
GR Resident - SDSU, USD	\$326.05	\$37.50	\$288.55	
GR Resident - BHSU	\$328.20	\$37.74	\$290.46	<i>to point to your net</i>
GR Resident - SDSMT	\$324.85	\$37.36	\$287.49	
UG Nonresident - DSU, NSU	\$342.40	\$39.38	\$303.02	<i>Change cell on page 1</i>
UG Nonresident - BHSU	\$355.70	\$40.91	\$314.79	<i>to point to your net</i>
UG Nonresident - SDSU, USD	\$360.50	\$41.46	\$319.04	
UG Nonresident - SDSMT	\$391.10	\$44.98	\$346.12	
x GR Nonresident - DSU, NSU	\$596.30	\$68.57	\$527.73	<i>Change cell on page 1</i>
x GR Nonresident - BHSU	\$612.40	\$70.43	\$541.97	<i>to point to your net</i>
x GR Nonresident - SDSU, USD	\$626.85	\$72.09	\$554.76	
x GR Nonresident - SDSMT	\$652.00	\$74.98	\$577.02	
UG Sioux Falls Associate Degree	\$275.40	\$31.67	\$243.73	<i>Change cell on page 1 to point to your net</i>

Variable Benefits Rates

University	FY19	
BHSU	14.64%	<i>Change the benefits rate cell in the table on page 2 to point to the rate for your university.</i>
DSU	14.36%	
NSU	14.31%	
SDSM&T	14.20%	
SDSU	14.38%	
USD	14.34%	

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – C (5)

DATE: June 22-23, 2022

SUBJECT

New Program – USD – BS in Music – Music Technology and Industry Specialization

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

[AAC Guideline 2.4](#) – Intent to Plan for a New Program

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests permission to offer a BS program in Music, with a specialization in Music Technology and Industry. Students in the proposed program will develop skills in every aspect of music technology, including product development, digital marketing, studio recording, and commercial music, developing an understanding of musical styles that range from classical to contemporary. Students completing this program will be prepared for fields such as music directing and composing, audio and video technicians, sound engineering technicians, web development and digital interface designers.

The Intent to Plan for this program was approved at the [March 2022](#) Board meeting, per AAC Guideline 2.4.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the program on campus and online. There are no new courses required for the proposed program. USD does not request new state resources. USD anticipates 22 enrolled students and 5 graduates within four years.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request: USD – BS in Music – Music Technology and Industry Specialization

DRAFT MOTION 20220622_8-C(5):

I move to authorize USD to offer a BS in Music, with a specialization in Music Technology and Industry, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

UNIVERSITY:	USD
MAJOR:	Music major with Music Technology and Industry specialization
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Bachelor of Science
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	50.0913
SPECIALIZATIONS:	Music Technology and Industry
IS A SPECIALIZATION REQUIRED (Y/N):	Yes
DATE OF INTENT TO PLAN APPROVAL:	3/30/2022
UNIVERSITY DEPARTMENT:	Music
BANNER DEPARTMENT CODE:	UMUS
UNIVERSITY DIVISION:	College of Fine Arts
BANNER DIVISION CODE:	

X	<p><u>Please check this box to confirm that</u> (place an “X” in the left box):</p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2:9, which pertains to new undergraduate degree program requests, and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
---	---

University Approval

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

President of the University

Date

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

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

The Music BS with Music Technology and Industry specialization program will prepare students to be successful professionals in the fields of music technology and music industry. These fields are listed within the Music, General (CIP code 50.0901), and include web developers and digital interface designers, music directors and composers, audio and video technicians, and sound

engineering technicians. Students will receive a solid foundation in music, music technology, music industry, and the liberal arts as they prepare for a career in fields like sound recording, music production, electronic music, and design. Curriculum in the music technology and industry program reflects the need for a blend of music and technology in today's professional world. Students will develop skills in every aspect of music technology from product development to digital marketing to studio recording to commercial music. They will develop an understanding of musical styles that range from classical to contemporary music. The major is suitable for students with a variety of academic and musical backgrounds. Students will develop musical knowledge and the ability to use a variety of technical and digital tools. They will also develop problem-solving, troubleshooting and communication skills.

2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?

The University of South Dakota's mission, as provided in BOR Policy 1:10:1, and SDCL 13-57-1 includes:

*The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and **professional education** in business, education, **fine arts**, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1)*

USD is South Dakota's flagship institution for Fine Arts. It is the only regental university that offers the bachelor and master of music degrees. The Music BS with Music Technology and Industry specialization degree will further enhance the professional offerings in music and better prepare graduates for careers that utilize the ever-expanding world of technology. This program will enable the Fine Arts to evolve to meet changing workforce demands and will provide outstanding, cutting edge education in music.

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.

Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

EMSI data from the SDBOR Program Demand Gap Analysis Report indicate a need for this program. Table 3.1 lists programs with a significant gap or surplus. The data for Music, General (CIP code 50.0901) indicate an annual gap between openings and completions of 27.¹ Many of the categories within this CIP Code rely implicitly or explicitly on technological knowledge.² These categories include web developers and digital interface designers, music directors and composers, audio and video technicians, and sound engineering technicians. EMSI data indicate that fields related to music technology are projected to grow. For example, the category "Performing Arts, Spectator Sports, & Related Industries" is projected to grow by 18.3% by 2030³ and the category "Music Directors & Composers" is projected to grow by 14% by 2030.⁴

¹ SDBOR Program Demand Gap Analysis Report, p. 40

² SDBOR Program Demand Gap Analysis Report: Supporting Appendices, p 74 (p. 153 of .pdf)

³ SDBOR Program Demand Gap Analysis Report: Supporting Appendices, p. 12 (p. 91 of .pdf)

⁴ SDBOR Program Demand Gap Analysis Report: Supporting Appendices, p. 106 (p. 185 of .pdf)

Statewide South Dakota Employment Projections by Industry⁵ indicate that long-term employment projections are expected to increase in areas where a music technology degree would be viable, including the following (parenthesized number is the NAICS Code):

- Museums, Historical Sites, and Similar Institutions (712): 20.6% projected growth
- Performing Arts, Spectator Sports, and Related Industries (711): 12.6% projected growth
- Sporting Goods, Hobby, Book, and Music Stores (451): 10.8% projected growth
- Motion Picture and Sound Recording Industries (512): 5.6% projected growth
- Amusement, Gambling, and Recreation Industries (713): 5.2% projected growth
- Religious, Grantmaking, Civic, Professional, and Similar Organizations (813): 2.4% projected growth

Statewide South Dakota Employment Projections by Occupation⁶ indicate that long-term employment projections are expected to increase in areas where a music technology degree would be viable, including the following (parenthesized number is the SOC Code):

- Audio and Visual Equipment Technicians (27-4011): 16.9% projected growth
- Web Developers (15-1134): 13.7% projected growth
- Advertising, Marketing, Promotions, Public Relations, and Sales Managers (11-2000): 10.5% projected growth
- Meeting, Convention and Event Planners (13-1121): 9.5% projected growth
- Religious Workers (21-2000): 7.9% projected growth
- Entertainers and Performers, Sports and Related Workers (27-2000): 6.5% projected growth
- Arts, Design, Entertainment, Sports, and Media Occupations (27-0000): 3.5% projected growth
- Media and Communication Workers (27-3000): 2.6% projected growth

The US Bureau of Labor Statistics⁷ data indicate that national long-term employment projections are expected to increase in areas where a music technology degree would be viable, including the following:

- Broadcast, Sound, and Video Technicians (21% projected growth)⁸
- Film and Video Editors and Camera Operators (29% projected growth)⁹
- Music Directors and Composers (6% projected growth)¹⁰

The explosion in streaming services and digital entertainment experienced during the past ten years and magnified by COVID have indicated that long-term forecasts for growth are indeed valid.¹¹

⁵ SD Department of Labor Market Information (https://dlr.sd.gov/lmic/menu_projections_industry_statewide.aspx)

⁶ SD Department of Labor Market Information (https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx)

⁷ <https://www.bls.gov/ooh/arts-and-design/home.htm>

⁸ <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm>

⁹ <https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm>

¹⁰ <https://www.bls.gov/ooh/entertainment-and-sports/music-directors-and-composers.htm>

¹¹ See, for example <https://www.grandviewresearch.com/industry-analysis/music-streaming-market>

Business leaders in the state and region indicate that there is a need for this program. Craig Baltzer, Executive Director of The Monument in Rapid City, states the following in his letter of support:

On the music production side of the major, we currently employ one production manager and two production techs, all of which need education/experience in the areas that you described. Currently, if we were to replace one of these positions we know we would have to hire from outside the state or hire and train them up ourselves, as we have always done. It is difficult to find people with the education and/or experience that we need in South Dakota. . . . It seems to me the field of production, commercialization and technology is a fast growing and constantly changing in tech development. I would only expect further growth and demand in these areas. I personally feel that our region is already behind. . . . I support any effort to increase regional music, video, and lighting techs and the businesses that go with it.¹²

Letters of support are attached as Appendix C. They include the following:

- Craig Baltzer, Executive Director, The Monument, Rapid City
- Chris Fickel, Worship Pastor, Celebrate Community Church, Sioux Falls
- Don Langlie, President, Popplers Music, Inc., Grand Forks, ND/Sioux Falls
- Tim Savona, General Manager, Tyson Events Center, Sioux City IA

There is a demonstrated need for this program within this region, and data indicate that demand for this program will continue to increase.

4. How will the proposed program benefit students?

Technological advances in the last 10 to 15 years have given everyone the ability to manipulate music, from professional studios to children with personal devices. But when students come to college to major in music, there is often a disconnect between the “classic” music education and what they would like to pursue as a career within the music industry. The music technology and industry specialization provides students with 1) a solid foundation in music performance, history and theory; and 2) the opportunity to develop significant technological skills in production, design, business and marketing. In short, the proposed Music Technology and Industry curriculum will enable students to learn the vocabulary, principles, and skills necessary to perform the work of a music technology and industry professional.

There are only two programs of this type in the region: one at the University of Northern Iowa, and one at Montana State University. There are no institutions within the states of South Dakota, North Dakota, Minnesota, Wyoming, or Nebraska that offer a similar program. Given the demand indicated above, this program will benefit students who wish to go into this field and remain in our region.

DSU has a Specialization in Digital Sound Design as part of their B.S. in Digital Arts and Design. There are a few topic areas that overlap between their degree and ours, but the programs are significantly different in both focus and curriculum. Broadly speaking, DSU’s specialization is focused on technical hardware and the coding process, while our program is a liberal arts-based professional degree in music, accredited by NASM, that contains a business and industry focus that the DSU program completely lacks.

¹² Letter is attached as Appendix B.

Specific Differences:

1. Accreditation:
 - a. DSU: Not a professional music degree, not accredited
 - b. USD: Professional music degree accredited by NASM
2. Outcomes: The learning outcomes show specific differences between the programs.¹³ USD outcomes are aligned directly with NASM standards for this degree. Italicized areas are unique to each of the programs.
 - a. DSU: Fluidity with industry *Digital Audio Workstation (DAWs)*, *computer sciences*, and recording technologies are essential for success in the sound design and music industry. Furthermore, you'll create *audio for technology, animation, game design*, advertising, and more.”
 - b. USD: The major will combine *traditional music training with two cross-curricular areas of study: Production & Design, and Business & Marketing. The flexible curriculum will provide the student with a well-rounded liberal arts education. The coursework includes skill development in areas such as electronic music, audio production and sound design, and provides students with a foundation in music theory, music history, finance and accounting, and marketing.*
3. Curriculum: The curriculum is reflective of the outcomes above. Graduates of our program must meet standards set by our accrediting body, NASM. The USD curriculum ensures that students reach a high level of musical proficiency on their applied instrument, and has far more rigorous requirements for applied lessons, ensemble participation, music history, and music theory. Students must also fulfill professional requirements such as piano proficiency and recital attendance.
 - a. Number of credits in Music courses required:
 - i. DSU: 13-16
 - ii. USD: 46
 - b. Number of credits required in coding and computer hardware:
 - i. DSU: 15 (CSC105, CIS123/CIS130/CSC150, CSC163, CSC274, CSC374)
 - ii. USD: 0
 - c. Number of business and marketing courses required:
 - i. DSU: 0
 - ii. USD: 3-15

The USD major will combine traditional music training with two cross-curricular areas of study: Production & Design, and Business & Marketing. The flexible curriculum will provide the student with a well-rounded liberal arts education. The coursework includes skill development in areas such as electronic music, audio production and sound design, and provides students with a foundation in music theory, music history, finance and accounting, and marketing.

Salaries for careers associated with areas where a music technology degree would be viable include the following, based on the US Bureau of Labor Statistics data, 2020 median pay:¹⁴

- Broadcast, Sound, and Video Technicians: \$50,000¹⁵
- Film and Video Editors and Camera Operators: \$61,900¹⁶
- Music Directors and Composers: \$52,250¹⁷

¹³ <https://dsu.edu/programs/digital-sound-design-bs.html>

¹⁴ <https://www.bls.gov/ooh/arts-and-design/home.htm>

¹⁵ <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm>

¹⁶ <https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm>

¹⁷ <https://www.bls.gov/ooh/entertainment-and-sports/music-directors-and-composers.htm>

EMSI data indicate salaries within the region of SD, IA, MN, and NE are as follows for career areas within the CIP code for “Music Technology”:¹⁸

- Audio and Video Technicians: \$21.54/hr
- Music Directors and Composers: \$22.15/hr
- Sound Engineering Technicians: \$26.40/hr

The final benefit of this program for students is flexibility. The curriculum for this program, which is based on standards established by our accrediting body, offers students a highly customizable degree which readily allows additional minors or a second major.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?

N/A

B. What is the rationale for the curriculum?

The proposed Music Technology and Industry curriculum will enable students to learn the vocabulary, principles, and skills necessary to perform the work of a music technology professional. The major will be a combination of traditional music training while also providing a cross disciplinary study of design, technology, and business that will enhance their understanding of the music profession but also allow for specific technological guidance that will help the student develop a well-rounded liberal arts education. The coursework will include skill development in music manipulation technology, digital recording equipment, and allow to develop students an appreciation and understanding of music through theory, history, applied study, and ensemble performance.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. Complete the tables below and explain any unusual aspects of the proposed curriculum?

The curriculum was vetted against the standards for the Bachelor of Science in Music with a Specialization in Music Technology and Industry as outlined by the National Association of Schools of Music, the accrediting body for Music.¹⁹ Additionally, the curriculum was compared with those of similar institutions and established programs across the United States. These programs included: Northern Iowa the University, Montana State University, Central Missouri State, and Indiana University Purdue University Indianapolis.

D. Summary of the degree program (complete the following tables):

Music with Music Technology and Industry, BS	Credit Hours	Credit Hours	Percent
System General Education Requirements	30 (-3)		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)			
Major Requirements	69		
Major Electives	0		
Subtotal, Program Requirements		69	57.5%

¹⁸ EMSI Music Technology Program Overview, see Appendix C.

¹⁹ [NASM Handbook 2020-2021](#)

Music with Music Technology and Industry, BS	Credit Hours	Credit Hours	Percent
Free Electives		21	17.5%
<p style="text-align: right;">Degree Total</p> <p><i>Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.</i></p>		120	100%

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		Music Major Core courses (37 credit hours):		
MUS	101	Intro to Music Studies	1	No
MUS	110	Music Theory I	3	No
MUS	110L	Aural Skills I	1	No
MUS	111	Music Theory II	3	No
MUS	111L	Aural Skills II	1	No
MUS	210L	Aural Skills III	1	No
MUS	211L	Aural Skills IV	1	No
MUS	240	Music Cultures of the World [SGR #4]	3	No
MUS	250	Intro to Electronic Music	2	No
MUS	360	Conducting	2	No
MUAP	170	Recital Lab 1	0	No
MUAP	270	Recital Lab 2	0	No
MUAP	370	Recital Lab 1	0	No
MUAP	470	Recital Lab 2	0	No
MUAP	XXX	Applied Lessons (1X0, 2X0, 3X0, 4X0)	7	No
MUAP	XXX	Applied Lessons (1X1, 2X1, 3X1, 4X1)	8	No
MUEN	XXX	Major Ensemble (1XX, 3XX) or MUS 117	4	No
		Music Technology and Industry Specialization coursework:		
		Select 9 credit hours from the following:		
MUS	100	Music Appreciation: Classical [SGR #4]	3	No
MUS	100	Music Appreciation: Jazz [SGR #4]	3	No
MUS	100	Music Appreciation: Rock and Roll [SGR #4]	3	No
MUS	330	History of Music I	3	No
MUS	331	History of Music II	3	No
		Also need:		
MUS	491	Independent Study (Capstone Project)	1	No
MUAP	117	Class Piano I for Music Major Proficiency	2	No
MUAP	118	Class Piano II for Music Major Proficiency	2	No
		In addition to the music core, students in the Bachelor of Science with an emphasis in Music Technology and Industry degree program must complete course work in two distinct areas: 1) Production & Design; and 2) Business & Marketing. Students must complete a total of 18 credit hours from the list below. Two courses, ENTR 311 and MCOM 221, are required. The remaining 12 credit hours will be chosen by the		

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		student in consultation with their Faculty Advisor. Bolded classes are required.		
		Production & Design		
MCOM	221	Audio Production	3	No
THEA	403	Sound Design	3	No
THEA	445	Lighting	3	No
THEA	140	Survey of Technical Theatre Production	3	No
MCOM	151	Introduction to Mass Communication	3	No
MCOM	330	Writing for Digital Media	3	No
MCOM	331	Video Production	3	No
ARTD	205	Digital Design	3	No
ARTD	325	Digital and Web Design	3	No
ARTD	425	Digital and Web Design II	3	No
		Business & Marketing		
ENTR	311	Finance & Accounting for Entrepreneurs	3	No
ECON	201	Principles of Microeconomics	3	No
BADM	370	Marketing	3	No
MCOM	241	Social Media Marketing	3	No
MCOM	402	Media Law and Ethics	3	No
MCOM	440	Event Marketing	3	No
MCOM	441	Internet Marketing Communication	3	No
MKTG	481	Promotional Management	3	No
		Subtotal	69 (3)	

6. Student Outcomes and Demonstration of Individual Achievement

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?** *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates, and must relate to the proposed assessments in B and C below. 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.*

See Appendix A for the table. In demonstrating the following discipline-specific core competencies related to study of Music Technology and Industry, students will:

- Develop the ability to hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, and texture.
- Understand and develop the ability to read and realize musical notation.
- Develop an understanding of compositional processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.
- Become acquainted with a wide selection of musical literature, the principal eras, genres, and cultural sources, for example, classical, jazz, popular, and world music forms.
- Develop the ability to understand and develop skills and procedures in the area of performance as a soloist and ensemble member.

- Develop the ability to integrate and synthesize basic musical, technological, promotional, and financial knowledge and skills into the conceptualization of projects.
- Develop the musical and technical capabilities to produce basic level work in area of music technology.

In addition, the Music Technology and Industry major will require students to meet specific learning outcomes associated with the following cross-curricular skills, as required by the South Dakota Board of Regents:

- Inquiry and Analysis
- Critical and Creative Thinking
- Information Literacy
- Problem Solving
- Integrative Learning

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

There are no national instruments to measure individual student achievement in music technology.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures (including national exams, externally evaluated portfolios, or student activities, etc.). What are the consequences for students who do not demonstrate mastery?

Each student will demonstrate mastery by fulfilling the requirements associated with each outcome specified in 6A above.

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

Standard outcome-oriented techniques will be used for instruction, including lecture, labs, one to one instruction, large group rehearsals, and a capstone project. Coursework will include exercises and projects utilizing a variety of software and equipment specific to the music field, including sound boards, composition software, recording software, and microphones.

8. Did the University engage any developmental consultants to assist with the development of the curriculum? Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

(Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program, including content, courses, and experiences, etc. Universities are encouraged to discuss the selection of developmental consultants with Board staff.)

The university did not engage any consultants. We did consult with NASM, the professional accrediting association for Music, to ensure that the curriculum would conform to the standards of the accrediting body.

9. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.

	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	2	3	5	5
Students from other university programs	1	2	2	2
Continuing students	0	3	8	15
=Total students in the program (fall)	3	8	15	22
Program credit hours (major courses) **	51.75	138	258.75	379.5
Graduates	0	0	2	5

*Do not include current fiscal year.

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

Methodology is based on qualitative data indicating an interest in this program (3-4 inquiries a year) and on newly developed articulation agreements with regional community colleges, including Western Iowa Technical Institute, Northeast Community College (NE), and Northwest Community College (WY). Further articulation agreements with Iowa Western Community College, Kirkwood Community College, Southeast Community College (NE) are planned to increase opportunities for enrollment in this program.

Credit hours were determined as follows: 69 credit hours are required in the major, divided by 4 (4-year program) equals 17.25 credits per student per year, times the number of students in the program.

IPEDS data indicate that music technology programs are generally successful. One difficulty in using IPEDS data is that many institutions use the CIP code for Music, General to identify students in Music Technology programs. In part this is because, as noted above, many of the categories within the Music, General CIP Code rely implicitly or explicitly on technological knowledge.²⁰ Some regional examples using the Music Technology specific CIP Code (50.0913) and the Music, General CIP Code (50.901) include:

Institution	Degree	CIP Code	AY20	AY19	AY18	AY17	AY16
University of Northern Iowa	BA Music Technology	50.0913	1	1	2	1	1
Montana State University	BA Music Technology	50.0901	8	14	17	13	19
Central Missouri State	BM Music Technology	50.0901	18	13	10	13	8

²⁰ SDBOR Program Demand Gap Analysis Report: Supporting Appendices, p 74 (p. 153 of .pdf)

Institution	Degree	CIP Code	AY20	AY19	AY18	AY17	AY16
Indiana University Purdue University Indianapolis	BS Music Technology	50.0913	8	7	3	6	11

While the University of Northern Iowa's program has struggled, data indicate that within the larger region these programs are successful. We do not believe this program will be at risk for low enrollment.

10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University's plans concerning the accreditation of this program.

The National Association of Schools of Music (NASM) will accredit the Music Technology and Industry program in the same way it accredits other Department of Music programs.

11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."
None.

12. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2023

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

	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		
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Fall 2023

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately. Complete Appendix A – Budget and briefly summarize to support Board staff analysis.

This program was designed to use existing capacity in courses taught within the College of Fine Arts, the Beacom School of Business, and the Department of Media and Journalism within the College of Arts and Sciences. The program likewise uses facilities and labs that are already in place for other programs:

- Personnel: this program will use courses already in existence, these courses have not filled to capacity in past years, so there is room to add the new majors without creating new sections.
- Professional development: this program will use existing courses for which faculty are already trained and qualified. Faculty will continue to engage in professional development in their areas of expertise using the resources already dedicated for that purpose, no new resources will be required.
- Release time: the program will not require any faculty member or administrator to use release time.
- Time redirected from other assignments: this program will use existing courses so teaching time will not need to be redirected. For example, the additional required student advising will be distributed amongst the music faculty normally, and within current load.
- Instructional technology & software: this program will use resources already in existence, such as the electronic music studio, the theatre technical studio, the graphic design lab, the media and journalism editing suites, and the media and journalism computer lab. No new lab spaces, technology, or software will be required.
- Other operations and maintenance, facilities, etc.: this program will share resources already dedicated to the Department of Music. For example, marketing for the program will be folded into the general departmental marketing campaign that includes all departmental majors and will cost no additional dollars.

See Appendix B for detail.

14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (YES or NO)? If yes, explain.

No

15. New Course Approval: New courses required to implement the new undergraduate degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an “X” before the statement):

	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 B and match those described in section 5D.
X	NO, the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

16. Additional Information:

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

Please see the following Appendices for additional information:

- Appendix A: Individual student outcomes table
- Appendix B (attached Excel document): Budget spreadsheet
- Appendix C (attached PDF): Industry letters of support:
 - Craig Baltzer, Executive Director, The Monument, Rapid City
 - Chris Fickel, Worship Pastor, Celebrate Community Church, Sioux Falls
 - Don Langlie, President, Popplers Music, Inc., Grand Forks, ND/Sioux Falls
 - Tim Savona, Tyson Events Center, Sioux City IA

1. Assumptions

		1st FY24	2nd FY25	3rd FY26	4th FY27
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		2	5	10	15
Program FY cr hrs, On-Campus		35	86	173	259
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	0.05	0.10	0.20	0.25
Faculty Salary & Benefits, average	See p. 3	\$95,971	\$95,971	\$95,971	\$95,971
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3	\$0	\$0	\$0	\$0
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$0	\$0	\$0	\$0

2. Budget*Salary & Benefits*

Faculty, Regular		\$4,799	\$9,597	\$19,194	\$23,993
Faculty, Adjunct (rate x number of courses)		\$0	\$0	\$0	\$0
Other FTE		\$0	\$0	\$0	\$0
S&B Subtotal		\$4,799	\$9,597	\$19,194	\$23,993

Operating Expenses

Travel		\$0	\$0	\$0	\$0
Contractual Services		\$0	\$0	\$0	\$0
Supplies & materials		\$0	\$0	\$0	\$0
Capital equipment		\$0	\$0	\$0	\$0
OE Subtotal		\$0	\$0	\$0	\$0
Total		\$4,799	\$9,597	\$19,194	\$23,993

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	\$313.95	\$313.95	\$313.95	\$313.95
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, HEFF net	UG	\$229.30	\$229.30	\$229.30	\$229.30
On-campus tuition revenue	hrs x amt	\$7,911	\$19,777	\$39,555	\$59,332
Program fee, per cr hr (if any)	\$26.35	\$909	\$2,273	\$4,545	\$6,818
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$0	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0
Grants/Donations/Other		\$0	\$0	\$0	\$0
Total Resources		\$8,820	\$22,050	\$44,100	\$66,150

Resources Over (Under) Budget

\$4,021	\$12,453	\$24,906	\$42,157
----------------	-----------------	-----------------	-----------------

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		\$75,459	\$0
University's variable benefits rate	(see below)	0.1410	0.1410
Variable benefits		\$10,640	\$0
Health insurance/FTE, FY22		\$9,872	\$9,872
<i>Average S&B</i>		\$95,971	\$9,872

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

This program will use courses already in existence, these courses have not filled to capacity in past years, so there is room to add the new majors without creating new sections. The portion of the FTE used currently exists within the department, but this shows how costs could be allocated to this program.

Explain adjunct faculty costs used in table:

N/A

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

N/A

Summarize the operating expenses shown in the table:

This program will use resources already in existence, such as the electronic music studio, the theatre technical studio, the graphic design lab, the media and journalism editing suites, and the media and journalism computer lab. No new lab spaces, technology, or software will be required. There are not operating costs to attribute to this proposed program.

Summarize resources available to support the new program (redirection, donations, grants, etc).

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY22 Rate	HEFF	Net	
Undergraduate	\$354.75	\$40.80	\$313.95	Change cell on page 1 to point to your net
Graduate	\$470.45	\$54.10	\$416.35	
Externally Supported	\$40.00			

State-support: Change cell on page 1 to use the UG or GR net amount for your university.

On-Campus Tuition, HEFF & Net	FY22 Rate	HEFF	Net	
UG Resident - DSU, NSU	\$0.00	\$0.00	\$0.00	Change cell on page 1 to point to your net
UG Resident - SDSU, USD	\$259.10	\$29.80	\$229.30	
UG Resident - BHSU	\$0.00	\$0.00	\$0.00	
UG Resident - SDSMT	\$0.00	\$0.00	\$0.00	
GR Resident - DSU, NSU	\$0.00	\$0.00	\$0.00	Change cell on page 1 to point to your net
GR Resident - SDSU, USD	\$340.15	\$39.12	\$301.03	
GR Resident - BHSU	\$0.00	\$0.00	\$0.00	
GR Resident - SDSMT	\$0.00	\$0.00	\$0.00	
UG Nonresident - DSU, NSU	\$0.00	\$0.00	\$0.00	Change cell on page 1 to point to your net
UG Nonresident - BHSU	\$0.00	\$0.00	\$0.00	
UG Nonresident - SDSU, USD	\$376.10	\$43.25	\$332.85	
UG Nonresident - SDSMT	\$0.00	\$0.00	\$0.00	
GR Nonresident - DSU, NSU	\$0.00	\$0.00	\$0.00	Change cell on page 1 to point to your net
GR Nonresident - BHSU	\$0.00	\$0.00	\$0.00	
GR Nonresident - SDSU, USD	\$654.05	\$75.22	\$578.83	
GR Nonresident - SDSMT	\$0.00	\$0.00	\$0.00	
UG Sioux Falls Associate Degree	\$0.00	\$0.00	\$0.00	Change cell on page 1 to point to your net

Variable Benefits Rates

University	FY22	
BHSU	14.64%	Change the benefits rate cell in the table on page 2 to point to the rate for your university.
DSU	14.36%	
NSU	14.31%	
SDSM&T	14.20%	
SDSU	14.38%	
USD	14.10%	

Bruce C. Kelley, Ph.D.

Dean, College of Fine Arts
Professor of Music
University of South Dakota

Dear Bruce,

I am writing in support of the possible Music Technology degree that you described to me in our communications today.

The Monument is a complex of sports, entertainment, and convention venues. As part of our property, we have large convention facilities, a proper theater, and multiple arenas including our new Summit Arena that was a \$130M project and opened just 3 weeks ago.

On the music production side of the major, we currently employ one production manager and two production techs, all of which need education/experience in the areas that you described. Currently, if we were to replace one of these positions we know we would have to hire from outside the state or hire and train them up ourselves, as we have always done. It is difficult to find people with the education and/or experience that we need in South Dakota.

This production team is a growing department. Not only the addition of our new arena has us currently re-evaluating our own needs, we are also intending to grow our convention production as our convention business is booming in Rapid City. This would take an investment in more equipment and more personnel.

We work with IATSE Stagehand Union for part time sound, video, and lighting engineers. 3 years ago we renegotiated with the Union to have the training of these engineers as our responsibility and at our cost. The reason we did that was because the qualified techs left in this group were past retirement age, and no effort to recruit and educate the next generation. We have slow growth in these areas that now benefit the entire region, as these part time techs also work the Sturgis Motorcycle Rally, The Deadwood Mountain Grand event Center, the Pennington County Fair, and many rodeos in the community. I know this is also an issue in Sioux Falls.

There are a few production companies that we can turn to in our region, however most cannot handle some of the more professional events that we do. So we often go to Minneapolis or Denver to find the equipment and expertise that we need. This is not cost effective for many of the events that we host. I see a need for growth there, and know it is also needed in Sioux Falls.

On the Marketing and Business side of the major, we do have a small marketing department handling very large projects. We do not have any techs on our team and have to rely on outside agencies. This is another area we could internally expand in, but more importantly the outside agencies in the area cannot always produce the professional level that we or our events are looking for. Again we often have to go to

Denver or Minneapolis to find that level of professional production management, equipment and tech expertise.

The degree that was explained to me would also be beneficial for our current positions in marketing management.

It seems to me the field of production, commercialization and technology is a fast growing and constantly changing in tech development. I would only expect further growth and demand in these areas. I personally feel that our region is already behind.

As my final thought: at one time the Black Hills could boast on a lot of industrial film, commercial work, and Hollywood movies on location here. This is a business that our facilities could expend into so of course I have looked into it. I have asked current leaders in our tourism community, business community and others who have worked on those projects in the late 80s and early 90s of why do we not attract of that kind of business in the area now. The answer is consistently that we do not have the local techs and expertise that these productions rely on when producing in our region.

I support any effort to increase regional music, video, and lighting techs and the businesses that go with it.

Thank you for involving me in this discussion.

Sincerely,



Craig Baltzer
Executive Director
The Monument
Rapid City, SD



December 10, 2021

Dr. Bruce Kelley
Dean, College of Fine Arts
University of South Dakota

Dr. Kelley,

I can't say how exciting this is for me that you are considering a new degree for Music Technology. Being a Worship Pastor for the last 20 years I have seen first hand the growing need for qualified people in this field. The church, as we have known it to be up to now, will not sustain long term if we do not learn how to best connect with people and where they are at today. Simply put, technology in the church is a must if we want to be effective in today's world. For those churches who make this decision to embrace technology, they will be needing plenty of qualified staff to handle the growing needs within their congregations. The area of technology within churches pertaining to music and creative has grown to new heights in recent years, especially with needs in live-streaming, broadcasting, video (live and post production), social media needs, etc. I'm so grateful for your interest in adding this degree and for your investment in passionate and educated people for future hires within the ministry.

Sincerely,

Chris Fickel

Chris Fickel
Worship Pastor
Celebrate Community Church



Grand Forks, ND | Sioux Falls, SD
800-437-1755 | 800-568-2508

12-6-2021

Dr. Bruce Kelley
Dean, College of Fine Arts
University of South Dakota

Dear Dr. Kelley,

I am writing in support of the proposed degree in Music Technology. As a music retailer serving the upper Midwest, we have frequent interaction with public and private school music faculty that are challenged by both their own limitations regarding this specialty field as well as helping their students find a career in music that is outside of education.

The music industry is far more than teaching and performance. I am often approached about the "business" of music and what that career path might entail. It is difficult to advise as the needs are so varied, but ultimately, the changing landscape of music production, recording, sound reinforce, and social media are driving the need for programs such as being considered by the University of South Dakota. Popular culture would imply that "learning on one's own" or "learning on the job" are sufficient. This conjecture is certainly rare in the real world.

I applaud the forward thinking of the University to maximize existing programs and offer specific courses to address this critical area of Music Business.

Best Wishes as you move forward!

Sincerely,

Don Langlie, President
Popplers Music, Inc.



TYSON EVENTS CENTER

TIM SAVONA

General Manager, Spectra Venue Management
 Tyson Events Center & Orpheum Theatre
 401 Gordon Drive Sioux City, IA 51101
 O: 712-279-4817 Tim.Savona@spectraxy.com

November 22, 2021

Bruce Kelley
 Dean, College of Fine Arts
 University of South Dakota

Dear Mr. Kelley,

I am writing to share my support and excitement of your potential new degree relating to Music Technology. Our industry is always searching for additional talent to support the ever growing and popular entertainment business. The scope as you have lined out covers many facets of our industry and would provide a plethora of knowledge and ready bodies across many fields.

The industry relies on many layers of skilled individuals, whether that be local venue staff, union and non-union stagehands, local or regional production companies, audio/video/lighting techs, 'roadies' who work tours on a regional and national scale, and much more. There are thousands upon thousands of jobs that would benefit from something like this.

We commend you for your vision and we look forward to seeing this come to fruition. I have no doubt the opportunities for these students would be a plenty.

Kind Regards,

TIM SAVONA
 General Manager

Program Overview

Music Technology

Emsi Q4 2021 Data Set

November 2021

South Dakota

Parameters

Programs:

Code	Description
50.0913	Music Technology

Regions:

Code	Description	Code	Description
19	Iowa	31	Nebraska
27	Minnesota	46	South Dakota

Education Level: Any

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

Completions Year: 2020

Jobs Timeframe: 2020 - 2021

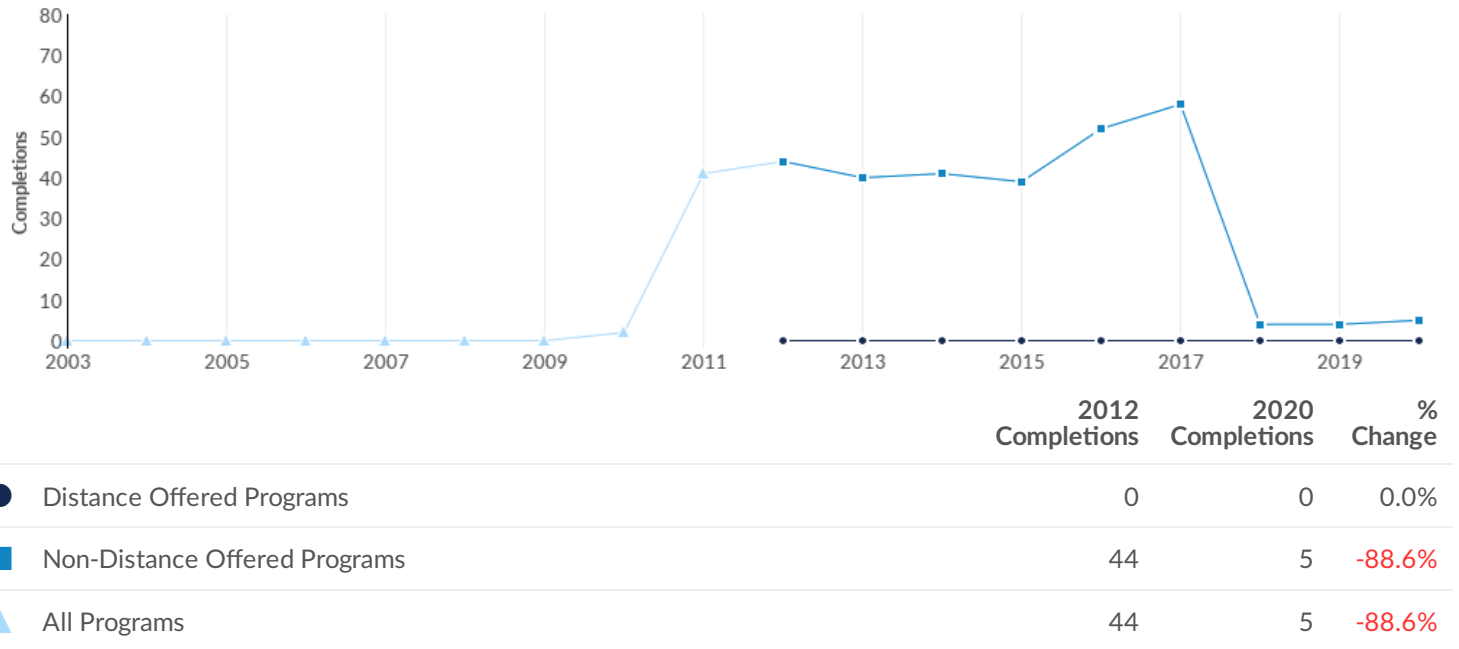
Job Postings Timeframe: Sep 2016 - Dec 2020



	Completions (2020)	% Completions	Institutions (2020)	% Institutions
● All Programs	5	100%	3	100%
● Distance Offered Programs	0	0%	0	0%
● Non-Distance Offered Programs	5	100%	3	100%

Completions by Institution

Institution	Completions (2020)	Growth % YOY (2020)	Market Share (2020)	IPEDS Tuition & Fees (2020)
Buena Vista University	3	50.0%	60.0%	\$36,426
University of Northern Iowa	1	0.0%	20.0%	\$8,938
Rochester Community and Technical College	1	0.0%	20.0%	\$5,252



Regional Completions by Award Level



Award Level	Completions (2020)	Percent
Award of less than 1 academic year	1	20.0%
Bachelor's Degree	4	80.0%
Award of at least 1 but less than 2 academic years	0	0.0%
Associate's Degree	0	0.0%
Award of at least 2 but less than 4 academic years	0	0.0%
Postbaccalaureate certificate	0	0.0%
Master's Degree	0	0.0%
Post-masters certificate	0	0.0%
Doctor's Degree	0	0.0%

Similar Programs

27
Programs (2020)

1,960
Completions (2020)

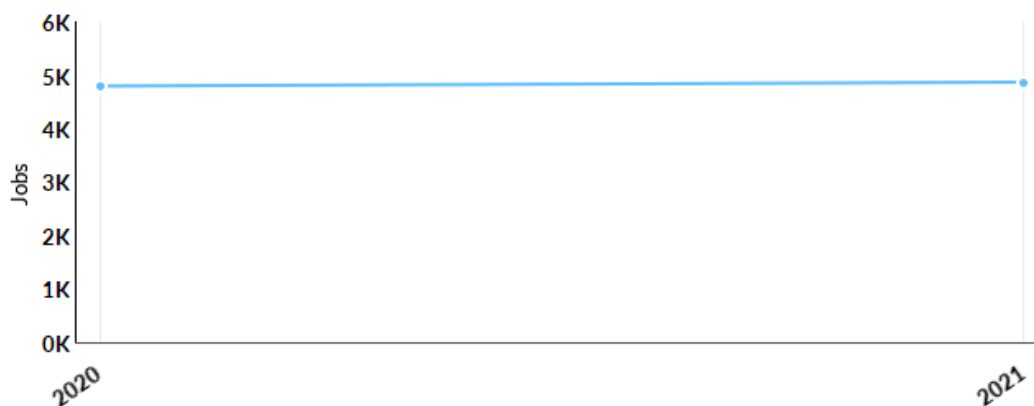
CIP Code	Program	Completions (2020)
50.0901	Music, General	607
50.0501	Drama and Dramatics/Theatre Arts, General	444
13.1312	Music Teacher Education	307
10.0203	Recording Arts Technology/Technician	120
50.0401	Design and Visual Communications, General	119
50.0903	Music Performance, General	103
10.0202	Radio and Television Broadcasting Technology/Technician	48
50.1003	Music Management	29
50.0506	Acting	27
09.0799	Radio, Television, and Digital Communication, Other	20

Target Occupations

<p>4,787</p> <p>Jobs (2020)</p> <p>20% below National average</p>	<p>+1.5%</p> <p>% Change (2020-2021)</p> <p>Nation: +1.5%</p>	<p>\$22.22/hr \$46.2K/yr</p> <p>Median Earnings</p> <p>Nation: \$23.39/hr; \$48.7K/yr</p>	<p>602</p> <p>Annual Openings</p>
--	---	---	-----------------------------------

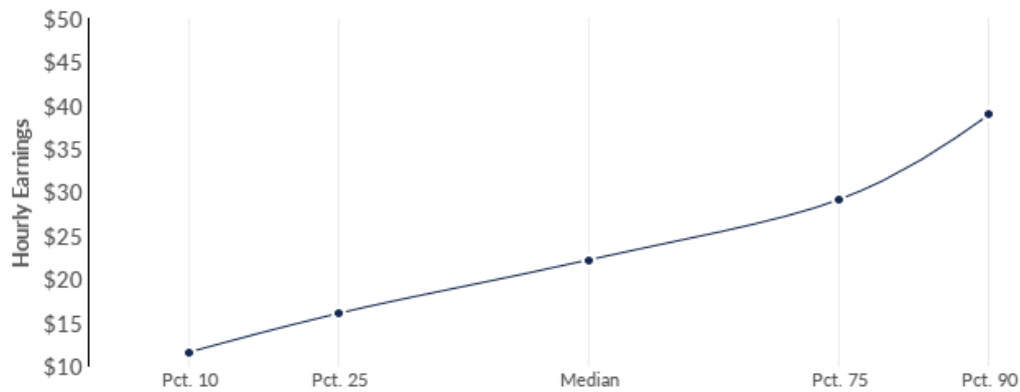
Occupation	2020 Jobs	Annual Openings	Median Earnings	Growth (2020 - 2021)	Location Quotient (2020)
Audio and Video Technicians	2,301	275	\$21.54/hr	+1.69%	0.74
Music Directors and Composers	2,004	260	\$22.15/hr	+1.10%	0.90
Sound Engineering Technicians	482	68	\$26.40/hr	+2.70%	0.69

4,787 2020 Jobs	4,861 2021 Jobs	74 Change (2020-2021)	1.5% % Change (2020-2021)
--------------------	--------------------	--------------------------	------------------------------




Occupation	2020 Jobs	2021 Jobs	Change	% Change
Music Directors and Composers (27-2041)	2,004	2,026	22	1%
Audio and Video Technicians (27-4011)	2,301	2,340	39	2%
Sound Engineering Technicians (27-4014)	482	495	13	3%

<p>\$16.06/hr</p> <p>25th Percentile Earnings</p>	<p>\$22.22/hr</p> <p>Median Earnings</p>	<p>\$29.15/hr</p> <p>75th Percentile Earnings</p>
---	--	---



Occupation	25th Percentile Earnings	Median Earnings	75th Percentile Earnings
Music Directors and Composers (27-2041)	\$15.57	\$22.15	\$30.00
Audio and Video Technicians (27-4011)	\$15.88	\$21.54	\$27.81
Sound Engineering Technicians (27-4014)	\$19.61	\$26.40	\$34.20

<p>2,998</p> <p>Unique Postings</p> <p>9,458 Total Postings</p>	<p>3 : 1</p> <p>Posting Intensity</p>  <p>Regional Average: 4 : 1</p>	<p>32 days</p> <p>Median Posting Duration</p> <p>Regional Average: 30 days</p>
---	--	--

There were 9,458 total job postings for your selection from September 2016 to December 2020, of which 2,998 were unique. These numbers give us a Posting Intensity of 3-to-1, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (4-to-1), indicating that they are putting average effort toward hiring for this position.

Job Postings vs. Hires

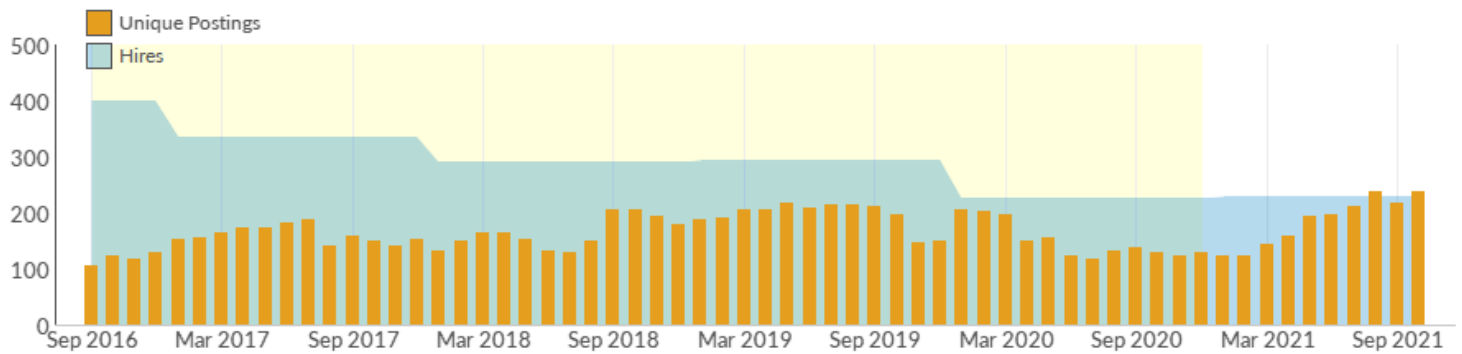
164

Avg. Monthly Postings (Sep 2016 - Dec 2020)

295

Avg. Monthly Hires (Sep 2016 - Dec 2020)

In an average month, there were 164 active job postings for 3 *Occupations*, and 295 actually hired. This means there were approximately 2 hires for 3 *Occupations* for every 1 unique job posting.



Occupation	Avg Monthly Postings (Sep 2016 - Dec 2020)	Avg Monthly Hires (Sep 2016 - Dec 2020)
Audio and Video Technicians	138	173
Music Directors and Composers	23	91
Sound Engineering Technicians	3	31

Top Companies Posting

Company	Total/Unique (Sep 2016 - Dec 2020)	Posting Intensity	Median Posting Duration
The Archdiocese of Saint Paul and Minneapolis	104 / 82	1 : 1	34 days
Psav	288 / 62	5 : 1	37 days
AVI Systems	102 / 38	3 : 1	31 days
Lawrence Livermore National Laboratory	132 / 37	4 : 1	21 days
Freeman	115 / 34	3 : 1	41 days
AVI-Spl, Inc.	129 / 33	4 : 1	54 days
Lake Mystic Hotel Casino	130 / 29	4 : 1	49 days
United States Department of the Army	35 / 28	1 : 1	141 days
University of Nebraska	66 / 28	2 : 1	36 days
Skc, Inc.	68 / 26	3 : 1	103 days

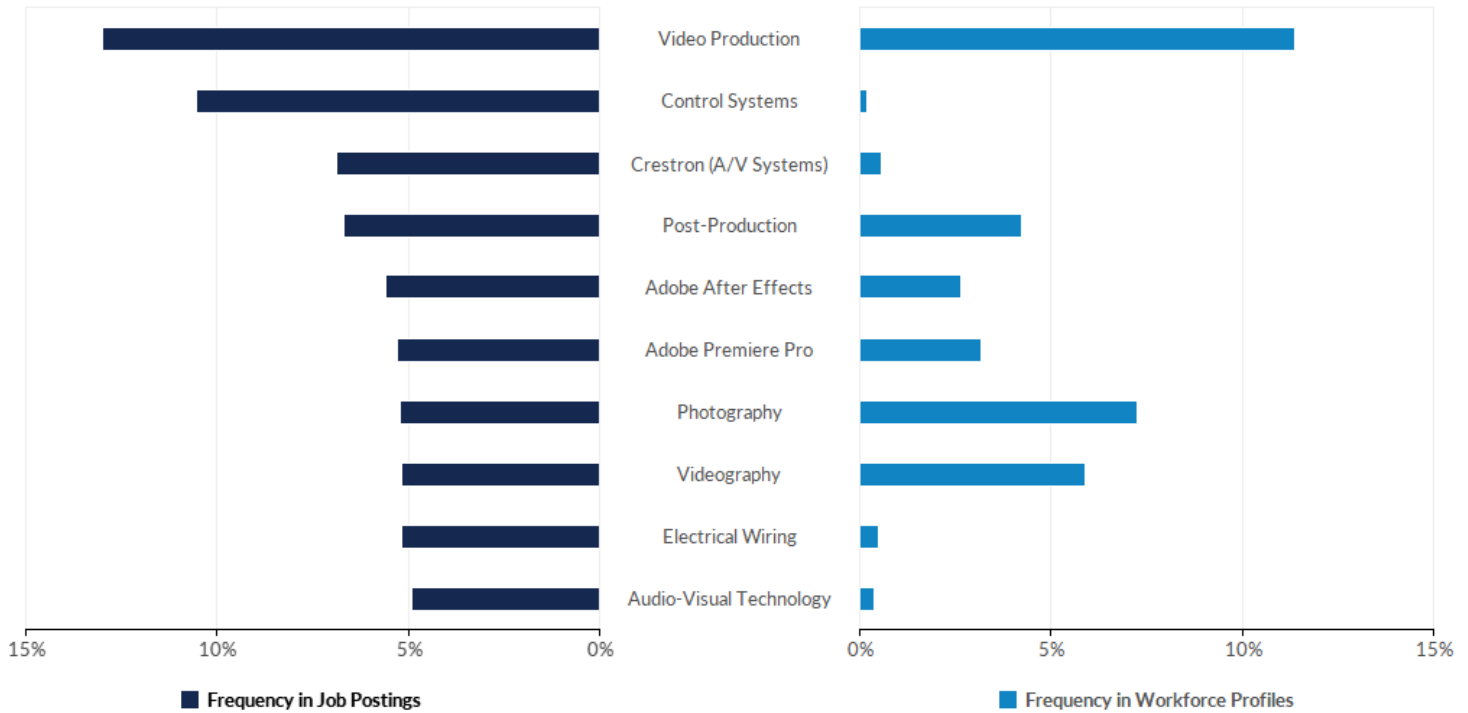
Top Posted Job Titles

Job Title	Total/Unique (Sep 2016 - Dec 2020)	Posting Intensity	Median Posting Duration
Audiovisual Technicians	1,550 / 439	4 : 1	32 days
Videographers	441 / 166	3 : 1	27 days
Audio Visual Managers	310 / 90	3 : 1	35 days
Audiovisual Specialists	330 / 79	4 : 1	34 days
Lighting Technicians	160 / 71	2 : 1	37 days
Installation Technicians	213 / 68	3 : 1	44 days
Video Production Specialists	187 / 53	4 : 1	28 days
Production Specialists	174 / 52	3 : 1	21 days
Choir Directors	99 / 50	2 : 1	20 days
Directors of Music Arts	69 / 45	2 : 1	46 days

The following provides insight into the supply and demand of relevant skills by comparing the frequency of skills present in job postings against skills present in today's workforce. Along with Emsi's job posting analytics, this comparison leverages Emsi's dataset of more than 100M online resumés and profiles. All resumés and profiles used in these comparisons have been updated within the last three years.

**The skills associated with workforce profiles represent workers of all education and experience levels.*

Top Hard Skills

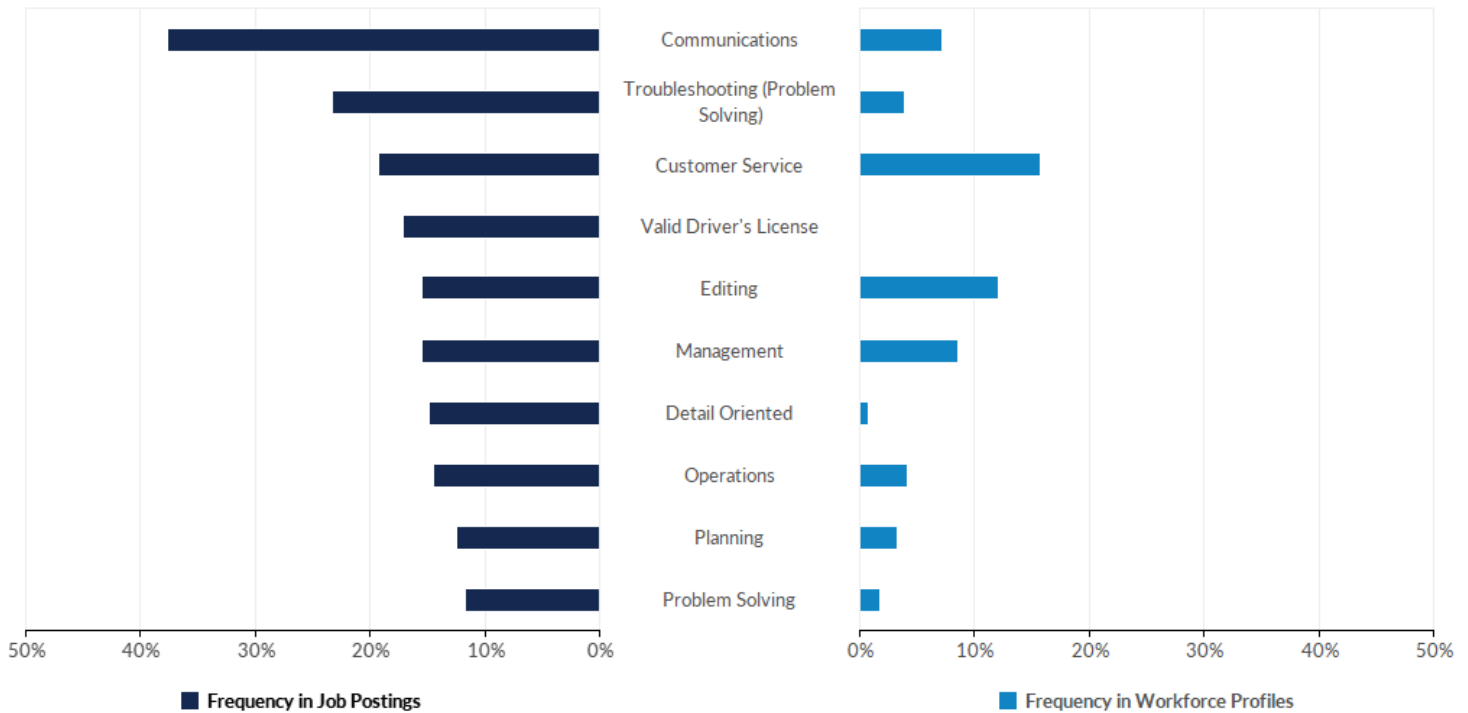


Top Hard Skills

Skill	Frequency in Postings	Postings with Skill / Total Postings (Sep 2016 - Dec 2020)	Frequency in Profiles	Profiles with Skill / Total Profiles (2019 - 2021)
Video Production	13%	390 / 2,998	11%	385 / 3,385
Control Systems	11%	316 / 2,998	0%	6 / 3,385
Crestron (A/V Systems)	7%	206 / 2,998	1%	19 / 3,385
Post-Production	7%	200 / 2,998	4%	143 / 3,385
Adobe After Effects	6%	168 / 2,998	3%	89 / 3,385
Adobe Premiere Pro	5%	159 / 2,998	3%	107 / 3,385
Photography	5%	156 / 2,998	7%	246 / 3,385
Videography	5%	155 / 2,998	6%	199 / 3,385

Electrical Wiring	5%	155 / 2,998	0%	16 / 3,385
Audio-Visual Technology	5%	147 / 2,998	0%	13 / 3,385

Top Common Skills



Top Common Skills

Skill	Frequency in Postings	Postings with Skill / Total Postings (Sep 2016 - Dec 2020)	Frequency in Profiles	Profiles with Skill / Total Profiles (2019 - 2021)
Communications	38%	1,129 / 2,998	7%	242 / 3,385
Troubleshooting (Problem Solving)	23%	698 / 2,998	4%	132 / 3,385
Customer Service	19%	576 / 2,998	16%	531 / 3,385
Valid Driver's License	17%	512 / 2,998	0%	0 / 3,385
Editing	15%	464 / 2,998	12%	408 / 3,385
Management	15%	463 / 2,998	9%	292 / 3,385
Detail Oriented	15%	445 / 2,998	1%	24 / 3,385
Operations	15%	435 / 2,998	4%	140 / 3,385
Planning	12%	374 / 2,998	3%	111 / 3,385
Problem Solving	12%	350 / 2,998	2%	60 / 3,385

Top Qualifications

Qualification	Postings with Qualification
AVIXA Certified Technology Specialist	194
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	109
Security Clearance	96
Top Secret Clearance	76
Secret Clearance	39
IAT Level II Certification	24
CompTIA Security+	19
Commercial Driver's License (CDL)	16
Cisco Certified Network Associate	15
Microsoft Certified Professional	10

Appendix A - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Emsi Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Iowa Workforce Development; Minnesota Department of Employment and Economic Development; Nebraska Department of Labor, NEworks; South Dakota Department of Labor and Regulation

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – D (1)

DATE: June 22-23, 2022

SUBJECT

New Undergraduate Certificate Request – DSU – Digital Accounting

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer an undergraduate certificate in Digital Accounting. The certificate would provide students an opportunity to expand their credentials with an emphasis in accounting knowledge, as well as knowledge in technology related to accountants and the accounting industry. The certificate would complement non-accounting business degrees, as well as non-business degrees. The certificate is designed to stack into the existing Bachelor of Business Administration, as well as the proposed AS in Accounting.

IMPACT AND RECOMMENDATION

DSU plans to offer the certificate in Digital Accounting 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 – Digital Accounting

DRAFT MOTION 20220622_8-D(1):

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



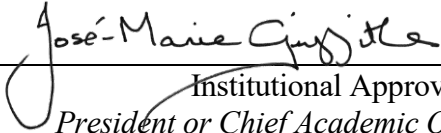
SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	DSU
TITLE OF PROPOSED CERTIFICATE:	Digital Accounting
INTENDED DATE OF IMPLEMENTATION:	Fall Choose an item. 2022
PROPOSED CIP CODE:	52.0302
UNIVERSITY DEPARTMENT:	DBUSS
UNIVERSITY DIVISION:	DCBIS

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	1/19/2022 _____ 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?

This certificate in accounting would provide students an opportunity to expand their credentials with an emphasis in accounting knowledge. In addition, the certificate includes courses in technology related to accountants and the accounting industry including spreadsheets and automated accounting software. The certificate would complement non-accounting business bachelor's degrees and non-business bachelor's degrees, alike. Students with a certificate in accounting would carry a foundation of accounting and digital accounting acumen with them into their professions. This education would help them make better financial decisions, regardless of the industry.

This certificate would be stackable into the existing Bachelor of Business Administration degrees and if approved, the Associate of Science degree in Accounting. The certificate would not require any new courses, new instructors, nor new materials.

3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

The BLS.gov shows that accountants and auditors is projected to grow 7%, which is as fast as average, from 2020 to 2030. In addition, the wages in this career field are strong and continue to rise. <https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm>

ACBSP, DSU's BIS Department's accrediting body, has recently acknowledged the growing demand for certificates in the business world. As such, ACBSP has begun accrediting certificates, recognizing the demand for incremental education. DSU's BIS department's existing ACBSP accreditation provides a built-in certificate accreditation. An academic certificate provides students the skills to compete and successfully perform the accounting tasks and skills in the workforce while providing the opportunity to seek advanced credentials. This certificate will be available online and in person at the Madison campus.

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

Existing students could add this certificate to an associate or bachelor's degree to enhance their accounting professional opportunities. New students seeking non-accounting degrees would also be able to add this certificate to their credentials to enhance their program. An additional market includes those currently employed seeking to improve their accounting skills and opportunities.

5. List the courses required for completion of the certificate in the table below (no new courses are required).

Prefix	Number	Course Title (add or delete rows as needed)	Pre-requisite	Credit Hours	New (yes, no)
ACCT	210	Principles of Accounting I		3	No
ACCT	211	Principles of Accounting II	ACCT 210	3	No
ACCT	Elective *Choose one	ACCT 305 Analysis of Financial Stmts ACCT 310 Intermediate Accounting I ACCT 320 Cost Accounting ACCT 360 Accounting Systems ACCT 430 Income Tax Accounting ACCT 452 Fraud and Forensic Accounting ACCT 470 Non-Profit Accounting	ACCT 211	3	No
CSC	105	Introduction To Computers*		3*	No
CIS	207	Adv. Applications: Spreadsheets	CSC 105*	1	No
CIS	210	QuickBooks I		1	No
CIS	211	QuickBooks II	CIS 210	1	No
Subtotal				12-15	

*CSC 105 may be waived with instructor approval. Students could waive CSC 105 with proof of basic computer skills comparable to the spreadsheet portion of the CSC 105 course. Students would request a CSC 105 waiver from the lead CIS 207 instructor or the Dean of the College of Business and Information Systems.

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

6. Student Outcome and Demonstration of Individual Achievement.²

- 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.***

Individual Student Outcome (Same as in the text of the proposal)	ACCT 210	ACCT 211	ACCT elective	CIS 207	CIS 210/211
Produce accurate financial statements, including Income Statement, Balance Sheet, Statement of Cash Flows, and Owner's Equity using digital accounting tools.	x	x	x	x	x
Draw conclusions from the analysis of spreadsheet data and digital accounting tools to inform financial decisions.		x	x	x	x

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

See above table.

7. Delivery Location.³

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

The courses in this program are currently offered in person and online providing for a fully online deliverable format.

	Yes/No	<i>Intended Start Date</i>
On campus	Yes	Fall 2022

	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)	Yes		Fall 2022
Does another BOR institution already have authorization to	No	If yes, identify institutions:	

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

³ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

offer the program online?			
---------------------------	--	--	--

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: 8 – D (2)

DATE: June 22-23, 2022

SUBJECT

**New Graduate Certificate Request – SDSU – Institutional Research and Assessment
in Higher Education**

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a graduate certificate in Institutional Research and Assessment in Higher Education. The certificate will enable students to explore fundamental concepts in institutional research and assessment. Students will be introduced to knowledge and skills needed access, manage, analyze, and use data in today's complex higher education contexts. The certificate will be particularly applicable for students interested in working at a postsecondary institution in an institutional research or assessment office.

IMPACT AND RECOMMENDATION

SDSU plans to offer the certificate in Institutional Research and Assessment in Higher Education on campus and online. SDSU does not request new state resources. One new course will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Institutional Research and
Assessment in Higher Education

DRAFT MOTION 20220622_8-D(2):

I move to authorize SDSU to offer a graduate certificate in Institutional Research and Assessment in Higher Education, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Institutional Research and Assessment in Higher Education
INTENDED DATE OF IMPLEMENTATION:	2022-2023 Academic Year
PROPOSED CIP CODE:	13.0608
UNIVERSITY DEPARTMENT:	Mathematics & Statistics
BANNER DEPARTMENT CODE:	SMAS
UNIVERSITY DIVISION:	Jerome J. Lohr College of Engineering
BANNER DIVISION CODE:	3E

☒ **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

5/3/2022

Date

1. Is this a graduate-level certificate or undergraduate-level certificate?

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.

South Dakota State University (SDSU) requests authorization to offer an Institutional Research and Assessment in Higher Education Certificate. The graduate certificate in Institutional Research and Assessment in Higher Education will enable students to explore fundamental concepts in institutional research and assessment. Students will be introduced to knowledge and skills needed to access, manage, analyze, and use data in today's complex higher education contexts. Data use for decision-making in higher education is critical for improving student success and institutional effectiveness. The certificate will be comprised of existing graduate courses in research methods and statistics, as well as a new course focused on the foundations of institutional research and assessment. The certificate will be particularly applicable for students interested in working at a postsecondary institution in an institutional research or assessment office.

SDSU does not request new state resources for the proposed 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.

The graduate certificate in Institutional Research and Assessment supports the professional education mission of SDSU as provided in SDCL 13-581: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*

The proposed program also supports the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020:

Goal 1 – Student Success

- Increase the number of graduate degrees awarded.

Goal 2 – Academic Quality and Performance

- Continue to approve new graduate programs.

In addition, the IR & Assessment Certificate supports SDSU's Imagine 2023 strategic plan:¹

Achieve Excellence Through Transformative Education

- Attain academic excellence: Develop and grow high-quality and distinct academic programs designed to meet the needs of diverse students and market demands.

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.

Nationally, every postsecondary institution employs trained institutional research and assessment professionals. They typically employ between 2-10 individuals in institutional research and assessment roles. These positions range from research data analysts to directors of institutional assessment to vice-presidents of institutional effectiveness. The skills needed for these positions include abilities to access, manage, analyze, and use data in today's complex higher education contexts. In addition, these positions support academic planning, decision making, accreditation, and assessment for academic institutions, while also maintaining reporting requirements for external agencies and organizations.

According to the U.S. Bureau of Labor and Statistics, computer and information research scientists expected rate of job growth is 22% (much faster than average).²The expected rate of job growth for mathematicians and statisticians is 33% (much faster than average).³For

¹ <https://www.sdstate.edu/imagine-2023-aspire-discover-achieve>

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Computer and Information Research Scientists, at <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm> (visited February 27, 2022).

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Mathematicians and Statisticians, at <https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm> (visited February 13, 2022).

Operations Research Analysts⁴ and Management Analyst⁵ expected rate of job growth is 25% and 14% respectively. Finally, Postsecondary Education Administrators expected rate of job growth is 8%.⁶ The Association for Institutional Research currently lists 64 job postings on their job board.⁷ HigherEd Jobs also lists 334 job listings in the areas of institutional research and planning.⁸ The Association for the Assessment of Learning in Higher Education (AALHE) listed 6 assessment positions posted in March, 16 in February, and 9 in January.⁹

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

Relying on the both in-person and online offerings, the graduate certificate in Institutional Research and Assessment in Higher Education will provide students with coursework and professional training for higher education careers as institutional research and assessment professionals. This interdisciplinary certificate is a collaborative program drawing students from mathematics and statistics, student affairs/higher education administration, and social sciences.

The Department of Mathematics and Statistics anticipates enrolling five students per year during the first three years and growing the certificate to fifteen students per year after five years. The department's estimates are based on a similar program at Ball State University. Their program admitted 34 students from 2019-2021. They generally expect to admit 10 new students per year and are expecting to double the size of their program in the next couple of years.

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?

Practicing IR & Assessment professionals could pursue this certificate as a stand-alone education credential to enhance their knowledge in Institutional Research and Assessment. Colleges and universities have increasing institutional research and assessment needs. Higher education staff with a certificate in institutional research and assessment would have knowledge and skills to work in this area.

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Operations Research Analysts, at <https://www.bls.gov/ooh/math/operations-research-analysts.htm> (visited February 05, 2022).

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Management Analysts, at <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm> (visited February 13, 2022).

⁶ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Postsecondary Education Administrators, at <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm> (visited February 06, 2022).

⁷ Association for Institutional Research, Job Board, at <https://www.airweb.org/resources/job-board> (visited March 15, 2022).

⁸ HigherEd Jobs, Job Listings, at <https://www.higheredjobs.com/admin/search.cfm?JobCat=31> (visited March 15, 2022).

⁹ Association for the Assessment of Learning in Higher Education, ASSESS Listserv, at <https://www.aalhe.org/> (visited March 15, 2022).

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 would serve as a value-added credential to supplement a variety of data and research-related programs (e.g., Computational Science and Statistics, Counseling and Human Resource Development, Educational Administration, Data Science, Statistics, Economics, and Nursing). It will provide majors with additional knowledge and skills specific to a higher education setting. The certificate also provides an additional credential for job opportunities utilizing their professional training in institutional research and assessment.

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.

While there is some overlap between the certificate and existing programs this is not intended as a stackable certificate.

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).

AAC Guideline 2.7 limits certificates to nine to twelve credit hours unless valid reasons exist to exceed the limit. SDSU requests an exception to the guideline to allow for the graduate certificate to require fifteen credits. The discipline standard typically requires at least fifteen credit hours. Comparable graduate certificates include Ball State University – 15 credits¹⁰, Florida State University – 15 credits¹¹, Indiana University Bloomington – 18 credits¹², Kent State University – 18 credits¹³, Pennsylvania State University – 15 credits¹⁴, Sam Houston State University – 15 credits¹⁵, University of Kentucky – 15 credits¹⁶, and UC San Diego – 18 credits¹⁷. SDSU's program is modeled after these similar programs by requiring the completion of coursework in research, statistics, and institutional research, along with a practicum or internship experience focused on institutional research or higher education assessment. The exception will allow the program to include the required depth of statistics and data analysis required for professionals in this field as well as an internship to apply this

¹⁰ Ball State University - Institutional Research Certificate

<https://www.bsu.edu/academics/collegesanddepartments/educational-psychology/academic-programs/graduate-certificates-and-licensure/institutional-research>

¹¹ Florida State University - Institutional Research Certificate <https://education.fsu.edu/ir>

¹² Indiana University Bloomington - Institutional Research Certificate
<https://education.indiana.edu/programs/graduate/certificate/institutional-research.html>

¹³ Kent State University - Institutional Research and Assessment Certificate
<https://www.kent.edu/ehhs/fla/eval/institutional-research-assessment-certificate>

¹⁴ Pennsylvania State University - Institutional Research Certificate
<https://bulletins.psu.edu/graduate/programs/certificates/institutional-research-graduate-credit-certificate-program/>

¹⁵ Sam Houston State University - Higher Education Assessment and Institutional Research Certificate
<http://catalog.shsu.edu/graduate-and-professional/college-departments/education/educational-leadership/higher-education-assessment-institutional-research-certificate/#curriculumtext>

¹⁶ University of Kentucky - Research Methods in Education Certificate <https://education.uky.edu/epe/research-methods/graduate-certificate/>

¹⁷ UC San Diego - Institutional Research Certificate <https://extension.ucsd.edu/courses-and-programs/institutional-research>

knowledge and skill in the higher education setting. This certificate will blend naturally and efficiently with existing programs such as the M.S. in Data Science and M.S. in Statistics. EDER 605 Foundation of Institutional Research and Assessment in Higher Education (3 cr.) is a new course that will provide the necessary foundation of skills and experiences to enter the field of institutional research or assessment.

Students may complete the certificate with fifteen credits if they choose a research or statistics and analytics courses that does not requires a prerequisite. The courses with prerequisites are part of current plans of study for majors in Data Science, Statistics, and Nursing.

SDSU has collaborated with Dakota State University and included INFS 762 Data Warehousing and Data Mining and INFS 764 Big Data Analytics in the Statistics & Analytics course list. These courses are part of the program requirements for the M.S. in Analytics and M.S. in Information Systems.

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
EDER	605	Foundations of Institutional Research and Assessment in Higher Education	None	3	Yes
STAT	794	Internship	None	3	No
		Research Methods - Select <u>one</u> course from the list below.	Refer to list	3	No
		Statistics & Analytics – Select <u>two</u> courses from the list below.	Refer to list	6	No
Subtotal				15	

Research Methods - Select one course from the list:

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
CHRD/ HDFS	602	Research & Evaluation in Counseling and Human Development	None	3	No
CMST	787	Research in Communication and Media	None	3	No
ECON	707	Research Methodology in Applied Economics	None	3	No
EDER	610	Introduction to Research	None	3	No
EDER	614	Advanced Education Research Design & Analysis	None	3	No
EDER	711	Educational Assessment	None	3	No
HNS	708	Applied Research and Evidence Based Analysis	None	3	No
MCOM	786	Conducting Professional Research	None	3	No
NURS	721	Assessment and Evaluation in Nursing Education	NURS 720 (3 cr.)	3	No
NURS	825	Qualitative Research Methods in Nursing	NURS 815 (3 cr.) and NURS 820 (3 cr.)	3	No

Statistics & Analytics – Select two courses from the list:

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
ECON	705	Econometrics	None	3	No
HSC	631	Biostatistics I	None	3	No
HSC	731	Biostatistics II	HSC 631 (3 cr.)	3	No
STAT	515	R Programming	CSC 150 (3 cr.) or INFO 101 (3 cr.)	3	No
STAT	541	Statistical Methods II	None	3	No
STAT	545	Nonparametric Statistics	STAT 281 (3 cr.) or STAT 381 (3 cr.) or STAT 382 (3 cr.)	3	No
STAT	551	Predictive Analytics	STAT 686 (3 cr.) and [STAT 515 (3 cr.) or STAT 600 (3 cr.)]	3	No
STAT	553	Applied Bayesian Statistics	MATH 125 (4 cr.) and STAT 482 (3 cr.) and [STAT 514 (3 cr.) or STAT 515 (3 cr.)]	3	No
STAT	601	Modern Applied Statistics I	STAT 541 (3 cr.) and STAT 600 (3 cr.)	3	No
STAT	602	Modern Applied Statistics II	STAT 601 (3 cr.)	3	No
STAT	686	Regression Analysis I	MATH 515 (3 cr.) and STAT 684 (3 cr.)	3	No
STAT	687	Regression Analysis II	STAT 686	3	No
INFS	762	Data Warehousing and Data Mining (DSU)	INFS 605 (3 cr.) and INFS 760 (3 cr.)	3	No
INFS	774	Big Data Analytics (DSU)	None	3	No
NURS	830	Quantitative Methods in Nursing Research	HSC 631 (3 cr.), NURS 815 (3 cr.), and NURS 820 (3 cr.)	3	No

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.*

Students completing this certificate will:

- Examine fundamental knowledge and skills for conducting institutional research and assessment in higher education.
- Use appropriate data management and data analysis techniques to summarize data and interpret results.
- Apply good practices of institutional research, assessment, and survey design to collect information related to institutional effectiveness, student outcomes, and compliance reporting.

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			
	Foundations of IR & Assessment in Higher Education	Research Methods	Statistics & Analytics	Internship
Examine fundamental knowledge and skills for conducting institutional research and assessment in higher education.	X			X
Use appropriate data management and data analysis techniques to summarize data and interpret results.		X	X	X
Apply good practices of institutional research, assessment, and survey design to collect information related to institutional effectiveness, student outcomes, and compliance reporting.	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	<i>Intended Start Date</i>
On campus	Yes	2022-2023 Academic Year

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

	Yes/No	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined i.</i>	<i>Intended Start Date</i>
Distance Delivery (online/other distance delivery methods)	Yes	015 – Internet Asynchronous – Term Based Instruction 018 – Internet Synchronous	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 (online/other distance delivery methods)	No		

10. Additional Information:

Admission Requirements

GRE: Not required

TOEFL: 71 Internet-based

TOEFL Essentials: 7.5

IELTS: 6.0

Duolingo: 100

Appendix A
New Course Request



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

SDSU	College of Education & Human Sciences / School of
Institution	Education, Counseling & Human Development
Dennis D. Hedge	4/27/2022
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
EDER 605	Foundations of Institutional Research and Assessment in Higher Education	3

Course Description
This course helps students explore knowledge and skills needed for a career in institutional research or assessment.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
EDER 515	Educational Assessment	2

Provide explanation of differences between proposed course and existing system catalog courses below:

There are several courses with the term 'assessment'. These courses tend to focus on assessment in k-12 education or assessment within a particular field – not higher education assessment. There are no courses that specifically address Institutional Research in Higher Education content.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Course will be taught by personnel from the SDSU Office of Institutional Research and Assessment. No additional teaching load will be placed on instruction staff in the School of Education, Counseling & Human Development or the College of Education and Human Sciences.

3.2. Existing program(s) in which course will be offered: Institutional Research and Assessment in Higher Education Certificate

3.3. Proposed instructional method by university: D – Discussion/Recitation

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction, 015 – Internet Asynchronous – Term Based Instruction, 018 – Internet Synchronous

3.5. Term change will be effective: Fall 2022

3.6. Can students repeat the course for additional credit? ☐ Yes, total credit limit: ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☒ Yes, max per section: 20 ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in

Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: SECH

4.2. Proposed CIP Code: 13.0608

Is this a new CIP code for the university? ☐ Yes ☒ No

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

Jana Hanson	Jana Hanson	1/6/2022
Request Originator	Signature	Date
Kurt Cogswell	Kurt Cogswell	2/15/2022
Department Chair	Signature	Date
Suzette Burckhard	Suzette Burckhard	2/28/2022
School/College Dean	Signature	Date
Jay Trenhaile	Jay Trenhaile	12/3/2021
Department Chair	Signature	Date
Matt Vukovich	Matt Vukovich	12/9/2021
School/College Dean	Signature	Date

- Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
EDER 605 Foundation of Institutional Research and Assessment in Higher Education will be a required course for the proposed graduate certificate in Institutional Research and Assessment. This course helps students explore knowledge and skills needed for a career in institutional research or assessment.
- Note whether this course is: ☒ Required ☐ Elective
- In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None
- If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
- Desired section size 20
- Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Jana Hanson, Ph.D.
- Note whether adequate facilities are available and list any special equipment needed for the course.
No special equipment. Adequate facilities are available.
- Note whether adequate library and media support are available for the course.
There is adequate library and media support available.
- Will the new course duplicate courses currently being offered on this campus?
☐ Yes ☒ No

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – D (3)

DATE: June 22-23, 2022

SUBJECT

New Undergraduate Certificate Request – SDSU – Lobbying & Government Advocacy

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Lobbying & Government Advocacy. The certificate provides graduates with the knowledge and skills needed to effectively communicate with government to influence legislative policymaking, executive branch rulemaking, and judicial decisions at the state and federal levels on a variety of issues. This certificate can be applicable to students planning to various fields, including, but not limited to: nursing, engineering, education, business, and agriculture. The aim of this certificate is to better equip graduates to be able to lobby government on behalf of their employer.

IMPACT AND RECOMMENDATION

SDSU plans to offer the certificate in Lobbying & Government Advocacy on campus. SDSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Lobbying & Government Advocacy

DRAFT MOTION 20220622_8-D(3):

I move to authorize SDSU to offer an undergraduate certificate in Lobbying & Government Advocacy, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Lobbying & Government Advocacy Certificate
INTENDED DATE OF IMPLEMENTATION:	2022-2023 Academic Year
PROPOSED CIP CODE:	45.1002
UNIVERSITY DEPARTMENT:	School of American & Global Studies
BANNER DEPARTMENT CODE:	SSAG
UNIVERSITY DIVISION:	Arts, Humanities & Social Sciences
BANNER DIVISION CODE:	3S

☒ **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

5/3/2022

Date

1. Is this a graduate-level certificate or undergraduate-level certificate?

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 Lobbying and Government Advocacy Certificate provides graduates with the knowledge and skills needed to effectively communicate with government to influence legislative policymaking, executive branch rulemaking, and judicial decisions at the state and federal levels on a variety of issues important within their chosen fields within business, industry, and professions: for example, nursing, engineering, education, business, and agriculture. As such, the aim of this certificate is to better equip graduates to be able to lobby government on behalf of their employer, should they be tapped within their profession to do so, or as a professional lobbyist. Students will: (1) gain a basic understanding of the structure and functions of each branch of government at the state and federal levels; (2) be introduced to theories and research regarding the impact of government advocacy and lobbying tactics on a range of government

officials; (3) hone and acquire advocacy-related research, writing, and communication skills that will result in ethical, persuasive, and effective government advocacy, especially lobbying meetings and materials; and (4) apply knowledge regarding the structure and functions of American political institutions, interest groups, and lobbying to policy issues within their field.

SDSU does not request new state resources for the proposed 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.

The Lobbying & Government Advocacy Certificate aligns with and advances South Dakota State University's mission and strategic plan in the following manner. SDSU's mission mentions that it "offers a rich academic experience...through innovation...that improve[s] the quality of life in South Dakota, the nation, and the world." This certificate is innovative in that there does not appear to be many undergraduate programs nationwide devoted to lobbying and government advocacy and it responds to the primary criticism of lobbying: that it is a skill that is developed by doing, not in a classroom.¹ The foundational course in the certificate, Interest Groups & Lobbying, requires students to participate in three lobbying meeting simulations in order to gain hands-on experience. This certificate will allow students "to improve the quality of life in South Dakota, the region, the nation, and the world" because they will be able to influence government policy and funding decisions in a host of sectors, such as agriculture, nursing, engineering, and business.

SDSU's strategic plan, *Imagine 2023*,² calls for the University to "achieve excellence through transformative education." In particular, Section 1.b aspires to "develop and grow high-performing and distinct academic programs designed to meet the needs of diverse students and market demands." The proposed certificate advances this strategy through the creation of a program that strengthens its graduates and fills the demand for employees who are skilled in government advocacy and who can influence government policy and funding decisions. The certificate will be open to a broad assortment of students in any major. Graduates of the program will be able to apply political science research and competencies to their respective fields of study. *Imagine 2023* also promotes "active and innovative teaching, learning, and advising practices."

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.

Despite conventional wisdom, trade and professional organizations, not corporations, are the most common lobbying entities in American politics.³ Not only are they the most numerous they also are most member-driven because membership is based on a shared passion of working in a particular industry or profession.⁴ This enthusiasm leads these organizations to frequently call upon members to participate in political advocacy activities, especially lobbying

¹ Holyoke, Thomas T. *Interest Groups and Lobbying: Pursuing Political Interests in America*. Boulder, CO: Westview Press, 2014.

² <https://www.sdstate.edu/imagine-2023-aspire-discover-achieve>

³ Holyoke, *Interest Groups and Lobbying*.

⁴ Holyoke, *Interest Groups and Lobbying*.

days. However, doctors, nurses, engineers, farmers, etc. are not trained in government advocacy, so their impact during such lobbying days has the potential of being minimal at best. This certificate provides the necessary training to ensure that graduates who become members of professional organizations have the necessary skills to effectively influence government officials.

Although there is a trade or professional organization for nearly every profession, not everyone may choose to participate in general, let alone in a lobbying day. However, the next most numerous lobbying entities behind trade and professional organizations are corporations, state and local governments, and hospitals and universities.⁵ Many graduates will find themselves working in these fields and may therefore find themselves involved in political advocacy. For example, they may be asked to participate in advocacy efforts that attempt to influence legislative policymaking, executive branch rulemaking, or judicial decision making. Conventional undergraduate training for most professions does not include government advocacy. While some larger entities will have a legal and/or government relations department, many graduates will find themselves with employers that do not. Thus, employers will need their employees to not only participate in government advocacy but develop a plan of action. Training and experience in government advocacy strengthens an applicant's resumé and can help them get promoted.

According to the Bureau of Labor's Occupational Outlook Handbook, careers approximating lobbying and government advocacy are expected to grow between 9 and 11% over the period of 2020-2030.⁶ However, future professional lobbyists are not the primary target audience of this certificate. This certificate is for employees who can or will be called upon by their employers or professional organizations to influence legislative, executive, and judicial policymaking at the state and federal levels as an added responsibility or duty to an existing job. There is no "lobbying" career listed in these databases. The BLS's A-Z Index of the Occupational Outlook Handbook refers one to Public Relations, but elsewhere also tags Political Scientists. Nevertheless, many large businesses and firms deploy one or more employees in lobbying efforts of government at every level. There is simply a lack of statistical data available to the public on the workforce demand for individuals tagged with the identifier "lobbying" nationally and in South Dakota in general, largely for two reasons. This is even more true where, as this certificate intends to target, lobbying may consist of only a fraction of one's employment duties. As the book resource by Thomas Holyoke notes, 1) Most data about lobbyists are restricted in pay only databases to those who are professionals and are required to register with state or federal governments because they spend a substantial amount of their work time on lobbying.⁷ 2) Furthermore, the negative connotation of lobbyists has led to them avoid the term, instead using a variety of professional titles, such as government liaison and government relations director. Due to both reasons, there is simply a lot of under reporting.

This certificate will provide training to ensure that graduates have the knowledge and skills to influence government officials. It will equip them with foundational skills to plan and/or participate in government advocacy, which has the added benefit of helping them succeed in the job market or get promoted. They will not only benefit from understanding the inner

⁵ Holyoke, *Interest Groups and Lobbying*.

⁶ See, Bureau of Labor Statistics, US Department of Labor, *Occupational Outlook Handbook*, Public Relations Specialists. Online: <https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm>; *Occupational Outlook Handbook*, Political Scientists. Online: <https://www.bls.gov/ooh/life-physical-and-social-science/political-scientists.htm> (both visited February 3, 2021).

⁷ E.g., Holyoke, *Interest Groups and Lobbying*.

workings of American political institutions and processes, but they will be able to influence legislative, executive, and judicial policy outcomes. Graduates will also benefit from these skills being highly sought after by employers and professional organizations.

There are no similar programs in the regental system or the region. This certificate joins the relatively few undergraduate certificates, minors, or majors devoted to government advocacy across the country.

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 main audiences for this certificate program will be students in majors throughout the university who envision an employment path focused on advocacy to influence government policy or relations on behalf of their future employer, industry, or profession.

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 only offered on campus, so resident students will be more likely to complete it along with existing majors and minors. However, current professionals may pursue this credential to demonstrate an additional level of proficiency in lobbying-related responsibilities with an employer, or as a means of advancing or repositioning their existing career potential.

This certificate will take someone, for example, who majored in Dairy Manufacturing or in Construction Management and provide foundational learning and skills in communication, government structure and function, interest groups and lobbying activity along with a credential to equip them for the added responsibilities of advocacy a major employer in the dairy or construction sector often needs when lobbying for government action.

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. There is tremendous potential for added value across a wide range of majors from which lobbying and interest groups emerge: Agricultural Education Communication & Leadership, Communications, Animal Science, Business Economics, Civil Engineering, Community & Public Health, Dairy Production, Education, Human Biology, Human Development & Family Studies, Leadership & Management of Nonprofit Organizations, Mechanical Engineering, Nursing, as well as Political Science.

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. Students would be able to apply the coursework to their specific major requirements

and count other credits to general electives. For example, students would be able to apply the POLS credits toward their Political Science major, the PHIL credits toward the Philosophy minor, and the CMST credits toward their Communication Studies major, minor, or Speech Education Specialization.

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).

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
CMST	215	Public Speaking	N/A	3	No
POLS OR POLS	210 331	State & Local Government (3 cr.) U.S. Congress (3 cr.)	N/A	3	No
PHIL OR PHIL/ BIOL	220 383	Introduction to Ethics (3 cr.) Bioethics (4 cr.)	N/A	3-4	No
POLS	434	Interest Groups & Lobbying	N/A	3	No
Subtotal				12-13	

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.

Students will:

1. gain a basic understanding of the structure and functions of each branch of government and interest groups at the state and federal levels, exploring their relevance for the student’s major field of study;
2. apply terms, processes, theories, and research regarding the impact of government advocacy and lobbying tactics on a range of government officials;
3. demonstrate ethical and persuasive communication through research, writing, and oral communication that utilize the skills necessary for effective government advocacy, especially lobbying meetings and materials; and
4. apply knowledge regarding the structure and functions of American political institutions, interest groups, and lobbying to policy issues within their field.

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			
	CMST 215	POLS 210 OR POLS 331	PHIL 220 OR PHIL 383	POLS 434
Students will gain a basic understanding of the structure and functions of each branch of government and interest groups at the state and federal levels, exploring their relevance for the student’s major field of study.		X		X

Individual Student Outcome	Program Courses that Address the Outcomes			
	CMST 215	POLS 210 OR POLS 331	PHIL 220 OR PHIL 383	POLS 434
Students will apply terms, processes, theories, and research regarding the impact of government advocacy and lobbying tactics on a range of government officials.		X		X
Students will demonstrate ethical and persuasive communication through research, writing, and oral communication that utilize the skills necessary for effective government advocacy, especially lobbying meetings and materials.	X		X	X
Students will apply knowledge regarding the structure and functions of American political institutions, interest groups, and lobbying to policy issues within their field.				X

9. Delivery Location.

- 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	2022-2023 Academic Year

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

	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		
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		

No more than 25% of the Lobbying and Government Advocacy Certificate is available online.

PHIL 220 Introduction to Ethics is infrequently offered online as an option (it is a standard f2f course).

10. Additional Information:

Enrollment Projections

The School of American and Global Studies anticipates 30-60 students pursuing the Lobbying and Government Advocacy Certificate within the next five years. The school currently has approximately 100 students in the Political Science major, 30 students in the Political Science Minor, and 99 students in the Legal Studies Minor. This projection is conservatively based on an estimation that 20 Political Science students pursue this certificate, another 5 total from other American and Global Studies programs, and an average of 5 students from the thirteen majors listed under 6B above.

Cost, Budget, and Resources

All courses are currently being taught at SDSU. There are no additional costs or resources required to offer the program.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – D (4)

DATE: June 22-23, 2022

SUBJECT

New Undergraduate Certificate – SDSU – Public Service

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Public Service. The certificate aims to create a corps of passionate leaders through academic excellence, civic engagement, and ethical stewardship devoted to advancing the overall public good through public service. The proposed certificate in Public Service, in cooperation with a proposed Public Service Academy, is to education the next general of public servants, equipping them with the leadership skills and experiential learning opportunities needed to solve today's complex challenges. The intended audience is an annual cohort of 50 aspiring public services from all backgrounds and academic disciplines, who will be accepted into a proposed Public Service Academy housed at SDSU. The proposed certificate will serve as the foundational educational goal for this academy.

IMPACT AND RECOMMENDATION

SDSU plans to offer the certificate in Public Service on campus. SDSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Public Service

DRAFT MOTION 20220622_8-D(4):

I move to authorize SDSU to offer an undergraduate certificate in Public Service, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Public Service Certificate
INTENDED DATE OF IMPLEMENTATION:	2022-2023 Academic Year
PROPOSED CIP CODE:	45.1099
UNIVERSITY DEPARTMENT:	School of American & Global Studies
BANNER DEPARTMENT CODE:	SSAG
UNIVERSITY DIVISION:	Arts, Humanities & Social Sciences
BANNER DIVISION CODE:	3S

☒ **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

5/3/2022

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 Public Service Certificate at South Dakota State University (SDSU) will create a corps of passionate leaders through academic excellence, civic engagement, and ethical stewardship devoted to advancing the overall public good through public service. Unlike government advocacy that serves the defined interests of business, industry, or interest groups, the aim of the Public Service Certificate, in cooperation with a proposed Public Service Academy, is to educate the next generation of public servants, equipping them with the leadership skills and experiential learning opportunities needed to solve today's complex challenges. Students will study their chosen major, develop 21st century leadership skills such as intercultural competency and professional ethics, and complete an internship that tackles real-world challenges in the public, private, or nonprofit sector.

SDSU does not request new state resources or new courses for the proposed 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.

Goal number 1 of SDSU's strategic plan, *Imagine 2023*, calls for the University to "achieve excellence through transformative education." In particular, the certificate aligns with the strategy to "Attain Academic Excellence" by developing a "high-quality and distinct" program to meet demand through a partnership of the School of American and Global Studies with the Van D. and Barbara B. Fishback Honors College. In addition, the certificate aligns with the third strategy to "Increase recruitment, retention, and graduation of professionally prepared global citizens" by focusing on recruiting students and developing their skills around stewardship as a local to global citizen in the interest of public trust.

The Public Service Certificate also aligns closely with goal #2 under the strategy of *Imagine 2023* titled "Cultivate and Strengthen Community Engagement." Specifically, this goal calls for university growth through externally engaging our relationships to community, public-private partnerships, collaborative service, and more. This certificate will provide a targeted credential for local, regional, and state level positions at the center of these relationships with the university.

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 challenges facing societies today cannot be solved by a single government, nonprofit, or corporation. Problems such as stewardship of resources, poverty, sustainability, or access to education are complex, interconnected, and subject to real world constraints when it comes to finding solutions and mitigating their negative consequences. The future success of communities in South Dakota is predicated upon engaged yet pragmatic citizens who know how to work toward the greater public good across diverse constituencies and sectors. South Dakota State University is working with external partners to develop unparalleled service-minded leaders in South Dakota through the creation of a Public Service Academy. The Public Service Academy will serve as a premier center for developing skilled leaders who are committed to a vision of stewardship in service to the public and possess the skills to tackle the foremost challenges facing communities in South Dakota and beyond. For public services at the local, regional, and state levels to work effectively for all citizens, including underrepresented and diverse populations, there is a strong need for leaders with a strong sense and commitment to stewardship who can collaborate across cultural and political differences, and find common ground and the common good. The Public Service Certificate will serve a foundational educational goal for this academy.

Public Service occupations encompass a range of labor classifications within the U.S. Bureau of Labor Statistics. A major contributor of Public Service, top executive positions in government and industry, are projected to grow between 2020 to 2030 at the average pace for

all occupations, about 8% nationally.¹ Jobs classified as financial managers which also account for many Public Service jobs are projected to rise as much as 17% over the same years across the US.² Those classified as administrative services and facilities managers, which also make up many Public Service jobs, are projected on the higher end of the overall average nationally, approximately 9%.³

As there is no similar certificate in the regental system, the Public Service Certificate would be a value-added credential to all majors and may be of particular interest to existing majors seeking preparation in fields as varied as education, ethics, languages and cultural competence, health care, infrastructure, military, politics, public policy, or social planning. Completion of this certificate is a stand-out credential for students applying for employment in public service professions (e.g., police officers, firefighters, judges, public health workers, city engineers, urban planners, economists, bank examiners, housing agency administrators, homeless shelter directors and other non-profit management positions) or when running for public office.

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 in part an annual cohort of 50 aspiring public servants from all backgrounds and academic disciplines who will be accepted into a proposed Public Service Academy housed at SDSU. In addition, this certificate may also be of interest to some students from programs such as education (teacher certification), global studies, modern languages, political science, public relations, sociology, community and regional planning, community and public health, leadership and management of nonprofit organizations, and pre-law.

As of Spring 2022, the number of Political Science students both with and without a Pre-Law career interest area, with a minimum 2.0 GPA is 133 students. The School anticipates the certificate will draw students from other majors, such as Community and Public Health, Public Relations, and Global Studies. Students in these majors with a minimum 2.0 GPA who are not Pre-Law number 112, 33, and 34 respectively.

If only 5% of these students from programs that contribute courses chose to pursue the certificate, and only 1% to 2% from programs such as Community & Public Health and Public Relations did so, about 12 to 13 students would pursue the certificate. Since there is valued added through shared coursework, the number of Global Studies, Philosophy, and Political Science students is likely to trend higher than 5%. Furthermore, the certificate is likely to conservatively draw up to 1% to 2% of students from other majors as listed above who are interested in public leadership and service, particularly after creation of the Public Service Academy. Once formed, a student will not be allowed to participate in the planned Public Service Academy without pursuing this certificate, however, a student can pursue the Public Service Certificate and not participate in the Public Service Academy.

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Top Executives, at <https://www.bls.gov/ooh/management/top-executives.htm> (visited March 13, 2022).

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Financial Managers, at <https://www.bls.gov/ooh/management/financial-managers.htm> (visited March 13, 2022).

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Administrative Services and Facilities Managers, at <https://www.bls.gov/ooh/management/administrative-services-managers.htm> (visited March 07, 2022).

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?**

No.

- 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 is a value-added credential. Students in majors such as, but not limited to Political Science, Business Economics, Agricultural Education Communication and Leadership, Communication Studies, Community and Public Health, Global Studies, History, and Leadership and Management of Nonprofit Organizations who envision an interest in pursuing public service will experience great added value with this credential in their educational portfolio.

- 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.**

While there is some overlap between the certificate and existing programs this is not intended as a stackable certificate. Students would be able to apply the coursework to their specific major requirements and count other credits to general electives. For example, students would be able to apply the POLS credits toward their Political Science major and the GSLT credits toward their Global Studies 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).**

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
GLST	280	Developing Intercultural Competence	N/A	3	No
GLST OR POLS	494 494	Internship (2 cr.) Internship (2 cr.)	N/A	2	No
HON	383	Honors Colloquium: Stewards of Service	N/A	1	No
PHIL OR PHIL	220 320	Introduction to Ethics (3 cr.) Professional Ethics (3 cr.)	N/A N/A	3	No
POLS	210	State and Local Government	N/A	3	No
Subtotal				12	

Academic Requirements

Students must earn a “C” or better in each course used to meet the requirements for the certificate.

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.*

Students will be able to:

- Demonstrate awareness and respect for diverse and cross-cultural perspectives, behavior, and languages as they pertain to community leadership, stewardship, and public service.
- Explain the processes of policymaking and implementation.
- Demonstrate a working knowledge of public, non-profit, and philanthropic sectors and an ability to engage and work across multiple sectors.
- Apply ethical principles in the analysis of problems relevant to the public or non-profit sector.
- Apply active public stewardship, citizenship, and service through community outreach and service projects.

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				
	GLST 280	GLST 494 or POLS 494	HON 383	PHIL 220 or PHIL 320	POLS 210
Demonstrate awareness and respect for diverse and cross-cultural perspectives, behavior, and languages.	X	X	X	X	X
Explain the processes of policymaking and implementation.		X			X
Demonstrate a working knowledge of public, non-profit, and philanthropic sectors, and an ability to engage and work across multiple sectors.		X			X
Apply ethical principles in the analysis of problems relevant to the public or non-profit sector.		X	X	X	
Apply active public stewardship, citizenship, and service through community outreach and service projects.	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	<i>Intended Start Date</i>
On campus	Yes	2022-2023 Academic Year

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

	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		
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		

50% of the Public Service Certificate will be available online. PHIL 220 routinely has both face to face and online sections. GLST 280 will alternate between face to face and online delivery. PHIL 320 can be taught online or face to face.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – D (5)

DATE: June 22-23, 2022

SUBJECT

New Graduate Certificate Request – SDSU – Real Estate

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a graduate certificate in Real Estate. The proposed certificate will provide students with foundational skills associated with various high-level professions in the real estate industry. The certificate will help students prepare for state and national exams required of real estate professionals. Once reviewed by the Appraisal Qualifications Board, which is a federal entity, the certificate will also count as the “qualifying education” hours requirement for students looking to become licensed as an appraiser.

IMPACT AND RECOMMENDATION

SDSU plans to offer the certificate in Real Estate on campus and online. SDSU does not request new state resources. Two new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Real Estate

DRAFT MOTION 20220622-8-D(5):

I move to authorize SDSU to offer a graduate certificate in Real Estate, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Real Estate
INTENDED DATE OF IMPLEMENTATION:	2022-2023 Academic Year
PROPOSED CIP CODE:	52.1501
UNIVERSITY DEPARTMENT:	Ness School of Management & Economics
BANNER DEPARTMENT CODE:	SSME
UNIVERSITY DIVISION:	Arts, Humanities & Social Sciences
BANNER DIVISION CODE:	3S

☒ **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

3/28/2022
 Date

1. Is this a graduate-level certificate or undergraduate-level certificate?

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.

South Dakota State University (SDSU) requests authorization to offer a graduate Real Estate Certificate. The proposed graduate certificate in Real Estate will provide students with foundational skills associated with various high-level professions in the real estate industry. The certificate will help students prepare for state and national exams required of real estate professionals.

An appraiser is a licensed professional who forms an opinion of value of real estate. There are three main hurdles that aspiring appraisers must clear before they can obtain their license. First, they must obtain a specific number of “experience hours”. Second, they must complete a specific number of “qualifying education” hours. Third, they must pass national

exams. The proposed graduate certificate in Real Estate will provide students with an option for clearing the second hurdle towards appraisal licensure by providing them a means to complete their “qualifying education” hours requirement.

The South Dakota Department of Labor and Regulation (SDDLRL) is in the process of developing the Experience Training Program (ETP) to provide aspiring appraisers a new option for completing the experience hours that are required for an appraisal license. Although the ETP will allow candidates to complete appraisals in a classroom setting, anything a candidate does within the ETP will count only towards the “experience hours” hurdle. In addition to completing experience hours, candidates also must complete “qualifying education” hours. What qualifies as education hours is determined by the Appraisal Qualifications Board (AQB) which is a federal entity. If the proposed graduate certificate in Real Estate is approved, the AQB will analyze it to determine if it meets their criteria for approved “Qualifying Education”. If the AQB approves the courses in the certificate, students will be able to complete the majority of their “education hours” requirement at SDSU. Students will benefit by being able to complete both their experience hours through the ETP and their education hours at SDSU.

Students will also benefit by receiving the certificate from SDSU on their transcript. Currently, most aspiring appraisers take qualifying education courses online. The courses are not associated with universities and students do not receive the benefit of a diploma from an accredited university. The proposed certificate in Real Estate provides students the opportunity to satisfy their “qualifying education” hours requirement while at the same time receiving recognition from SDSU for the completion of the 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.

SDSU offers an undergraduate minor titled Land Valuation and Rural Real Estate. This proposed graduate-level certificate will not duplicate the minor. Instead, it will complement the minor and allow students to enhance their knowledge and understanding of real estate beyond the undergraduate level.

The proposed Real Estate Certificate supports the mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*

The proposed certificate also supports the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020:

Goal 1 -Student Success

- Increase total graduate degrees awarded.

Goal 2 -Academic Quality and Performance

- Continue to approve new graduate programs.
- Improve the pass rates on licensure and certification exams.
- Develop and grow high-quality and distinct academic programs to meet the needs of

diverse students and market demands.

In addition, this graduate certificate aligns with the SDSU's Imagine 2023 strategic plan¹ by offering a student-centered education. Specifically, the courses and certificate will contribute to the attainment of Strategic Goal I -Excellence through Transformative Education. This will be a distinct and high-quality academic program designed to meet the needs of diverse student and market demand. It will increase the number of programs offered which use a diversity of delivery methods, times (or scheduling), and locations. It will promote active and innovative teaching, learning, and advising practices.

The proposed certificate will also contribute to the attainment of Strategic Goal IV – Be a *Growing, High-Performing and Healthy University*. The certificate will allocate the University's resources to achieve strategic priorities by creating a culture that encourages and supports collaboration, sustainability, creativity, and bold ideas.

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.

The proposed Real Estate Certificate will benefit students interested in a profession in the real estate industry. Real estate is a major industry in the United States and, more specifically, in the state of South Dakota. The real estate industry in South Dakota is continuing to see significant growth especially in the Sioux Falls area. According to data from the 2020 U.S. Census, since the last decade, the cities of Sioux Falls, Tea, and Harrisburg have grown by 19%, 58.7%, and 63.1% respectively.² With continued growth, private developers along with state and local leadership will need to continuously remain on the forefront of responding to the dynamic needs of the real estate market in South Dakota. The South Dakota Department of Labor and Regulation projects that the real estate industry in South Dakota will have an 8.5% increase from 2018-2028 which is 1.4% higher than the expected growth for all industries in the state.³ Likewise, data suggests that workforce demand for students with credentials in real estate will also be high. In South Dakota, jobs within the real estate industry are expected to grow by 8.5% from 2018-2028, which is above the average rate for all industries (7.1%).

Statewide South Dakota Industry Employment Projections 2018-2028

Industry	2018 Workers	2028 Workers	Worker Growth	Percent Growth
Total All Industries	491,588	526,251	34,663	7.1%
Real Estate	2,915	3,163	248	8.5%
Securities, Commodity Contracts, and other Financial Investments & Related Activities	1,176	1,318	142	12.1%
Construction of Buildings	5,911	6,475	564	9.5%

¹ <https://www.sdstate.edu/imagine-2023-aspire-discover-achieve>

² U.S. Census Bureau QuickFacts. Sioux Falls city, South Dakota. Tea city, South Dakota. Harrisburg city, South Dakota. Population, percent change – April 1, 2010 (estimates base) 2019, to July 1, 2019, (V2019), U.S. Census Bureau, at <https://www.census.gov/quickfacts/fact/dashboard/siouxfallscitysouthdakota,teacitysouthdakota,harrisburgcitysouthdakota,minnehahacountysouthdakota/PST120219> (visited December 8, 2021)

³ Statewide Industry Employment Projections 2018-2028. South Dakota Department of Labor and Regulation, at https://dlr.sd.gov/lmic/menu_projections_industry_statewide.aspx (visited December 8, 2021)

Statewide South Dakota Employment Projections by Occupation 2018-2028⁴

Title	2018 Employment	2028 Employment	Numeric Change	Percent Change
Total, All Occupations	491,588	526,251	34,663	7.1%
Property, Real Estate, and Community Association Managers	1,475	1,606	131	8.9%
Appraisers and Assessors of Real Estate	471	503	32	6.8%
Real Estate Sales Agents	728	784	56	7.7%
Title Examiners, Abstracters, and Searchers	245	261	16	6.5%
Loan Officers	1,703	1,930	227	13.3%
Financial Analysts	469	522	53	11.3%
Credit Analysts	374	415	41	11.0%
Cost Estimators	850	928	78	9.2%

South Dakota, like many other areas of the country, suffers from an observed shortage of appraisers that are willing to supervise appraiser-trainees. As a result, fewer individuals have been able to enter the profession. The low number of people entering the profession combined with the high attrition rate results in a potentially high workforce demand. Anecdotal stories from lenders and borrowers highlight the issues caused by an appraiser shortage. Almost every residential real estate transaction involving a lender will require an appraisal prior to closing. Closings have been delayed by weeks and months due to the inability to find an appraiser for hire.

According to the United States Bureau of Labor and Statistics, employment of property appraisers and assessors is projected to grow four percent from 2020 to 2030, slower than the average for all occupations. Despite the slower than average employment growth, about 6,300 openings for property appraisers and assessors are projected each year, on average, over the decade. Most of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.⁵

The Appraisal Institute (AI) is a professional association of real estate appraisers. The AI's research department has reported that since the mortgage crisis of 2008, the country's number of real estate appraisers has decreased every year. According to a publication put out by the AI in 2019, as of December 31, 2018, the number of active real estate appraisers in the U.S. stood at 78,015 which represents a 10.5% decrease from the number in 2014. Additionally, the publication reported that 70.8% of all appraisers were 51 years old or older. Only 6.7% were 35 years or younger. As of the date of the publication, the average annual rate of decrease of active appraisers over the preceding five years was 2.6%. The AI suggests that the number of appraisers could continue to decline at a higher annual rate due to more retiring appraisers and fewer new appraisers.⁶

The shortage of appraisers impacts the timeliness of appraisals, affecting various other aspects of real estate transactions, including delays in closings and hindering credit availability. Congress acknowledged this shortage when it passed section 103 of S. 2155, the

⁴ Statewide South Dakota Employment Projections by Occupation 2018-2028. South Dakota Department of Labor and Regulation, at https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx (visited December 8, 2021)

⁵ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Appraisers and Assessors of Real Estate, at <https://www.bls.gov/ooh/business-and-financial/appraisers-and-assessors-of-real-estate.htm> (visited December 8, 2021).

⁶ Appraisal Institute, U.S. Valuation Profession Fact Sheet, Q1 2019, at <https://www.appraisalinstitute.org/file.aspx?DocumentId=2342> (visited December 8, 2021).

"Economic Growth, Regulatory Relief, and Consumer Protection Act."⁷ A frequently cited cause of the shortage of appraisers is barriers to entry caused by the appraiser licensing and credentialing process.

The ETP and the certificate would help alleviate the appraiser shortage by addressing the concerns related to barriers to entry. The certificate would help accomplish that goal by providing students a route to obtain their education requirements while also obtaining their experience hours within the ETP. Due to the current shortage of appraisers in South Dakota and across the nation, the demand for graduates will be high. Many appraisers work independently, so students would not have to rely on being hired by a company or another appraiser to begin working once they receive their license.

Likewise, data suggests that workforce demand for students with credentials in real estate will also be high. In South Dakota, jobs within the real estate industry are expected to grow by 8.5% from 2018-2028, which is above the average rate for all industries (7.1%).⁸

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 for the certificate program is students who wish to have a career in the real estate industry or who wish to further develop their knowledge of the field of real estate.

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 will provide specialized knowledge to individuals who wish to become professionals in the real estate industry. The certificate will help students prepare for state and national exams required of real estate professionals. Furthermore, the certificate will provide training in key areas applicable to any profession in the real estate industry. In South Dakota, jobs within the real estate industry are expected to grow by 8.5% from 2018-2028, which is above the average rate of 7.1%.⁹

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 certificate is intended to supplement a SDSU graduate education. Graduate students in economics, agriculture, architecture, or construction related majors will benefit from the certificate. Students in many other disciplines across campus may find value as well.

⁷ Economic Growth, Regulatory Relief, and Consumer Protection Act, S.2155, 115th Cong. (2017-2018), at <https://www.congress.gov/bill/115th-congress/senate-bill/2155> (visited December 8, 2021).

⁸ Statewide Industry Employment Projections 2018-2028. South Dakota Department of Labor and Regulation, at https://dlr.sd.gov/lmic/menu_projections_industry_statewide.aspx (visited December 8, 2021)

⁹ Statewide Industry Employment Projections 2018-2028. South Dakota Department of Labor and Regulation, at https://dlr.sd.gov/lmic/menu_projections_industry_statewide.aspx (visited December 8, 2021)

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 will deliver essential real estate tools that fall within the M.S. in Economics. The certificate will include twelve credits, three of which will come from Managerial Economics (a required course for the M.S. in Economics). The remaining nine credits will count as elective credits towards the M.S. in Economics.

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).

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
BLAW	554	Real Estate Finance	None	3	Yes
BLAW	555	Advanced Real Property Valuation	None	3	Yes
BLAW	590	Seminar (Real Estate)	None	3	No
ECON/MGMT	751	Advanced Managerial Economics	None	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?

Students who have completed the Real Estate Certificate will be able to:

- Use financial concepts and theories in assessing the value of real property.
- Apply economic theories and tools to a range of real estate focused specialties.
- Design, analyze, and evaluate management strategies using economic and management theories.

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			
	BLAW 554	BLAW 555	BLAW 590	ECON/MGMT 751
Students will be able to use financial concepts and theories in assessing the value of real property.	X	X	X	
Students will be able to apply economic theories and tools to a range of real estate focused specialties.	X	X	X	
Students will be able to design, analyze, and evaluate management strategies using economic and management theories.			X	X

9. Delivery Location.

- 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	2022-2023 Academic Year

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

	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 – Internet Asynchronous – Term Based Instruction 018 – Internet Synchronous	2022-2023 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 (online/other distance delivery methods)	No		

10. Additional Information

Admission Requirements

GRE: Not required
TOEFL: 90-91 Internet-based
TOEFL Essentials: 9.5
IELTS: 6.5
Duolingo: 115

Two letters of reference and a letter of intent are required. In the letter of intent, the applicant should identify their interests in the graduate program, address how their skills - including those the applicant attained in their undergraduate program - align with our graduate program, and address any undergraduate coursework in which the applicant earned

below a B. The letter of intent should be roughly 500 to 750 words long.

Enrollment Projections

As of January 2022, there are forty-seven students enrolled in the Land Valuation and Rural Real Estate minor offered by the Ness School of Management and Economics. If $\frac{1}{4}$ of those students choose to pursue the proposed graduate certificate in real estate, about twelve students would take courses offered by the certificate in the next four to five years.

The SDLR conducted a survey amongst individuals in South Dakota who would be interested in enrolling in the ETP (unpublished survey results are available upon request). The survey targeted individuals who already held the entry level appraisal license but needed to obtain more experience hours. From that survey, the SDLR determined that approximately forty individuals across the state are interested in entering the ETP program. If $\frac{1}{2}$ of the surveyed individuals enter the program and of that another $\frac{1}{2}$ wish to obtain the graduate certificate in real estate, an additional ten students would enter the program in the next four to five years.

Finally, students who are not a part of the ETP will still potentially be interested in obtaining the certificate. As previously indicated, professions in the real estate industry in South Dakota and across the country are growing. Specifically, the urban area surrounding Sioux Falls is experiencing a boom in its growth rate. The certificate stands alone from the ETP and has value as a credential by itself. Because this certificate is offered online, students who are already working professionals will likely see a benefit of obtaining the certificate. Furthermore, no other school in the state of South Dakota offers a graduate certificate in real estate. If the Ness School were to assume that three students who are already working professionals enroll in classes for the certificate, they would reach a total of approximately 25 students who would go through the program in the next 4-5 years.

Enrollment Projections*	Fiscal Years			
	1 st FY23	2 nd FY24	3 rd FY25	4 th FY26
Students new to the university- certificate only	1	1	2	2
Students new to the university-M.S. in Economics	1	2	3	4
Students from other university programs- certificate only	0	1	1	1
Students from other university programs-M.S. in Economics	0	1	1	2
Continuing students-certificate only**	1	2	2	2
Continuing students-M.S. in Economics**	1	1	1	2
=Total students in the program (fall)	4	8	10	13

*This table includes estimates for students who will complete only the certificate as well as students who will take the courses that make up the certificate as part of completing the M.S. in Economics.

** As of January 2022, there are forty-seven students enrolled in the Land Valuation and Rural Real Estate minor offered by the Ness School of Management and Economics. These numbers assume that about $\frac{1}{4}$ of those students will choose to pursue the proposed graduate certificate in real estate either as a standalone credential or as part of the M.S. in Economics over the next four years.

Program Revenue

Estimates	Fiscal Years			
	1 st FY23	2 nd FY24	3 rd FY25	4 th FY26
Billable program credit hours*	48	96	120	156
Revenue**	\$22,581.60	\$45,192.00	\$56,454.00	\$73,390.20
Costs ***	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)
Gross Income	\$7,581.60	\$30,192.00	\$41,454.00	\$58,390.20

*Numbers are based on enrollment projections table multiplied by the 12 credit hours that make up the certificate

**Online graduate course tuition applied to billable credit hours at the 2022 rate of \$470.45 per credit hour. If tuition rates change, adjustment will need to be applied.

*** Costs include program delivery. Costs assume an adjunct would be hired to teach three of the classes associated with the certificate (Real Estate Finance, Advanced Real Property Valuation, and the Seminar course) at a rate of \$5,000.00 per course.

NOTE: these numbers assume a 100% completion rate by students who enter the program.

Appendix A
New Course Requests



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

<u>SDSU</u>	<u>Arts, Humanities & Social Sciences / Ness School of Management & Economics</u>
Institution	Division/Department
<u>Dennis D. Hedge</u>	<u>3/23/2022</u>
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
BLAW 454 - 554	Real Estate Finance	3

Course Description
Students will acquire the skills necessary to evaluate a variety of real estate investments through exposure to the terms, issues, and topics associated with commercial real estate. Students will become familiar with the unique investment structures, institutional features, and jargon associated with the field of real estate.

BLAW 454 Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
FIN 310	Business Finance	Pre-req

BLAW 454 Registration Restrictions

Junior Standing

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
FIN 310	Business Finance	3
FIN 511	Investments	3

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is different from the existing system catalog courses because of its specific focus on real estate. Students will benefit from learning the unique features of the real estate market from an investment perspective. FIN 310 Business Finance offers students an overview of financial theory, which will benefit students who take this proposed course. Many of the topics covered in FIN 310 will assist students in gaining an even deeper and more focused understanding of financial theory from a real estate perspective. FIN 511 Investments is a study of the equity market. FIN 511 offers students a broad perspective overview of the entire equity market without a specific focus. This proposed course would provide students with a concentrated real estate perspective of the more general categories covered in these similar common courses. None of the other similar common courses have any mention or focus on real estate.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Existing workload is available or will modify schedule to provide adequate time.

3.2. Existing program(s) in which course will be offered: Real Estate Certificate

3.3. Proposed instructional method by university: R – Lecture

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction, 015 – Internet Asynchronous, 018 – Internet Synchronous, 030 – Blended/Hybrid

3.5. Term change will be effective: Fall 2022

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: Ness School of Management and Economics

4.2. Banner Department Code: SSME

4.3. Proposed CIP Code: 52.1501

Is this a new CIP code for the university? ☐ Yes ☒ No

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

Brittany McKnight	Brittany McKnight	1/6/2022
Request Originator	Signature	Date
Eluned Jones	Eluned Jones	1/6/2022
Department Chair	Signature	Date
Jason Zimmerman	Jason Zimmerman	1/11/2022
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

This course will be a required course of the proposed graduate certificate in Real Estate. It will provide students interested in real estate with an opportunity to deepen their knowledge and understanding of investing in the real estate market. Students will benefit from learning the unique features of the real estate market from an investment perspective. It will complement the curriculum of the Land Valuation and Rural Real Estate minor.

2. Note whether this course is: ☒ Required ☐ Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

This course may be an elective for the following majors - Agricultural Business (B.S.), Business Economics (B.A./B.S.), Economics (B.A./B.S., M.S.), Economics (B.S.) – Agricultural Economics Specialization, Entrepreneurship (B.A./B.S.).

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made. Additional coursework will be required for graduate level credit. The additional coursework could be in the form of additional projects, additional or different exams or quizzes, and other additional work as determined by the faculty assigned to teach the course.

5. Desired section size 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Nacasius Ujah, Associate Professor, Ph.D.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
Facilities are adequate. No special equipment is necessary for this course.
8. Note whether adequate library and media support are available for the course.
Library and media support is adequate.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Course Request

SDSU	Arts, Humanities & Social Sciences / Ness School of Management & Economics
Institution	Division/Department
Dennis D. Hedge	3/23/2022
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
BLAW 455 - 555	Advanced Real Property Valuation	3

Course Description

Students will learn the procedures used to estimate market value of real property; market analysis and valuation techniques most appropriate for appraising income-producing properties, including commercial and agricultural properties.

BLAW 455 Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
BLAW 453	Principles and Procedures of Valuation	Pre-req

BLAW 455 Registration Restrictions

Junior Standing

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
BLAW 453-553	Principles and Procedures of Valuation	3
BLAW 433-533	Real Estate	3

Provide explanation of differences between proposed course and existing system catalog courses below:

This proposed course is different from the existing system catalog courses because of its

specific focus on the advanced appraisal of commercial and agricultural properties. In BLAW 453-553 Principles and Procedures of Valuation, students learn the basic concepts associated with the overall appraisal process. BLAW 433-533 Real Estate is a general introductory course concerning the real estate industry. This proposed course will build on the foundational information students learned in BLAW 433-533 and BLAW 453-553 by narrowly focusing on the appraisal process involved with commercial and agricultural property.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Existing workload is available or will modify schedule to provide adequate time.

3.2. Existing program(s) in which course will be offered: Real Estate Certificate

3.3. Proposed instructional method by university: R – Lecture

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction, 015 – Internet Asynchronous, 018 – Internet Synchronous, 030 – Blended/Hybrid

3.5. Term change will be effective: Fall 2022

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: Ness School of Management and Economics

4.2. Banner Department Code: SSME

4.3. Proposed CIP Code: 52.1501

Is this a new CIP code for the university? ☐ Yes ☒ No

NEW COURSE REQUEST Supporting Justification for On-Campus Review

Brittany McKnight	Brittany McKnight	1/6/2022
Request Originator	Signature	Date
Eluned Jones	Eluned Jones	1/6/2022
Department Chair	Signature	Date
Jason Zimmerman	Jason Zimmerman	1/11/2022
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

This course will be a required course of the proposed graduate certificate in Real Estate. It will provide students interested in real estate with an opportunity to deepen their knowledge and understanding of investing in the real estate market. BLAW 455-555 Advanced Real Property Valuation will focus on the appraisal process involved with commercial and agricultural property. It will complement the curriculum of the Land Valuation and Rural Real Estate minor.

2. Note whether this course is: ☒ Required ☐ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will

be affected by this course?

This course may be an elective for the following majors - Agricultural Business (B.S.), Business Economics (B.A./B.S.), Economics (B.A./B.S., M.S.), Economics (B.S.) – Agricultural Economics Specialization, Entrepreneurship (B.A./B.S.).

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made. Additional assignments/projects at the graduate level.
5. Desired section size 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Matthew Elliott, Associate Professor, Ph.D.
Ryan McKnight, Lecturer., M.B.A., State Registered Appraiser
7. Note whether adequate facilities are available and list any special equipment needed for the course.
Facilities are adequate. No special equipment is necessary for this course.
8. Note whether adequate library and media support are available for the course.
Library and media support is adequate.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – D (6)

DATE: June 22-23, 2022

SUBJECT

**New Undergraduate Certificate Request – BHSU, DSU, NSU, SDSMT, SDSU & USD
– American Civic Traditions**

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

All six regental universities request authorization to offer an undergraduate certificate in American Civic Traditions. The proposed certificate was the result of the American Traditions collaborative workgroup, comprised of social sciences faculty from each university. The certificate may be completed at any university. The certificate will prepare students for civic engagement with the foundational knowledge to understand current debates through the lens of history, political structures, and differing perspectives to cultivate an educated and engaged citizenry. The certificate will mostly likely be taken by currently enrolled undergraduate students looking for a value-added credential.

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. Five of the universities offer all four courses in the certificate. Mines does not offer POLS 210, but the course is offered online by the other four universities, so students from Mines may still complete the certificate.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: BHSU, DSU, NSU, SDSMT, SDSU & USD – American Civic Traditions (Undergraduate)

DRAFT MOTION 20220622_8-D(6):

I move to authorize BHSU, DSU, NSU, SDSMT, SDSU, and USD to offer an undergraduate certificate in American Civic Traditions, 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:	Black Hills State University Dakota State University Northern State University South Dakota School of Mines & Technology South Dakota State University University of South Dakota
TITLE OF PROPOSED CERTIFICATE:	Certificate in American Civic Traditions
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	45.1002
UNIVERSITY DEPARTMENT:	<i>See Page 9 of proposal.</i>
BANNER DEPARTMENT CODE:	<i>See Page 9 of proposal.</i>
UNIVERSITY DIVISION:	<i>See Page 9 of proposal.</i>
BANNER DIVISION CODE:	<i>See Page 9 of proposal.</i>

☒ **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.

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	Click here to enter a date. <hr style="border: 0; border-top: 1px solid black; margin-top: 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. 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.

Contemporary issues of social, political, cultural, and community importance require American citizens equipped for civic engagement. This four-course certificate prepares students with the foundational knowledge to understand current debates through the lens of history, political structures, and differing perspectives so as to cultivate an educated and engaged citizenry.

This proposed certificate from the American Traditions Workgroup is collaborative. It may be taken at any SDBOR university. Five universities are approved to offer all four courses that comprise the certificate, and all four courses are readily available online. SDSMT does not offer one of the courses (POLS210), but the course is offered online by all other SDBOR universities, and therefore students at Mines may still complete the 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		

Black Hills State University, Northern State University, South Dakota State University, and University of South Dakota offer majors in related fields to the proposed certificate. Two universities offer no major in a related field: Dakota State University and South Dakota School of Mines and Technology. While history, government, and political science are not programs aligned with the explicit mission of either university, the certificate program is aligned with the interests of the state and the strategic plan for the Board of Regents, and therefore both universities should be eligible to offer the certificate.

The state of South Dakota continues to support civic engagement through their legislative branch. In 2021, the state legislature granted the SD Department of Education \$900,000 to develop the South Dakota Civics and History Initiative to strengthen civics and history education for elementary and secondary students^[1]. In the same year, the governor called on the Board of

^[1] South Dakota Department of Education. Strengthening civics and history in South Dakota K-12 education. Retrieved from <https://doe.sd.gov/civics/>

Regents to cultivate “a profound love of our country and a realistic picture of its virtues and challenges”^[2] across the six Regental public universities in the state.

The Board of Regents’ 5-year strategic plan, as currently in development, supports creation of programs in civics with an eye to governance and workforce development. Goal 1, on governance, reads, “The Board of Regents shall govern the six public universities and two special schools to engage, advocate and ensure stewardship in postsecondary public education policy, resource utilization and overall Regental effectiveness.” The Regents share the legislature’s interest in civics education, and a collaborative program across all six universities is a smart use of resources. Goal 4, on workforce and economic development, calls for increased partnerships that prepare students for the workforce with skills that enhance the state’s long-term economy. As local government is the top employer within the state, and state and federal government rank in the top six largest employers, preparing students with the skills to understand, advocate, and inform lawmaking is directly aligned to the Board of Regents’ strategic plan.

This certificate will be offered online with collaboration across the universities. There will be *no increase costs* to any of the campuses, and therefore, the recommendation is to allow each university to offer this certificate with the current resources utilized in the Regental system.

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 2021 Program Demand Gap Analysis conducted by Emsi for the South Dakota Board of Regents identified 15 top industry subsectors for jobs in South Dakota. Local Government, the highest subsector, supports more jobs than any other in South Dakota and is expected to remain the top employer in the state over the next decade.

Within the remaining 14 top subsectors, Federal Government (#4) and State Government (#6) also employ a significant number of South Dakota workers. Few of these workers serve as state representatives or senators, but all are directly impacted by the actions of the legislature. The proposed Certificate in American Civic Traditions will better equip future teachers, law enforcement officers, social workers, county officials, civil engineers, and other government workers to participate in advocacy and lawmaking for their profession.

More, all American citizens have the right and responsibility to participate in the work of self-governance. Americans demonstrate civic engagement when they individually and collectively identify and address issues of public concern for the public good.¹ “When citizens are engaged, they can exchange ideas, invest in finding solutions, and employ civilized discourse to address the issues facing their communities.”² Civic engagement may be measured by behaviors

^[2] South Dakota State News. Governor Noem asks Board of Regents to preserve honest, patriotic education. Retrieved from <https://news.sd.gov/newsitem.aspx?id=28101>

¹ American Psychological Association. Civic engagement. Retrieved from <https://www.apa.org/education-career/undergrad/civic-engagement>

² The Policy Circle. Civic engagement. Retrieved from <https://www.thepolicycircle.org/brief/whats-whys-civic-engagement/>

including voter turnout, volunteerism, community engagement, citizen advocacy, and holding an appointed or elected office. Unfortunately, national indicators suggest there is cause for concern regarding the state of civic engagement in the US. A 2019 study conducted by the Pew Research Center found that many Americans distrust the government, distrust each other, and believe that distrust prevents the country from solving key problems³. Less than 30% of Americans believe members of an opposing political party have the best interest of the country in mind.⁴ National confidence in major US institutions (ie Congress, media, public schools, medical system, military, churches, banks) have decreased since 2020⁵. Voter participation, the best indicator of civic and political engagement, is lower in the US (65%) than the international average (68%)⁶. Retention of K-12 civics education content is lackluster; 41% of Americans sampled in a study by the Annenberg Public Policy Center⁷ were unable to recall the names of all three branches of government, though there was a positive association between civics education and retained civics knowledge as an adult. Only 38% of respondents had taken a college course on the US system of government. Only a third of colleges and universities include civic skills within their undergraduate learning outcomes.⁸

Some evidence suggests South Dakotans are more committed to civic engagement than others across the country. In the 2020 election, 73.9% of eligible voters in South Dakota cast their ballot.⁹ South Dakota ranks second highest in the country for the percentage of citizens who volunteer.¹⁰ South Dakota high school students score in the top 20% of U.S. Government AP exams.¹¹ However, South Dakotans echo national concerns; more than 65% of respondents to a 2021 survey indicated dissatisfaction with how democracy is working in the US.¹²

While there are a number of academic options across the Regental system for students interested in majoring in political science or history, there are no current certificate-level options for students who desire a transcribed credential in civics. Packaging four targeted, existing courses on American History and the U.S. governmental system, all offered online and onsite, will ensure an accessible pathway to meet students' needs. When taken together, the four courses will be a value-add to all majors that prepares students with the foundational content knowledge and habits of mind required for effective civic engagement for the common good.

³ Pew Research Center. Trust and distrust in America. Retrieved from

<https://www.pewresearch.org/politics/2019/07/22/trust-and-distrust-in-america/>

⁴ Baker Center for Leadership & Governance. 2018 American institutional confidence poll. Retrieved from

<http://bakercenter.wideeyeclient.com/aicpoll/>

⁵ Brennan, M. (2021) Americans' confidence in major U.S. institutions dips. Gallup. Retrieved from

<https://news.gallup.com/poll/352316/americans-confidence-major-institutions-dips.aspx>

⁶ OECD Better Life Index. Civic engagement. Retrieved from <https://www.oecdbetterlifeindex.org/topics/civic-engagement/>

⁷ American's Civic Knowledge Increases During a Stress-Filled Year. Annenberg Public Policy Center, University of Pennsylvania. Retrieved from <https://www.annenbergpublicpolicycenter.org/2021-annenberg-constitution-day-civics-survey/>

⁸ AAC&U (2022) On the same page? Administrator and faculty views on what shapes college learning and student success. Retrieved from https://dgm81phhvh63.cloudfront.net/content/user-photos/Research/PDFs/OnTheSamePage_FINAL_2-15-22_pdftoprint.pdf

⁹ South Dakota Secretary of State. General election results. Retrieved from <https://electionresults.sd.gov/>

¹⁰ State Ranking by Volunteer Rate. Retrieved from <https://data.americorps.gov/Volunteering-and-Civic-Engagement/State-Ranking-by-Volunteer-Rate/qbmh-b8k5>

¹¹ Shapiro, S. & Brown, C. (2018). The state of civics education. Center for American Progress. Retrieved from <http://files.eric.ed.gov/fulltext/ED586237.pdf>

¹² Nordyke, S. (2021). Chiesman Center for Democracy and South Dakota News Watch statewide survey. Retrieved from <https://www.usd.edu/-/media/files/arts-and-sciences/political-science/sdnw-april-2021-survey-report.ashx?la=en>

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 most likely enrollees of this 12-credit certificate are undergraduate students already attending an SDBOR university who wish to add the certificate for the dual purpose of meeting the elective requirements of their program of study while adding a credential documenting their knowledge of American government. Knowledge of American government is beneficial to all students. However, the credential may be particularly appropriate for preservice elementary and social studies teachers, as it will better prepare them for success on the social studies portion of the PRAXIS II test and bolster the education portion of their resumes. Students in majors that lead to work in and with government, and students interested in political science and history are also likely enrollees.

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?

While there is nothing preventing any person from applying to an SDBOR university to earn a certificate in American Civic Traditions, there is no direct relationship between the certificate and a specialized workforce demand beyond the fact that the majority of South Dakota workers are employed by local, state and federal government agencies.

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 is a value-added credential. Students enrolled in the following majors/programs may benefit most from the certificate:

	BHSU	DSU	NSU	SDSMT	SDSU	USD
Agricultural Business					X	
Business Administration/ Business Management	X	X	X	X		X
Conservation/ Environmental Science/ Sustainability	X		X		X	X
Criminal Justice/Law Enforcement			X		X	X
Cyber Leadership and Intelligence: World Affairs		X				
Economics	X				X	X
Education	X	X	X		X	X

Government			X			
History	X		X		X	X
International/ Global Studies		X	X		X	X
Journalism/Media	X	X			X	X
Legal Studies/Pre-Law			X		X	
Military Science						X
Political Science	X				X	

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.

While there is some overlap in the required courses for the certificate and for majors in history, political science, and education, this is not intended to be a stackable certificate.

- 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)
HIST	151	United States History I	None	3	No
HIST	152	United States History II	None	3	No
POLS	100	American Government	None	3	No
POLS	210	State & Local Government*	None	3	No
Subtotal				12	

*Not offered by South Dakota School of Mines & Technology

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.*

Upon completion of the certificate program, students will:

1. Possess foundational knowledge of American history, government and politics.
 - a. Relate key facts of historical eras, events, documents, narratives and significant figures.
 - b. Explain the structures and roles of the American system of government at the local, state and national levels.
 - c. Explain foundational theories and concepts of American history and the American political structure.
 - d. Identify primary constitutional issues, including laws and court cases, and their relation to civil liberties and civil rights.
2. Analyze the extent and impact of individual, cultural and social differences in contemporary or historical contexts using appropriate disciplinary methods and concepts.
3. Understand contemporary issues through their historical and political origins.
 - a. Identify the events, timelines, key figures, narratives, laws, political environments and differing perspectives that led to contemporary issues.
 - b. Apply social- and political-science concepts to contemporary issues from different behavioral, cultural, institutional, temporal and geographical contexts.
4. Demonstrate the habits of mind necessary for effective civic engagement.
 - a. Identify, analyze and employ credible primary and secondary sources.
 - b. Critically analyze theories, arguments and points of view.
 - c. Communicate an informed position with clarity and logic, verbally and in writing.
 - d. Engage in respectful civil discourse on civic issues with multiple perspectives.

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.*

	Program Courses that Address the Outcomes			
Individual Student Outcome (Same as in the text of the proposal)	HIST151	HIST152	POLS100	POLS210
Possess foundational knowledge of American history, government and politics.	x	x	x	x
Analyze the extent and impact of individual, cultural and social differences in contemporary or historical contexts using appropriate disciplinary methods and concepts.	x	x	x	
Understand contemporary issues through their historical and political origins.	x	x	x	x

Demonstrate the habits of mind necessary for effective civic engagement.	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 2022

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes		Fall 2022
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.

- 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.

Please see below for the Banner coding for each campus:

BHSU

University Department: College of Liberal Arts
Banner Department Code: 6A
University Division: Math/Social Sciences
Banner Division Code: BSMS

DSU

University Department: College of Arts and Science
Banner Department Code: 8A
University Division: Social Science
Banner Division Code: DSOC

NSU

University Department: History and Social Sciences
Banner Department Code: NHSS
University Division: College of Arts & Sciences
Banner Division Code: 5A

SDSMT

University Department: Humanities and Social Sciences
Banner Department Code: MHSS
University Division: Letters and Science
Banner Division Code: 4L

SDSU

University Department: School of American and Global Studies
Banner Department Code: SSAG
University Division: Arts, Humanities, and Social Sciences
Banner Division Code: 3S

USD

University Department: History
Banner Department Code: UHST
University Division: Arts & Sciences
Banner Division Code: 2A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – E (1)

DATE: June 22-23, 2022

SUBJECT

New Specialization Request – SDSMT – Specialization in Data Science – BS in Mathematics

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a specialization in Data Science within the BS in Mathematics. The proposed specialization will focus on mathematical theory and computational methods. Data science is a rapidly growing, multidisciplinary field within research and has applications in an increasing number of STEM disciplines and fields. Roughly 12% of SD Mines Mathematics graduates currently pursue careers in the data sciences and having this skill set included on the student transcript will benefit these students.

IMPACT AND RECOMMENDATION

SDSMT requests authorization to offer the specialization on campus. SDSMT 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: SDSMT – Data Science – BS in Mathematics

DRAFT MOTION 20220622_8-E(1):

I move to authorize SDSMT to offer a specialization in Data Science within the BS in Mathematics, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	Data Science
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Mathematics
BANNER PROGRAM CODE:	MBS.MTH
INTENDED DATE OF IMPLEMENTATION:	6/1/2022
PROPOSED CIP CODE:	27.0304
UNIVERSITY DEPARTMENT:	Mathematics
BANNER DEPARTMENT CODE:	MMTH
UNIVERSITY DIVISION:	4L
BANNER DIVISION CODE:	4L

☒ **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.

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	Click here to enter a date. <hr style="border: 0; border-top: 1px solid black; margin-top: 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. 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.

South Dakota Mines requests authorization to offer a Data Science Specialization in its B.S. in Mathematics. The proposed specialization is in the field of Data Science, with a particular focus on its mathematical theory and computational methods. Data science is a rapidly growing multidisciplinary field with research and applications in an increasing number of STEM disciplines and fields.

Between 11% and 13% of South Dakota Mines Mathematics graduates pursue careers in the data sciences, taking on positions such as data scientists and data analysts with companies including Boeing, Cyentia Institute, RARE Science, United Airlines, Xcel, and the NSWC. South Dakota Mines has an active and successful interdisciplinary Mathematics/Computer Science Data Science research group, and data science is one of the most popular areas of interest for prospective Mines mathematics majors. The proposed specialization seeks to capitalize on this success, expertise and interest, combining the Mathematics Department’s robust instruction in applied and computational mathematics (including statistics, numerical methods, and data analysis) with the Department of Computer Science (including courses in programming, data structure and mining, machine learning, and artificial intelligence) to provide students a strong undergraduate preparation in the field of data science. It codifies a pathway through pre-existing elective MATH and CSC coursework that has been previously shown effective in securing Mathematics graduates careers in data science fields. Thus, this proposal requires no new courses or new state resources.

Graduates earning the specialization will be well-prepared to enter the workforce as a data scientist or data analyst, or to pursue competitive graduate education in data science or similar disciplines. In particular, this specialization will allow graduates to naturally transition to South Dakota Mine’s new interdisciplinary Data Science and Engineering PhD program, which will start in Fall 2022.

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

In an age of ever-increasing connectivity, networking, and data collection, we are inundated by data. According to **Domo**, in 2017 roughly 2.5 *quintillion* bytes of data were created *every day*¹, and that by 2020 there was 40 times more bytes of data than there are stars in the observable universe² ... and this was *before* the global pandemic that moved nearly every aspect of our working and social lives online.

¹ <https://www.domo.com/learn/infographic/data-never-sleeps-5>

² <https://www.domo.com/learn/infographic/data-never-sleeps-7>

Consequently, there is a critical need across disciplines and industries for trained mathematicians to effectively analyze and process this tsunami of information. A January 17, 2022, search of **Indeed.com** lists some 6500 job positions for *data scientist* or *data analyst*, with employers including Amazon, Apple, Assurant, Booz Allen Hamilton, Capital One, IBM, Intel, General Motors, Hewlett Packard, Lawrence Livermore National Lab, Lockheed Martin, Mayo Clinic, Microsoft, New York Life, Netflix, TikTok, and USAA. In South Dakota alone, data scientists and engineers are sought by employers such as Pearson, Lexmark, Change Healthcare, Sanford Health, Ryder Systems, Raven Industries, and Citi.

The demand for data science jobs continues to grow. **Forbes** reports that data science jobs have increased over 650% since 2012³, while the **U.S. Bureau of Labor Statistics** expects demand for data scientists to increase by another nearly 28% by 2026⁴. That equates to roughly 11 million new data science jobs by 2026.

The proposed specialization will allow its graduates to capitalize on this growing professional need. Data science jobs aren't just in demand – they are the beginnings of satisfying careers. **U.S. News and World Report** ranks Data Scientist as #6 in its 2022 list of 100 Best Jobs in America, #6 in its list of Best STEM jobs, and #3 in its list of Best Technology Jobs.⁵ (They similarly ranked Data Scientist #8 in 2021.) Similarly, **GlassDoor.com** ranks Data Science #2 in its 2021 list of 50 Best Jobs in America, with a median salary of \$113,736, and an average of 4.1 rating out of 5 in job satisfaction⁶.

Additionally, data science and analysis require significantly less physical infrastructure than that of other, more traditional STEM disciplines like engineering, science, or manufacturing. This allows data scientists the ability to work remotely more easily, having a global career while remaining a resident in South Dakota – a career option made more desirable since the COVID pandemic.

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)
Mathematics Degree Requirements				
MATH	110	Survey of Mathematics	1	No
MATH	123	Calculus I	4	No
MATH	125	Calculus II	4	No
MATH	225	Calculus III	4	No
MATH	315	Linear Algebra	3	No
MATH	321	Differential Equations	3	No
MATH	373	Numerical Methods	3	No

³ <https://www.forbes.com/sites/louiscolumnbus/2017/12/11/linkedin-fastest-growing-jobs-today-are-in-data-science-machine-learning>

⁴ <https://www.bls.gov/opub/btn/volume-7/big-data-adds-up.htm>

⁵ <https://money.usnews.com/careers/best-jobs/data-scientist>

⁶ https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm

MATH	381	Introduction to Probability and Statistics	3	No
MATH	413	Abstract Algebra I	3	No
MATH	423	Advanced Calculus I	3	No
MATH	498	Undergraduate Research	1	No
MATH	402	Communicating Mathematics	1	No
CSC	251	Finite Structures	3	No
MATH sequence elective			3	No
MATH upper-level elective			3	No
Department-approved upper-level electives			6	No
Computer science sequence			6-7	No
English communications requirement (ENGL 101, 278, 279)			9	No
Humanities and Social Sciences General Education requirement			12	No
Science requirement (PHYS 211, approved 2 nd science course and lab)			7	No
Free electives			36	No
Data Science Specialization*				
<i>Required courses</i>				
MATH	382	Probability and Statistics II	3	No
MATH	415	Advanced Linear Algebra	3	No
CSC	315	Data Structures and Algorithms	4	No
CSC	484	Database Management Systems	3	No
<i>Select one of the following:</i>				
MATH	443	Data Analysis	3	No
CSC	454	Data Mining	3	No
<i>Select one of the following:</i>				
CSC	447	Artificial Intelligence	3	No
CSC	448	Machine Learning	3	No
CSC	449	Advanced Artificial Intelligence	3	No

Total number of hours required for completion of specialization

19

Total number of hours required for completion of major

69

Total number of hours required for completion of degree

120

* The required 19 credits for the completion of the specialization may be obtained from a combination of various upper-level and free electives for the Mathematics B.S.

- MATH 382 fulfills the MATH sequence elective
- MATH 415 fulfills the MATH upper-level elective
- MATH 443, CSC 315, CSC 448, and CSC 449 are upper-level electives.
- CSC 454 and CSC 484 are free electives.

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	Fall 2022

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

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

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the 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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – E (2)

DATE: June 22-23, 2022

SUBJECT

New Specialization Request – SDSMT – Specialization in Green Chemistry – BS in Chemistry

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a specialization in Green Chemistry within the BS in Chemistry. The proposed specialization is designed for Chemistry majors who are interested in the area of green and sustainable chemistry. The specialization will require students to take courses related to green chemistry and processes, environmental and sustainable chemistry and renewable energy generation and storage. Students earning this specialization may also continue on to SDSMT's MS in Green in Sustainable Chemistry.

IMPACT AND RECOMMENDATION

SDSMT requests authorization to offer the specialization on campus. SDSMT 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: SDSMT – Green Chemistry – BS in Chemistry

DRAFT MOTION 20220622_8-E(2):

I move to authorize SDSMT to offer a specialization in Green Chemistry within the BS in Chemistry, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	Green Chemistry
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Chemistry Bachelor of Science
BANNER PROGRAM CODE:	MCBH
INTENDED DATE OF IMPLEMENTATION:	8/22/2022
PROPOSED CIP CODE:	40.0501
UNIVERSITY DEPARTMENT:	Chemistry, Biology, and Health Sciences
BANNER DEPARTMENT CODE:	MCBH
UNIVERSITY DIVISION:	4L
BANNER DIVISION CODE:	4L

☒ **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.

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	<div style="text-align: right; font-size: small; margin-bottom: 5px;">Click here to enter a date.</div> <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. 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.

SDSM&T offers the American Chemical Society (ACS)-certified B.S. degree in Chemistry, which meets the national requirements established by ACS. Upon graduation with a bachelor's degree in chemistry, students have knowledge of chemical and physical phenomena at the molecular level.

SDSM&T offers a M.S. program in Green and Sustainable Chemistry. The MS program provides trained individuals with advanced technical innovation in the broad areas of Green and Sustainable Chemistry.

The **Green Chemistry Specialization** is designed for the BS chemistry majors who are interested in the area of Green and Sustainable Chemistry. The **Specialization** will require the students to take the 400-level courses related to green chemistry and processes, environmental and sustainable chemistry, and renewable energy generation and storage. The students who earn the **Green Chemistry Specialization** with the ACS-certified Chemistry B.S. degree will acquire a deep and broad knowledge in Green Chemistry.

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.

The proposed **Green Chemistry Specialization** is designed for students planning to start a career in a green and sustainable technologies or continue their education in a graduate program that focuses on Green Chemistry (e.g., the MS degree of Green and Sustainable Chemistry offered at SD Mines). The **Specialization** will provide the students opportunities to gain knowledge and skills in area of green chemistry and add value to their B.S. degree in Chemistry. The department of Chemistry, Biology, and Health Sciences is the appropriate place to offer this **Specialization**. The department offers B.S. degree in Chemistry, B.S. degree in Biology, and B.S. degree in pre-Professional Health Sciences, and a MS degree in Green and Sustainable Chemistry.

The proposed addition of **Green Chemistry Specialization** to the curriculum of the B.S. degree in Chemistry is consistent with the board-designated mission of the South Dakota Mines to promote student success and to contribute to the state's workforce and economic development. The proposed **Specialization** will provide trained individuals who can contribute to South Dakota and the Nation through advanced technical innovation in the proposed areas of Green and Sustainable Chemistry. The program is responding to a nationwide demand of chemists and scientists in the broad area of Green and Sustainable Chemistry as well as to recruit and retain talents for workforce development to support the growth of sustainable economy and green labor market in South Dakota. The proposed **Specialization** is timely and important to several large efforts on battery and renewable energy in South Dakota and the battery industrial

development at Rapid City. The Center for Solid-State Electric Power Storage (CEPS), established in 2021 at South Dakota Mines, is backed by \$2.25 million in funding through the National Science Foundation's Industry-University Cooperative Research Centers (IUCRC) grant. The state of South Dakota supported this initiative and invested an additional \$3.9 million to establish the "Governor's Research Center for Electrochemical Energy Storage" that involves South Dakota Mines and South Dakota State University (SDSU). Just recently, AESir Technologies, a nickel zinc battery manufacturer, has selected Rapid City for a factory complex that could eventually employ up to 1,500 people. The curriculum of the proposed **Specialization** will help students enter the workforce for these sectors and other green economy related sectors. Additionally, The U.S. Bureau of Labor Statistics (BLS) projects significant job growth in green occupations that are related to helping the environment or conserving natural resources. (https://www.bls.gov/careeroutlook/2018/data-on-display/green-growth.htm?view_full)

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)
		System General Education Goal 1, 2, 3, 4	21	No
		Math Requirement	11	No
		Physics Requirement	10	No
		Chemistry Core Curriculum	50	No
		Advanced Chemistry Electives (not required for the Green Chemistry Specialization)	0	No
		Free Electives	10	No
		Green Chemistry Specialization Requirements:		Choose an item.
Chem	482/582	Environmental Chemistry	3	No
Chem	462	Green Chemistry and Processes	3	No
Chem	480/580	Toxicology – Environment and Human Health	3	Yes
Chem	411/511	Electrochemical Energy Storage	3	Yes
CEE	425/525	Sustainable Engineering	3	No
		<i>Electives: Choose one of the five courses below for a total of 3 credits</i>		Choose an item.
Chem	426/526	Polymer Chemistry	3	No
Chem	485/585	Renewable & Sustainable Energy	3	No
Chem	420/520	Organic Chemistry III	3	No
CBE	455/556	Pollution Phenomena and Process Design	3	No
Biol	406/506	Global Environmental Change	3	No

Total number of hours required for completion of specialization

18

Total number of hours required for completion of major

88*

Total number of hours required for completion of degree

120

* 50 chemistry core credits + 10 free electives + 18 green chemistry specialization credits + 10 credits of math and physics courses beyond the Gen Ed. requirements.

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	Fall 2021

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

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

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the 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.*

Requests for two new courses in Green Chemistry Specialization are attached.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – F (1)

DATE: June 22-23, 2022

SUBJECT

New Site – NSU – BA and Minor in Criminal Justice (Online)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

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

BACKGROUND / DISCUSSION

Northern State University (NSU) requests approval to offer the minor in Criminal Justice online. Currently NSU's AA degree in Criminal Justice is offered online. Southeast Technical College (STC) reached out to the Northern to establish a collaboration in various programs in the College of Arts and Sciences, the School of Business, and in the Millicent Atkins School of Education. One of the collaborative agreements between STC & NSU is for the Criminal Justice program. Specifically, NSU and STC signed a new articulation agreement that provides STC students who have completed an AAS in Law Enforcement the opportunity to earn a BA in Criminal Justice from NSU. These students are more likely to complete the BA in Criminal Justice online from Sioux Falls. The Criminal Justice minor currently has enough online courses available to offer it online.

IMPACT AND RECOMMENDATION

In the BA degree, NSU anticipates 55 online enrollments and 14 graduates after four years of the program being online. They also anticipate 30 enrollments in the minor and 15 graduates after four years. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request: NSU – BA and minor in Criminal Justice

DRAFT MOTION 20220622_8-F(1):

I move to approve NSU's new site proposal to offer the BA and minor in Criminal Justice online.



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:	BA Criminal Justice and Minor in Criminal Justice
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	015 Internet Asynchronous – Term Based Instruction
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
CIP CODE:	43.0104
UNIVERSITY DEPARTMENT:	Department of History and Social Sciences
BANNER DEPARTMENT CODE:	NHSS
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	5A

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

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

University Approval

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



President (or Designee) of the University

5/2/2022

Date

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

Northern State University's Criminal Justice AA degree is currently approved for online delivery. Northern requests authorization to also deliver our Bachelor of Arts in Criminal Justice and our Criminal Justice minor via online asynchronous delivery.

Northern is specifically adding an online site for delivery of the BA Criminal Justice to better serve 4 populations of students:

1. Students interested in law enforcement in northeastern SD who cannot commit to on campus programs.
2. Students who graduate from Southeast Technical College (STC) and want to earn a 4-year degree in Criminal Justice so they are eligible for certain state and federal law enforcement careers that require a bachelor's degree.
3. Students who graduate from North Dakota State College of Science (NDSCS) with an AA Liberal Arts-Criminal Justice preparation. Northern is working with NDSCS to develop an articulation agreement for NDSCS students who graduate with an AA Liberal Arts - Criminal Justice preparation to obtain their BA in Criminal Justice from Northern. The NDSCS AA Liberal Arts – Criminal Justice preparation program is designed specifically to transfer to a 4-year college or university for completion of their BA Criminal Justice degree. By offering the BA CJUS online, NSU can attract and enroll graduates of NDSCS without asking them to relocate to Aberdeen.
4. Students in North Dakota who are within the recruitment territory of Northern State University and who do not have access to North Dakota based online BA Criminal Justice programs.

Northern's online BA Criminal Justice degree will give individuals working in the fields of law enforcement, corrections, and victim service provision in Aberdeen and the surrounding communities as well as in remote locations in South Dakota increased access to an online program. The EMSI Study included a Degree-Workforce Gap Analysis that shows an out-migration of criminal justice graduates from BOR institutions. Specifically, 59% of students who attended BOR institutions for criminal justice left the state.¹ Northern began its BA in Criminal Justice in 2017, and the number of students enrolled in and graduating from the on-campus program has grown markedly. By expanding the offering to online, Northern can serve more students in remote areas who will in turn earn their degree and serve in South Dakota communities.

Southeast Technical College (STC) reached out to Northern to establish a collaboration in various programs in the College of Arts and Sciences, the School of Business, and the Millicent Atkins School of Education. One of the collaborative agreements between STC and the College of Arts and Sciences is with our Criminal Justice program. Specifically, Northern and STC signed a new articulation agreement that provides STC students who have completed an AAS in Law Enforcement degree program the opportunity to earn a BA Criminal Justice degree from NSU.

Southeast Technical College graduates between 23 and 30 students from their AAS Law Enforcement degree program each spring. Annually, STC has 10 to 12 students pursuing this degree who express interest in continuing their education in a 4-year Criminal Justice degree program. Because neither NSU nor STC anticipate or expect STC students to relocate to Aberdeen to complete their bachelor's degree, we request that the Criminal Justice BA degree be approved for online delivery.

Additionally, Northern is set to meet with representatives from the North Dakota State College of Science in Wahpeton, ND (141 miles from Aberdeen) to establish a collaboration with our

¹ Degree-Workforce Gap Analysis. EMSI Study. 2021. p. 35. Very few of the graduates in this

Criminal Justice program. The North Dakota State College of Science (NDSCS) has a 2 year program of prescribed general electives designed specifically to transfer to a 4 year college for the BA in Criminal Justice.² Like our collaboration with STC, students would benefit by our request for online delivery of the BA Criminal Justice degree because neither NSU nor NDSCS would anticipate or expect students to relocate to Aberdeen for completion of the degree program.

Students in North Dakota within the recruitment territory of Northern State University do not have access to North Dakota based online BA degree programs in Criminal Justice. The University of Jamestown, ND (100 miles from Aberdeen) has a BA in Criminal Justice, but it is not offered online.³ The University of Mary in Bismarck, ND also has an on-campus BA in Criminal Justice, but it is not offered online.⁴ Bismarck State College in Bismarck, ND (180 miles from Aberdeen) has a 2-year program designed to transfer to a 4-year college for the BA in Criminal Justice.⁵ Valley City State University in Valley City, ND (130 miles from Aberdeen) does not offer any degrees in Criminal Justice, at the 2-year or 4-year level. North Dakota State University in Fargo, ND (175 miles from Aberdeen) offers a BS and a BA degree in Criminal Justice, but neither are offered online.⁶ University of North Dakota in Grand Forks, ND (251 miles from Aberdeen) does offer an online BS degree in Criminal Justice Studies, but our BA online degree would be more flexible and efficient for the population of students we are targeting with this degree, considering that UND requires all majors in Criminal Justice Studies to have a secondary concentration “in a single supplementary field other than Criminal Justice Studies”, met by obtaining a minor in a world language or by taking 20 additional credit hours (with 9 at the 300 or above level) in a single subject taught at UND.⁷

With this request to offer the BA Criminal Justice online we include a request to offer the Criminal Justice minor online. Because Northern’s Criminal Justice AA degree is currently approved for online delivery, adding both the minor online with the BA online is for sake of consistency, and given that, if accepted, all necessary courses will be available for online delivery. In Appendix A, all courses currently offered online are noted with an asterisk.

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.

Other Regental universities authorized to offer criminal justice degrees online are USD, who offers BA and BS degrees as well as the minor online, and SDSU, who offers the minor online.

Northern was explicitly sought out by STC for collaboration to develop an articulation agreement; thus, the proposed online program at Northern is designed to serve the STC graduates by supporting the “Seamless Transfer Initiative” in Goal 2 of the SDBOR 2022-2027 Strategic Plan in providing a seamless transition into a BA degree program for students with earned credits from this technical college. It is important to note that Northern’s online

² <https://www.ndscs.edu/academics/academic-departments-programs/liberal-arts-transfer#criminal-justice-transfer>

³ <https://www.uj.edu/prospective-students/online/undergrad>

⁴ <https://online.umary.edu/academics/bachelors-programsND>

⁵ <https://bismarckstate.edu/academics/programs/cj/>

⁶ <https://catalog.ndsu.edu/undergraduate/program-curriculum/criminal-justice/#majortext>

⁷ <https://und.edu/programs/criminal-justice-studies-bs/index.html>

Criminal Justice BA will enroll STC graduates seeking to obtain 4-year credentials with this earned bachelor's degree.

Additionally, Northern's online degree will give individuals working in the fields of law enforcement, corrections, and victim service provision in Aberdeen and the surrounding communities as well as in remote locations in South Dakota increased access to an online program, which is also in keeping with Goal 2 of the SDBOR Strategic Plan by increasing access for South Dakota's population: "Access is the cornerstone to ensuring South Dakotans who desire to attend a public post-secondary institution can. . . Together efforts focusing on traditional students, underserved populations, non-traditional populations, and transfer students will be a critical building block to ensuring that every qualified South Dakotan can access public post-secondary education."⁸ Further, this is also in keeping with the foundational statements within the Strategic Focus that states: "South Dakotans will have *increased access* to continuing education opportunities needed to upgrade their credentials while remaining in the workforce."⁹

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.

Given the nature of our collaboration with STC, our potential collaboration with NDSCS, and our expanded marketing efforts for Northern's online Criminal Justice program in North Dakota, Northern anticipates that the majority of students who will seek to complete the Criminal Justice BA online will be new to the university, although some may be re-directed from our on-campus program due to the flexibility that asynchronous online courses provide to working adults and students with family obligations.

Considering trends in enrollment in online Criminal Justice courses, the projected interest of students entering our program through our collaboration with STC, allowing for attrition and assuming that students will take a full load each semester, we expect the following enrollments and graduates during the first four years of Northern's online Criminal Justice program. Additionally, in establishing a collaboration with NDSCS, we would expect a projected increase in these numbers.

These numbers were calculated using the average of Northern's declared BA Criminal Justice majors and minors FY18 through FY22 (provided by the NSU Office of Institution Research and Assessment enrollment report Major/Minor Trends by School/Department) allowing for a projected conservative increase of 10 new majors per year to accommodate students enrolling directly in the online BA program from our collaboration with STC, our potential collaboration with NDSCS, and working individuals, non-traditional students, and individuals in remote areas or surrounding communities enrolling in the online BA program and/or minor.

⁸ SDBOR 2022-2027 Strategic Plan ("Goal 2" pp. 7, 8)

https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2022%20Agenda%20Items/March2022/4_J_BOR0322.pdf

⁹ SDBOR 2022-2027 Strategic Plan ("Strategic Focus" p. 3)

https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2022%20Agenda%20Items/March2022/4_J_BOR0322.pdf

Criminal Justice Major

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
Students new to the university**	20	30	40	50
Students from other university programs	5	5	5	5
=Total students in the program at the site	25	35	45	55
Program credit hours (major courses)***	300	420	540	660
Graduates	5	8	11	14

*Do not include current fiscal year.

** The base figure and growth figures are conservative estimates calculated for the new online degree based on the average number of declared majors entering the established in-person NSU Criminal Justice degree program each fall from FY18 through FY22. The growth in enrollments for the in-person program during this period continues to trend upward, based on figures provided by the NSU Office of Institution Research and Assessment Major/Minor Trends by School/Department enrollment report: 17 declared majors in fall 2018, 42 in fall 2019, 52 in fall 2020, and 60 in fall 2021.

***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. *These figures were calculated by estimating that of the 41 required and elective major specific credits each major would take on average close to 12 of these credits per year with their remaining credits being taken in general education courses. These figures do not account for general education courses.*

Criminal Justice Minor

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
Students new to the university	25	28	31	34
Students from other university programs	5	5	5	5
=Total students in the program at the site	30	33	36	39
Program credit hours (major courses)**	150	165	180	195
Graduates	5	7	10	15

*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. *These figures were calculated by estimating that of the 18 required minor specific credits each minor would take on average close to 5 of these credits per year with their remaining credits being taken in their major and general education courses. These figures do not account for general education courses.*

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

As indicated in item 2 above, Northern was explicitly sought out by STC for collaboration in developing an articulation agreement. Therefore, online delivery of the Criminal Justice BA degree and the Criminal Justice minor supports Goal 2 of the SDBOR 2022-2027 Strategic Action Plan, specifically by supporting the “Seamless Transfer Initiative” in providing a seamless transition into a BA degree program for STC students under the articulation agreement. This also provides better access for working individuals (particularly those in the fields of law enforcement, corrections, and victim service provision), non-traditional students, and individuals in remote areas to complete a post-secondary education and offers continuing education opportunities needed to upgrade credentials while remaining in the workforce.

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.

Appendix A provides the curriculum for the BA in Criminal Justice and the Criminal Justice minor. This appendix also includes a notation (via asterisk) of which courses are currently offered online by Northern State University.

[BA Criminal Justice]	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements	30-35	30-35	30-35	30-35	0
<i>Subtotal, Degree Requirements</i>	30	30	30	30	0
Required Support Courses					
Major Requirements	16-18	13-15	16-18	13-15	3
Major Electives or Minor	24	24	24	24	0
<i>Subtotal, Requirements of the Proposed Major</i>	40-42	37-39	40-42	37-39	3
Free Electives	43-50	43-50	43-50	43-50	0
<i>Total, Degree with Proposed Major</i>	120	120	120	120	0

*Only one required course is not yet offered online. Northern anticipates filing a course development proposal with OCE to begin offering this course online if this New Site Request were to be approved.

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

Northern State University offers several degree programs, minors, and certificates in an online format. As a result, comparable services are firmly established. Student advising is provided by the Student Success Center, by the dedicated academic advisor for the Department of History and Social Sciences, and by faculty in the Department of History and Social Sciences. All student support services, along with appropriate technology resources, are available through distance technology. The NSU Student Success Center provides all students (online and face-to-face) with opportunities for individual tutoring and student success coaching, and the NSU Counseling Center provides technology-assisted counseling sessions for online students who reside in South Dakota. Additionally, NSU's Beulah Williams Library has a wealth of resources available to distance students, including online access to library resources, remote borrowing, and information and guidance regarding online research.

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

There is no accrediting body for the Criminal Justice program. Northern State University is accredited by the Higher Learning Commission. There are no accreditation issues or costs associated with offering this degree 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 requested.

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.

There are no additional costs, budget requirements, or resources related to this new site request. Due to the growth of the Criminal Justice program, the department has been approved to hire an additional faculty member. Therefore, all online courses will be included in the current rotation for existing and forthcoming faculty. Additionally, Northern State University anticipates that offering both the Criminal Justice BA degree and the Criminal Justice minor online will strengthen Northern's face-to-face program as well by making it possible to offer an optimal course rotation due to growths in enrollment at all levels and modalities.

Appendix A

The curriculum for the BA in Criminal Justice. Items indicated with an asterisk (*) are currently developed for online delivery by Northern State University.

Pref.	Num.	Title	Cr. Hrs.
CORE COURSE REQUIREMENTS (17 credits)			
*IDL	190	First Year Seminar	2
*CJUS	201	Introduction to Criminal Justice	3
CJUS	380	Research and Data Analysis in Criminal Justice	3
*CJUS	485	Social Science Capstone	3
*SOC	100	Introduction to Sociology	3
*SOC	351	Criminology	3
ELECTIVES - Select 8 (24 credits)			
*CJUS	203	Policing in a Free Society	3
CJUS	207	Introduction to Homeland Security	3
CJUS	313	Crime Scene Investigation	3
CJUS	314/314L	Criminalistics/Criminalistics Lab	3
CJUS	401	Law and Society	3
CJUS	403	Counterterrorism and Cybersecurity Policy	3
*CJUS	431	Criminal Law	3
*CJUS	433	Criminal Procedure	3
GEOG	372	Introduction to GIS	3
HIST	485	History of Modern Genocide	3
*POLS	210	State and Local Government	3
*POLS	320	Public Administration	3
POLS	339	Courts and Judicial Politics	3
SOC	270	Introduction to Social Work	3
SOC	315	Social Work Practice I	3
SOC	320	Social Work Practice II	3
SOC	330	Self and Society	3
SOC	350	Race and Ethnic Relations	3
*SOC	354	Victimology	3
SOC	400	Social Policy	3
*SOC	402	Social Deviance	3
SOC	423	Social Stratification	3
*SOC	455	Juvenile Delinquency	3
*SOC	456	Community Corrections	3
*SOC	459	Sociology of Death and Dying	3

SOC	470	Child Abuse and Neglect	3
*SOC	483	Sociology of Gender Roles	3
SS	360	The Traveling Classroom	3
SS	396	Field Experience	3
Total number of hours required for the major			41
Total number of hours required for the degree			120

The curriculum for the Criminal Justice minor. Items indicated with an asterisk (*) are currently developed for online delivery.

Pref.	Num.	Title	Cr. Hrs.
CORE COURSE REQUIREMENTS (6 credits)			
*CJUS	201	Introduction to Criminal Justice	3
*SOC	351	Criminology	3
Law Enforcement - Choose 1 (3 credits)			
*CJUS	203	Policing in a Free Society	3
CJUS	313	Crime Scene Investigation	3
CJUS	314/314L	Criminalistics/Criminalistics Lab	3
*CJUS	433	Criminal Procedure	3
Legislative and Judicial Process - Choose 1 (3 credits)			
*CJUS	431	Criminal Law	3
*POLS	210	State and Local Government	3
POLS	339	Courts and Judicial Politics	3
POLS	430	Constitutional Law	3
*SOC	492	Topics	3
Institution and Community Corrections - Choose 1 (3 credits)			
*CJUS	452	Prisons and Penology	3
*SOC	455	Juvenile Delinquency	3
*SOC	492	Topics	3
Criminal Justice and Society - Choose 1 (3 credits)			
CJUS	401	Law and Society	3
*SOC	150	Social Problems	3
SOC	400	Social Policy	3
*SOC	402	Social Deviance	3
*SOC	490	Seminar	3
SS	360	The Traveling Classroom	3
SS	396	Field Experience	3
Total number of hours required for minor			18

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – F (2)

DATE: June 22-23, 2022

SUBJECT

New Site – USD – MA in Human Development and Educational Psychology (Online)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests approval to offer the MA in Human Development and Education Psychology online. USD proposes that only one track within the program, which is the non-thesis option, would be offered online. This will be managed at a campus level. USD recently removed the project credit hours from the non-thesis Plan B track for this MA degree. The other coursework for this degree are already offered online, making an online path to degree completion available.

IMPACT AND RECOMMENDATION

USD anticipates 3 online enrollments and 3 graduates after four years of the program being online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request: USD – MA in Human Development and Education Psychology

DRAFT MOTION 20220622_8-F(2):

I move to approve USD's new site proposal to offer the MA in Human Development and Education Psychology online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	MA in Human Development and Educational Psychology – non-thesis Plan B ONLY
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
CIP CODE:	42.2803
UNIVERSITY DEPARTMENT:	Counseling & Psychology in Education
BANNER DEPARTMENT CODE:	UCPE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

X	<p><u>Please check this box to confirm that</u> (place an “X” in the left box):</p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2:11, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
----------	--

University Approval

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

President of the University

Date

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

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

We recently removed the project credit hours from the non-thesis Plan B track for this MA degree. The other coursework for this degree are already offered online, making an online path to degree completion available. We are therefore requesting online as a new site for Plan B only.

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.

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.

We anticipate that offering a fully online option will increase opportunities for enrollment in this specialization from students who are remote or working full time and cannot take the time to commute to campus. Providing an online option for enrollment will also allow for students across the country to enroll. This is a WICHE program, which means that it is advertised to students in all 16 Western member states as a program that offers reduced tuition.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
Students new to the university	1	2	3	3
Students from other university programs	0	0	0	0
=Total students in the program at the site	1	2	3	3
Program credit hours (major courses)**	33	66	99	99
Graduates	0	1	2	3

*Do not include current fiscal year.

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

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

We are not putting any new classes online or changing any of the existing coursework. All online coursework already exists, and enrollments are steady due to incorporation in other programs. For example, EDER 761 is required by all MA programs in the School of Ed, EDER 762 is required by several programs, and the EPSY coursework serves as electives for several programs. Offering this program online may result in a very small number of additional students in these online courses, but we do not anticipate overflow.

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.

MA in Human Development and Educational Psychology – non-thesis Plan B ONLY	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	n/a
<i>Subtotal, Degree Requirements</i>	0	0	0	0	n/a
Required Support Courses					
Major Requirements	15	15	0	15	n/a
Major Electives or Minor					
<i>Subtotal, Requirements of the Proposed Major</i>	15	15	0	15	n/a
Free Electives	18	18	0	18	n/a
<i>Total, Degree with Proposed Major</i>	33	33	0	33	n/a

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

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

Graduate students will be assigned a faculty advisor at the time of admission, and this advisor will communicate with them regularly. This is the same procedure followed for on campus students.

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

No.

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

No.

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

There are no costs. All courses are already offered online and no changes are being made.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – F (3)

DATE: June 22-23, 2022

SUBJECT

New Site – USD – Minor in Addiction Counseling & Prevention (Online)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests approval to offer the minor in Addiction Counseling & Prevention online. A Fall 2021 audit of the program identified that there is a path for online completion of the Minor. To keep in compliance, USD is seeking official approve to add the online site for this program.

IMPACT AND RECOMMENDATION

USD anticipates 5 online enrollments and 2 graduates after four years of the program being online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request: USD – Minor in Addiction Counseling & Prevention

DRAFT MOTION 20220622_8-F(3):

I move to approve USD's new site proposal to offer the minor in Addiction Counseling & Prevention online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Minor in Addiction Counseling & Prevention
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
CIP CODE:	51.1501
UNIVERSITY DEPARTMENT:	Addiction Counseling & Prevention
BANNER DEPARTMENT CODE:	UADS
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 2:11, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
----------	--

University Approval

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

President of the University

Date

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

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

In Fall 2021 an audit of the program identified a path for online completion of the Minor in Addiction Counseling & Prevention. To keep in compliance, we are seeking approval to add the online site for this program.

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.

There are no other Regental universities authorized to offer this ACP online minor degree.

3. Are students enrolling in the program expected to be new to the university or redirected

from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.

Students have been enrolling in the ACP online minor degree since 2007 and there has been a steady increase in enrollment over the years. Since 2014, the department has seen a 50% or greater increase in enrollment in the ACP minor degree. It is believed this is due to increase in marketing and workforce demands in addition counselors stemming from the current opioid crisis where the CDC, National Center for Health Statistics, reported over 100,000 overdose deaths in 2021.

Currently in FY22, the ACP program has 81 students enrolled from various on-campus departments pursuing the ACP minor degree with 73 or more of these students taking a combination of both online and f2f ACP courses. In addition, there are 8 students who are taking only online courses to complete their ACP minor degree, therefore justifying the need to continue offering the degree online to avoid disrupting these student's career plans and graduation timeframes.

The ACP department continues to expect the trend for the online ACP minor degree to increase for various reasons. Overall, with the recent COVID 19 pandemic, the department has seen many students switch from f2f to online courses mostly likely stemming from the fear of acquiring a virus in a classroom setting. In addition, with the increase in the cost of living especially transportation, students are becoming more financially prudent and limiting the number of f2f courses as well as having more flexibility in their family and work schedule with online degree offerings.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
New online students to the university	2	3	4	5
Students on campus	78	79	80	81
Students from other university programs	0	0	0	0
=Total students in the program at the site	80	82	84	86
Graduates on campus	20	21	22	23
Online Graduates	0	0	0	2

*Do not include current fiscal year.

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

There is no perceived impact regarding any existing programs in the Regental System since the ACP minor degree has been available for students since 2007.

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.

Minor in Addiction Counseling & Prevention	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					
<i>Subtotal, Degree Requirements</i>					
Required Support Courses					
Major Requirements					
Major Electives or Minor	18	42	0	42	0
<i>Subtotal, Requirements of the Proposed Major</i>					
Free Electives					
<i>Total, Degree with Proposed Major</i>					

*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.

Core Requirements

18 Credit Hours Required

All ACP minors must complete the five required courses and one elective with a minimum grade of "C."

Departmental Requirements (15 hours)

- ACP 116 - Study of Alcohol Use & Addiction
- ACP 117 - Study of Drug Use & Addiction
- ACP 220 - Fundamental Skills of Individual Counseling for Addiction
- ACP 222 - Fundamental Skills of Group Counseling for Addiction
- ACP 315 - Ethical and Legal Issues in the Addiction Profession

Departmental Electives (3 hours)

- Any ACP course with the exceptions of ACP 391, ACP 417L, ACP 418L and ACP 496.
- ACP 292 - Topics (C)
- ACP 320 - Adolescence and Substance Use & Addiction
- ACP 410 - Addictive Family Systems & Family Counseling
- ACP 412 - Substance Use and Addiction in Diverse Populations
- ACP 420 - Comprehensive Substance Use and Addiction Education
- ACP 421 - Foundations of Substance Use and Addiction Prevention
- ACP 422L - Substance Use and Addiction Treatment Continuum
- ACP 424 - Psychopharmacology of Addiction
- ACP 426 - Theory & Practice of Substance Use and Addiction Prevention in Communities
- ACP 428 - Gambling and Process Addiction
- ACP 452 - Addiction and Substance Use Counseling Theories
- ACP 460 - Co-Occurring Trauma and Addiction
- ACP 470 - Rural Telehealth
- ACP 492 - Special Topics in Substance Use and Addiction (C)

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

The student services available will be the same that are offered to the students who are currently pursuing an online BS degree in ACP which was implemented in 2006.

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).

Yes, the ACP program is accredited by the National Addiction Studies Accreditation Commission. There are no accreditation issues since the ACP Department already offers a f2f on campus ACP minor degree and the accreditation body does not distinguish between distance or on-campus degrees.

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

None.

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

Since all of the ACP courses needed for the online minor degree delivery have been developed and offered as part of the online ACP bachelor's degree, there are no additional cost in offering this minor degree and therefore no budget is being proposed.

10. Additional Information:

There is ample justification to keep the ACP online minor degree in place and the following points should be considered;

- 1) There are currently 8 students enrolled in the ACP minor degree with online courses and to discontinue this degree presently would be disruptive to these students' educational pursuits.
- 2) These same students have already made a financial investment into their education pursuing the online ACP minor degree and for them to lose this opportunity now may create additional costs having to choose another online minor.
- 3) Since the ACP minor degree has been available since 2007 and all courses have already been developed with offerings online, there is no additional cost for the department or university to continue offering this degree.
- 4) As the trend for students seeking more online degrees increases due to convenience and flexibility, the availability of the ACP online minor degree prevents students from enrolling in other out of state universities to receive their degree.
- 5) In order to meet the challenges of the state shortage of addiction counseling professionals, there needs to be multiple pathways for students to acquire a minor in Addiction Counseling and Prevention and presently the online minor degree is helping to expand these pathways

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – F (4)

DATE: June 22-23, 2022

SUBJECT

New Site – USD – Minor in Anthropology (Online)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests approval to offer the minor in Anthropology online. Currently, a majority of the courses for this minor are offered online. A proposed program modification will allow for students to complete the minor online, which will provide online students more choice. Currently, there are relatively few minors available for online students.

IMPACT AND RECOMMENDATION

USD anticipates 8 online enrollments and 4 graduates after four years of the program being online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request: USD – Minor in Anthropology

DRAFT MOTION 20220622_8-F(4):

I move to approve USD's new site proposal to offer the minor in Anthropology online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Anthropology Minor
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
CIP CODE:	45.0201
UNIVERSITY DEPARTMENT:	Anthropology & Sociology
BANNER DEPARTMENT CODE:	UANT
UNIVERSITY DIVISION:	Arts & Sciences
BANNER DIVISION CODE:	2A

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 2:11, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
----------	--

University Approval

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

President of the University

Date

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

Adding the online delivery modality will increase the opportunities for students to study anthropology and obtain a meaningful credential, particularly if those students are not enrolled on the Vermillion main campus. Moreover, since there are relatively few minors currently offered online at USD, adding this modality will provide an additional option for students majoring in other online programs that require a minor.

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. USD offers the only anthropology program in the South Dakota Regental system.

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.

This request will not likely attract new degree seeking students to the university, as the minor is not a degree on its own. It will, however, provide flexibility to students currently completing online majors and is expected to draw more students to the anthropology program. We expect some growth in the number of minors from existing online majors, and as the number of minors is expected to increase, we anticipate an increase in program credit hours.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	0	0	0	0
Students from other university programs	2	4	6	8
=Total students in the program at the site	2	4	6	8
Program credit hours (major courses)**	18	36	54	72
Graduates	0	1	4	4

*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?

The addition of online delivery to this minor will enhance existing programs in the Regental system. There is no comparable online minor in the system, so addition of this program would provide opportunities for students enrolled in online or face-to-face majors in the system to earn a different credential. Authorization to offer the minor online would potentially allow for the delivery of additional online anthropology coursework and could provide increased scheduling flexibility. The current anthropology minor enrolls students from psychology and international studies. Adding an online anthropology minor would enhance opportunities for online psychology majors and may also attract online criminal justice majors.

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.

[Insert Degree/Program and Title]	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					
<i>Subtotal, Degree Requirements</i>					
Required Support Courses					
Major Requirements					
Major Electives or Minor	18	24	0	24	0
<i>Subtotal, Requirements of the Proposed Major</i>					
Free Electives					
<i>Total, Degree with Proposed Major</i>					

*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.

<i>Existing Curriculum</i>				<i>Proposed Curriculum (highlight changes)</i>			
Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
		Blank				Complete either the sequence:	
ANTH	210	Cultural Anthropology	3	ANTH	210	Cultural Anthropology	3
ANTH	220	Biological Anthropology	3	ANTH	220	Biological Anthropology	3
ANTH	230	Introduction to Archaeology	3	ANTH	230	Introduction to Archaeology	3
		Blank				Or the introductory course	
		Blank		ANTH	150	Introduction to Anthropology	3
ANTH	490	Seminar	3			DELETE	
ANTH	3XX/4XX	Electives (Two additional upper-division ANTH courses)	6	ANTH	XXX	ANTH Electives (At least two must be upper-division courses)	9-15
Total Hours Required			18	Total Hours Required			18

No new courses are proposed at this time.

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

Student services will be provided by the Department of Anthropology and Sociology as well as Academic Affairs. Services will be similar to those provided for other online programs. The Department of Anthropology and Sociology have been offering online coursework for over 10 years and are accustomed to working with students from a distance. We also have available the expertise of the I.D. Weeks library, the CTL, and ITS to assist online students (and faculty serving students) in accessing and using resources to further their education.

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

No, the anthropology minor is not accredited.

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 requested for delivery at the new site (online).

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 costs are anticipated. The department currently offers sufficient credits online for a minor, but not all the required courses for the minor are offered. A minor program modification proposed concurrently with this new site proposal will provide more flexibility in the requirements such that the minor could then be earned solely through online courses.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – F (5)

DATE: June 22-23, 2022

SUBJECT

New Site – USD – Minor in Child and Adolescent Development (Online)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests approval to offer the minor in Child and Adolescent Development online. A Fall 2021 audit of the program identified that there is a path for online completion of the Minor. To keep in compliance, USD is seeking official approve to add the online site for this program.

IMPACT AND RECOMMENDATION

USD anticipates 20 online enrollments and 20 graduates after four years of the program being online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request: USD – Minor in Child and Adolescent Development

DRAFT MOTION 20220622_8-F(5):

I move to approve USD's new site proposal to offer the minor in Child and Adolescent Development online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Child and Adolescent Development Minor
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
CIP CODE:	42.2703
UNIVERSITY DEPARTMENT:	Counseling & Psychology in Education
BANNER DEPARTMENT CODE:	UCPE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

X	<p><u>Please check this box to confirm that</u> (place an “X” in the left box):</p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2:11, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
----------	--

University Approval

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

President of the University

Date

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

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

We started offering a couple of our undergraduate courses online due to requests from students for online options. We recently learned that due to other departments putting some of their courses that are in the minor online there is now a path to online completion. We are therefore requesting online as a new site.

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. SDSU offers a Human Development and Family Studies minor, but their minor is more focused on Family and Parenting contexts. Our Child and Adolescent Development minor is more broad and customizable for students in multiple fields, as it includes courses in Criminal Justice, PE, Sociology, and Communication Sciences and Disorders. The majority of students currently enrolled in our minor are earning majors in Communication Sciences and Disorders.

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.

Our minor had 74 USD students enrolled in Fall 22, 79 in Fall 21 and 89 in Fall 20, with the drop comparable to overall undergraduate enrollment drops. We anticipate that a small portion of these students may opt to take the online minor rather than the on-campus minor. We also anticipate that a number of already online students will declare this as their minor. According to the SDBOR dashboard there were around 4,000 undergraduate USD students taking online coursework in Fall 2021.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
Students new to the university	3	5	5	5
Students from other university programs	10	15	15	15
=Total students in the program at the site	13	20	20	20
Program credit hours (major courses)**	234	360	360	360
Graduates	3	12	18	20

*Do not include current fiscal year.

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

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

We are not putting any new classes online or changing any of the existing coursework in the minor. We anticipate that a few students already enrolled in the on-campus minor may choose online to complete their minor. We also anticipate that some students already enrolled in online USD majors will choose to declare our minor as a result of its online delivery. We anticipate a small impact on recruitment of students to USD who are looking specifically for an online minor in Child and Adolescent Development.

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.

Child and Adolescent Development Minor	Credit hours	Credit hours currently available from this university at this site (campus)	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	3	3	3	0	n/a
<i>Subtotal, Degree Requirements</i>	3	3	3	0	n/a
Required Support Courses					
Major Requirements	6	6		9	
Major Electives or Minor	9	9		9	n/a
<i>Subtotal, Requirements of the Proposed Major</i>	15	15		18	
Free Electives					
<i>Total, Degree with Proposed Major</i>	18	18	3	18	n/a

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

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

Undergraduate advising is offered through Academic and Career Planning. This is available to both online and on campus students. USD also has available the expertise of the I.D. Weeks library, the CTL, and ITS to assist online students (and faculty serving students) in accessing and using resources to further their education.

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

No.

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

No.

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

There are no costs. All courses are already offered online and no changes are being made.

10. Additional Information: Refer to next page

Child and Adolescent Development Minor

18 Credit Hours Required

Required Coursework (select 9 credit hours from the following list):

- EPSY 210 - Lifespan Development (C) [SGR #3, HSDC] *
- EPSY 322 - Ecology of Child and Adolescent Development
- EPSY 333 - The Science of Love **
- EPSY 422 - Psychology of Adolescence (C)
- EPSY 427 - Child Growth and Development
- PSYC 321 - Human Development: Lifespan (C) *

*Students may take EPSY 210 or PSYC 321, but not both, as both courses cover lifespan development.

**Students may complete course as elective if not selected as a required course.

Select 9 credit hours of electives from the following list:

- ACP 320 - Adolescence and Substance Use & Addiction
- ANTH 261 - Human Sexuality
- CJUS 219 - Family Violence
- CJUS 436 - Juvenile Justice (C)
- CJUS 455 - Juvenile Delinquency
- DCOM 212 - Language Development
- DCOM 435 - Language Disorders of Children
- EDFN 475 - Human Relations (C)
- ELED 311 - Introduction to Early Childhood
- EPSY 333 - The Science of Love
- PE 452 - Motor Learning & Development (C)
- PSYC 258 - Children and Trauma
- PSYC 368 - Psychology of Sexuality
- SOC 261 - Human Sexuality
- SOC 455 - Juvenile Delinquency (C)
- SOC 480 - Sociology of Education (C)
- SOC 481 - Sociology of Family
- SOCW 340 - Human Behavior and the Social Environment across the Lifespan
- SOCW 482 - Social Work and Child Welfare
- CMST 460 - Family Communication (C)
- SPED 100 - Introduction to Persons with Exceptionalities (C)
- SPED 460 - Family Systems and Professional Collaboration (C)
- WMST 261 - Human Sexuality
- WMST 460 - Family Communication (C)
- WMST 481 - Sociology of the Family

Note: Up to 6 credit hours may be counted for both the major and minor

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – F (6)

DATE: June 22-23, 2022

SUBJECT

New Site – USD – Minor in Health Sciences (Online)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests approval to offer the minor in Health Sciences online. A Fall 2021 audit of the program identified that there is a path for online completion of the Minor. To keep in compliance, USD is seeking official approve to add the online site for this program.

IMPACT AND RECOMMENDATION

USD anticipates 5 online enrollments and 2 graduates after four years of the program being online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request: USD – Minor in Health Sciences

DRAFT MOTION 20220622_8-F(6):

I move to approve USD's new site proposal to offer the minor in Health Sciences online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Minor in Health Sciences
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
CIP CODE:	51.0000
UNIVERSITY DEPARTMENT:	Department of Public Health & Health Sciences
BANNER DEPARTMENT CODE:	UHSC
UNIVERSITY DIVISION:	School of Health Sciences
BANNER DIVISION CODE:	2H

X	<p>Please check this box to confirm that (place an “X” in the left box):</p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2:11, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
----------	---

University Approval

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

President of the University

Date

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

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

In Fall 2021 an audit of the program identified a path for online completion of the Minor in Health Sciences. To keep in compliance, we are seeking approval to add the online site for this program.

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.

Yes. SDSU has a health science minor. In contrast to the minor at SDSU, which is focused more on public health, community health and ecology/environment, USD’s health sciences minor focuses on delivery of health care at the level of the individual. Traditionally students who enroll in the health sciences minor to supplement their education have been students

who intend to pursue direct health care professions in majors such as nursing, dental hygiene, social work, communication sciences. Other students who enroll in the health sciences minor at USD are students who are on a pre-professional health care pathway to direct care professions such as occupational therapy, physical therapy and physician assistant. Healthcare occupations that provide direct health care services are among the fastest growing professions in South Dakota and are projected to make up approximately 10% of the state's projected new jobs between 2016 and 2026 [SD Healthcare Workforce Report](#). There is a need to offer a health sciences minor that includes direct care services coursework in health care delivery.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.

Students have been enrolling in the Health Sciences minor degree since 2010. Currently in FY22, the Health Sciences program has 25 students enrolled from various programs pursuing the Health Sciences minor degree with 15 or more of these students taking a combination of both online and F2F Health Sciences courses. In addition, there are 2 students who are taking only online courses to complete their Health Sciences minor degree.

The Health Sciences program expects enrollment in the online Health Sciences minor degree to increase for various reasons. Overall, with the recent COVID 19 pandemic, the program has seen many students switch from F2F to online courses most likely stemming from the fear of acquiring a virus in a classroom setting. In addition, with the increase in the cost of living and transportation, students are becoming more financially prudent and limiting the number of F2F courses as well as desiring more flexibility in their family and work schedule with online degree offerings.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
New on-line students to the university	2	3	4	5
Student on campus	304	305	306	307
Students from other university programs	0	0	0	0
Total students in the program	306	308	310	312
Graduates on campus	75	76	77	78
On line graduates	0	0	0	2

*Do not include current fiscal year.

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

There is no perceived impact regarding any existing programs in the Regental System since the Health Sciences minor degree has been available for students since 2010.

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.

Health Sciences Minor	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					
<i>Subtotal, Degree Requirements</i>					
Required Support Courses					
Major Requirements	18	62	0	62	0
Major Electives or Minor					
<i>Subtotal, Requirements of the Proposed Major</i>					
Free Electives					
<i>Total, Degree with Proposed Major</i>					

*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.

Since all of the Health Sciences courses needed for the online minor degree delivery have been developed and are currently offered as part of the online Bachelor of Science in Health Sciences degree, there are no additional need for any program modifications or new course development. The current listing of the health sciences minor may be found at the end of the proposal.

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

The student services available will be the same that are offered to the students who are currently pursuing an online BS degree in Health Sciences which was implemented in 2009.

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

No.

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

None.

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

Since all of the Health Sciences courses needed for the online minor degree delivery have been developed and are currently offered as part of the online Bachelor in Health Sciences degree, there are no additional costs in offering this minor degree and therefore no budget is being proposed.

10. Additional Information:

There is ample justification to keep the Health Sciences online minor degree in place and the following points should be considered;

- 1) There are currently 2 students enrolled in the Health Sciences online minor degree and to discontinue this degree presently would be disruptive to these students' educational

pursuits.

- 2) These same students have already made a financial investment into their education pursuing the online Health Sciences minor degree and for them to lose this opportunity now may create additional costs having to choose another online minor.
- 3) Since the Health Sciences minor degree has been available since 2010 and all courses have already been developed, there is no additional cost for the department or university to continue offering this degree.
- 4) As the trend for students seeking more online degrees increases due to convenience and flexibility, the availability of the Health Sciences online minor degree prevents students from enrolling in other out of state universities to receive their degree.
- 5) In order to meet the challenges of the state shortage of direct care health professionals, there needs to be multiple pathways for students to acquire a minor in Health Sciences and presently the online minor degree is helping to expand these pathways.

Health Sciences, minor

- Select 18 credit hours, choosing from the following HSC courses:
 - HSC 110 - The Interprofessional Health Team
 - HSC 111 - Introduction to Research
 - HSC 250 - Healthcare Terminology in the Clinical Setting
 - HSC 262 - Health Careers Exploration
 - HSC 275 - Comparative Cultures, Theory and Leadership in Healthcare
 - HSC 280 - Essentials of Human Anatomy and Physiology [SGR #6, HSDC]
 - HSC 280L - Essentials of Human Anatomy and Physiology Lab [SGR #6, HSDC]
 - HSC 281 - Human Disease
 - HSC 305 - Professional Communication and Relationship Centered Care
 - HSC 306 - Spanish for Health Care Workers
 - HSC 310 - Health Care Delivery
 - HSC 315 - Introduction to Public Health
 - HSC 320 - Introduction to Epidemiology
 - HSC 325 - Global Health
 - HSC 330 - Native People's Health Care, Promotion and Policy
 - HSC 340 - Interprofessional Approach to Person-Centered Care
 - HSC 350 - Principles of Health Care**
 - HSC 360 - Technology in Care Delivery
 - HSC 365 - Universal Supports in Disabilities Services
 - HSC 370 - Computerized Medical Records Regulatory Compliance
 - HSC 375 - The United States and Global Healthcare Systems
 - HSC 380 - Health Literacy and Culture Care
 - HSC 385 - Introduction to and History of Disability
 - HSC 400 - Clinical Analytics
 - HSC 440 - Evidence-Based Decision Making
 - HSC 450 - Patient Safety - Quality Improvement
 - HSC 460 - Leading Change
 - HSC 475 - Process and Outcomes Evaluation

**HSC 350 requires the completion of criminal background checks, immunizations, and CPR requirements according to School of Health Sciences Health Affairs policy. Instructor permission is required.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – G
DATE: June 22-23, 2022

SUBJECT

Accelerated Program Request – USD – Master of Social Work (MSW)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Processes

BACKGROUND / DISCUSSION

The University of South Dakota (USD) is proposing an accelerated pathway for the attainment of the Master of Social Work (MSW). The accelerated program proposes twenty-four (24) overlapping credits.

IMPACT AND RECOMMENDATION

USD proposes an accelerated program from the BS in Sociology. This accelerated option will provide a pathway for these students to extend their education to five years.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – Accelerated Program Request Form: USD – Master of Social Work (MSW)

DRAFT MOTION 20220622_8-G:

I move to approve USD's proposal to offer an accelerated program for Master of Social Work (MSW), from the BS degree Sociology, as presented.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Accelerated Graduate Program Request

UNIVERSITY:	USD
NAME AND DEGREE (e.g., BA, BS) OF UNDERGRADUATE PROGRAM:	B.S. in Sociology
NAME AND DEGREE (e.g., MA, MS, PhD) OF GRADUATE PROGRAM:	Master of Social Work (MSW)

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.

<u>Elizabeth M. Freeburg</u>	<u>4/28/2022</u>
Vice President of Academic Affairs or President of the University	Date

An accelerated graduate program for the purposes of this guideline is a graduate program at a Regental institution that allows a student to count courses for undergraduate and graduate credit simultaneously. Board Policy 2:8 – Level and Numbering of and Enrollment in Courses governs the transfer of courses between the undergraduate and graduate program.

Board of Regents Policy 2:5 – Transfer of Credit requires the Board of Regents to approve accelerated programs involving the transfer of thirteen (13) or more credits up to a total of twenty-five (25) total transfer credit hours at the accepting institution. In other words, an institution may create an accelerated program of one (1) to twelve (12) hours without Board approval. However, an accelerated program requires the creation of coding by the Enrollment Services Center (ESC) regardless of whether or not the accelerated program is accepting more than twelve (12) credit hours.

- 1. Maximum number of credits allowed to transfer between undergraduate and graduate program:** 24 credits
- 2. Is the response to Question 1 more than thirteen (13) credit hours? (place an “X” in the box following the correct response)**

Yes (requires BOR approval)	X	No (does not require BOR approval)	
-----------------------------	---	------------------------------------	--

- 3. What is the proposed date (day/month/year) the accelerated program would begin?**
August 22, 2022 [Fall 2022]
- 4. Please provide a brief explanation of the accelerated program, including specific courses eligible for both the undergraduate and graduate program credit.**

The addition of accelerated 3+2 program in the B.S. in Sociology track will allow the undergraduate program to count 24 hours of the 1st year of MSW towards the electives in the B.S. degree (see 4-year plan guide below). The student will complete 96 hours by the end of the 3rd year towards the undergraduate degree.

The University of South Dakota
Major Credit Hour Count: Core Courses 30
Major: B.S. in Sociology and fast track option to MSW

First Year – 1 st Semester	
Course	Credit
First Year Seminar	1
ENGL 101 Composition I	3
Fine Arts	3
SOC 100 Introduction to Sociology	3
MATH 114 College Algebra	4
Social Science Elective	3
Semester Credit Hours:	17
Second Year – 1 st Semester	
Course	Credit
Advanced Composition Course	3
BIOL 101/L Biology Survey I	4
Minor Course	3
Minor Course	3
Sociology Elective Course	3
Semester Credit Hours:	16
Third Year – 1 st Semester	
Course	Credit
SOC 410 Methods of Social Research	3
Sociology Elective Course	3
Sociology Elective Course	3
Elective Course	2
Minor Course	3
Additional Science Course	3
Semester Credit Hours:	18
Fourth Year 1 st Semester (SOC); First Year 1 st Semester (MSW)	
Course	Credit
*SOCW 601 History and Philosophy of SW	3
*SOCW 610 Generalist Practice I	3
*SOCW 641 Human Behavior in Social Environment	3
*SOCW 683 Field Education I (16 – 20 hours per week)	3
Semester Credit Hours:	12

First Year – 2 nd Semester	
Course	Credit
ENGL 210 Introduction to Literature	3
CMST 101 Fundamentals of Speech	3
Humanities	3
Sociology Elective Course	3
Mathematics	3
Semester Credit Hours:	15
Second Year – 2 nd Semester	
Course	Credit
SOC 281 Socio-cultural Theory	3
SOC 309 Statistical Research Methods	
Natural Science	4
Minor Course	3
Sociology Elective Course	3
Semester Credit Hours:	16
Third Year – 2 nd Semester	
Course	Credit
SOC 490 Seminar	3
Minor Courses	6
Elective Course	3
Additional Science Course	3
Semester Credit Hours:	15
Fourth Year 2 nd Semester (SOC); First Year 1 st Semester (MSW)	
Course	Credit
*SOCW 600 Social Policy	3
*SOCW 630 Practice with Small Groups	3
*SOCW 640 Diversity and Social Justice	3
*SOCW 684 Field Education II (16 – 20 hours per week)	3
Semester Credit Hours:	12

Degree total 120

*Course will also count toward Sociology undergraduate degree.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – H
DATE: June 22-23, 2022

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 an agreement on academic cooperation with the Institute of Technology Carlow and Carlow College, St. Patrick’s, both in Ireland.

IMPACT AND RECOMMENDATION

The agreement results in the opportunity for joint research, faculty collaboration, and student exchange. Regarding student exchange, students will pay tuition and fees to their home institution. Students will be responsible for paying for their own housing, meals, travel, health insurance, and any other incidental costs.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: Institute of Technology Carlow and Carlow College, St. Patrick’s

DRAFT MOTION 20220622_8-H:

I move to approve South Dakota State University’s agreement on academic cooperation with the Institute of Technology Carlow and Carlow College, St. Patrick’s, as presented.



**Memorandum of Understanding Between the
Institute of Technology Carlow, Carlow College, St.
Patrick's and South Dakota State University**

03/30/2022

A. PREAMBLE

Carlow College, St. Patrick's (hereafter referred to as Carlow College), the Institute of Technology Carlow (hereafter referred to as IT Carlow) and South Dakota State University (hereafter referred to as SDSU referred to collectively as the "Institutions" and individually as the "Institution", hereby agree upon the following terms and conditions as set out in this Agreement below. The term Host Institution(s) in this agreement is the institution that is receiving a student or faculty member. The Purpose of this agreement is to enhance the educational experience and the cross-cultural understanding of faculty and students at all three Institutions.

B. SCOPE OF UNDERSTANDING

The areas of cooperation include, subject to mutual consent, programmes offered at the Host Institutions as felt desirable and feasible. If an Institution wishes to modify the Agreement, it will propose changes in writing for consideration by the other parties. If all Institutions agree to the modification, a written record of such will be attached as an Addendum.

C. VISITING FACULTY

In order to facilitate inter-institutional research and scholarly activity, contribute to faculty development, examine joint-research interests and enhance student education, the Institutions agree to welcome visiting faculty members and research fellows. Whilst none of the Institutions is obliged to provide financial support for such visitors, all Institutions agree to make every effort to furnish visiting faculty with access to facilities (office space, library privileges) provided that such facilities are available. If such facilities are not available, the Host Institutions must inform the Home Institution prior to agreeing to receive any visiting faculty.

1.0 Procedures, Compensation, Benefits and Insurance

- 1.1 Visiting faculty candidates must be approved by departments, colleges and the Dean of Students and / or the Office of the Registrar of each of the Institutions at least three (3) months, if possible, in advance of the approved exchange.
- 1.2 The Home Institution will continue to pay the salary and benefits of its faculty member on appointment with an exchange partner.
- 1.3 If a faculty exchange, this may be concurrent or non-concurrent between the Institutions. Whether exchanges are concurrent or non-concurrent, the Institutions will endeavor to exchange faculty at the same or equivalent rank. Faculty members will retain academic rank during the period of the exchange and will be designated as "Visiting Professor," or the like, at the Host Institutions. The Institutions will agree on all work assignments in advance of the exchange.
- 1.4 Upon final approval by the Institutions, all final correspondence will be issued at least four (4) weeks before the arrival of the visiting faculty member. The final correspondence will indicate the visitor's rank, beginning and ending dates of appointment at the Host Institutions and department in which the visitor is engaged in teaching or research.

- 1.5 The Institutions agree to assist with visa formalities for visiting faculty and researchers, and to assist with appropriate housing. The Host Institutions will not be responsible for the cost of meals, accommodation, medical insurance or other expenses incidental to the participant's visit.
- 1.6 The Institutions require that faculty participants will be personally responsible for acquiring health / medical insurance for the time period of the visit / exchange and will be asked to provide proof of adequate coverage prior to arrival at the Host Institution.

D. STUDY ABROAD PROGRAMME

In order to promote and facilitate global educational and cross-cultural exchange, the Host Institutions agree to welcome students as prescribed below.

1.0 Duration of Programmes

- 1.1 The Host Institutions agree to host individual students for a semester / half an academic year, one (1) academic year, short-term programmes or summer programmes. The duration of the period of study for each student will be for a maximum one (1) academic year.

2.0 Administration

- 2.1 On behalf of the Home Institution, the study abroad programme will be coordinated by the Director for Education Abroad. On behalf of Carlow College and IT Carlow the study abroad programme will be coordinated by the International Offices. The following Institution in Carlow, Carlow College, will be considered the Lead Host Institution and will take the lead in the processing of applications and communicating with both the Home Institution and study abroad student. Any changes in administration of this programme should be communicated as soon as possible to the partner Institution and added as an Addendum to this Agreement as prescribed in the "Scope of Understanding."

Carlow College St. Patrick's	Institute of Technology Carlow	South Dakota State University
PRIMARY CONTACT FOR AGREEMENT	PRIMARY CONTACT FOR AGREEMENT	PRIMARY CONTACT FOR AGREEMENT
Name: Eric Derr, Ph.D. Title: International Officer Office: International Office Email: intloffice@carlowcollege.ie Telephone: +353-59-9153200 Fax:	Name: Donal McAlister, MBA, BSc Title: International Affairs Manager Office: International Office Email: donal.mcalister@itcarlow.ie Telephone: +353-59-9175207 Fax:	Name: Sally A. Gillman, Ph.D. Title: Director for Education Abroad Office: Office of International Affairs Email: sally.gillman@sdstate.edu Telephone: +1-605-688-6094 Fax: +1-605-688-6540

3.0 Tuition and Academic Fees

- 3.1 SDSU students will remain registered in the placeholder, EXPL 487, at their Home Institution for the duration of their programme abroad. SDSU students will study at Carlow College and IT Carlow on the customary fee-paying protocol between the three institutions, fees will be provided annually in January to the Home Institution. Carlow College will invoice SDSU for all tuition charges. SDSU will pay Carlow College and the charges will then be added to the SDSU student's SDePay account.

4.0 Accommodation, housing fees and miscellaneous expenses

- 4.1 All students enrolled on the Study Abroad Programme will reside in Lennon House, a purpose-built on-campus student accommodation facility on the campus of Carlow College. Carlow College will invoice SDSU for Carlow College room charges. If Lennon House is at capacity, the Host Institutions agree to source alternative student accommodation.
- 4.2 The payment for all travel, medical insurance, medical costs not covered by insurance, books and other educational materials, and food and subsistence costs shall be the responsibility of individual students and neither the Home Institution nor Host Institutions (unless it has agreed otherwise with a given student) shall be held liable for such charges.

5.0 Medical Insurance

- 5.1 In accordance with the visa requirements of the Republic of Ireland, Carlow College and IT Carlow require that student participants be personally responsible for acquiring health / medical insurance for the period of their studies. Student Participants will be enrolled in the SDBOR CISI coverage and will provide proof of adequate coverage prior to arrival at the Host Institutions.

6.0 Selection

- 6.1 Prospective students seeking admission to the Host Institutions under the terms of this Agreement must meet the admissions requirements of the Host Institutions, including the completion of all relevant application forms.
- 6.2 The Lead Host Institution will send to the Home Institution copies of all published admissions criteria as soon as possible after the creation of this Agreement and undertakes to advise the Home Institution of any changes to those criteria as soon as they are known and published. The Home Institution will make every effort to send to the Lead Host Institution the name(s) of their student(s), and email address, to be considered for study abroad by the stated deadline, i.e., 15 October for the Spring Term and 15 May for the Autumn Term. Admissions criteria are available through the relevant International Office of the Home Institution.
- 6.3 Upon receipt of the name and email address of the candidate(s), the Lead Host Institution will send the candidate(s) the relevant Application Form. The Host

Institutions may act reasonably and reject candidates after providing reasons to the Home Institution, after which further candidates may be proposed.

7.0 Academic status

- 7.1 Study Abroad students may apply to study from an agreed list of modules offered at the Host Institutions. However, the Host Institutions reserve the right to exclude students from restricted enrolment modules. The full list of available academic modules will be sent to the Home Institution on an annual basis.
- 7.2 All students will remain enrolled as regular degree candidates at the Home Institution and will not be enrolled as candidates for degrees at the Host Institutions unless specified added as an Addendum to this Agreement as prescribed in the “Scope of Understanding.”
- 7.3 The Home Institution bears the responsibility for approving, transferring, and awarding credits towards its students’ degrees. Students are expected to maintain the equivalent of a full-time course load, 25 ECTS, at the Host Institutions and the exact number and mixture of modules / courses will be determined by the student with the approval of his or her supervisors or academic advisers at both the Home Institution and the Host Institutions. Individual module selections will be submitted to the Home Institution no later than the third week of the programme.

8.0 Evaluation

- 8.1 Each of the Host Institutions will provide the Home Institution with such information on the performance of participating students within five (5) operating weeks of completing the term. This includes a transcript (or its equivalent) after the students’ completion of the study abroad programme.
- 8.2 All classes and assessment at the Host Institutions shall be conducted in the medium of English.

9.0 Rights and responsibilities

- 9.1 Students participating under the terms of this Agreement shall be subject to the lawful rules, regulations, and codes of conduct of the Home and Host Institutions.
- 9.2 The Home and Host Institutions shall have the right to impose any sanction deemed appropriate up to and including termination of the students’ participation in the program. Any sanction that involves termination of the study abroad programme for a student will be deemed applicable at both Host Institutions.
- 9.3 Study abroad students will have the same rights and privileges enjoyed by other students at the Host Institutions.

10.0 Student services, welfare and safety

- 10.1 The Host Institutions will designate an appropriate office to coordinate student services for study abroad students. See section 2.0. This office will provide an orientation to incoming students upon arrival. The orientation will include information on academic, cultural, health, personal safety, security and general work / welfare issues. All study abroad students studying at the Host Institutions will be entitled to the same student services enjoyed by other students at the Host Institutions.
- 10.2 The Host Institutions will assist all study abroad students in securing a Stamp 2 Visa to study in the Republic of Ireland after their arrival in Ireland. However, each participant shall be ultimately responsible for obtaining their visa, passport or other necessary documents and paying for the same, and the Institutions shall not be liable to each other or to any participant for the failure of the participant to obtain the same.

11.0 Liability

- 11.1 While the Home Institution undertakes to bring to the notice of their students the rules and regulations of the Host Institutions, notwithstanding anything else in this Agreement, all Institutions acknowledge that the other is not liable for any loss, damage, cost or expense whatsoever, incurred by or attributable to any behaviour or omissions by any of the students studying abroad in accordance with this Agreement.
- 11.2 None of the parties shall be in breach of this Agreement or be liable for any failure or delay in performance of its obligations under this Agreement arising from or attributable to acts, events, omissions or accidents beyond its reasonable control, including but not limited to, strikes, lockouts or other industrial disputes (with the exception of those applying to its own workforce), failure of a utility service or transport network, epidemic/pandemic, act of God, war, riot, civil commotion, terrorist attack, nuclear, chemical or biological contamination, malicious damage, compliance with any law or governmental order, rule, regulation or direction, accident, breakdown of plant, machinery, computers or vehicles, fire, flood, storm, explosion, accidental damage or default of suppliers or subcontractors.

12.0 Reporting

- 12.1 In the event that a study abroad student is involved in a serious accident or other circumstance of a grave nature, or is subject to disciplinary action, the Host Institutions will, without undue delay, notify the Home Institution. If necessary, the initial notification of any such incidents or actions may be limited to a statement of the problem and a brief outline of intended plans of action. Detailed information should be forwarded to the Home Institution in a timely manner, as soon as such transmittal becomes possible.

13.0 Dependants

- 13.1 For the avoidance of doubt, this Agreement applies only to study abroad students and not to any dependants including partners, spouses or children of the students.

14.0 Legal Indemnities and Policies

14.1 Monetary Considerations

- 14.1.1 Except for reimbursement of costs articulated herein, no monetary consideration will be exchanged between the three Institutions, nor are there any indemnities, reimbursements for expenses, or sharing of fees or profits arising from the study abroad programme.

14.2 Equality

- 14.2.1 All Institutions subscribe to a policy of equal opportunity and will not discriminate on the basis of race, gender, age, marital or civil status, family status, ethnicity, religion, national origin, sexual orientation, membership of the Travelling community, disability, veteran status, or other status protected at law.

E. CHOICE OF GOVERNING LAW

This Agreement and all related documents, and all matters arising out of or relating to this Agreement, are governed by, and construed in accordance with the laws of the United States, State of South Dakota, and the Republic of Ireland as applicable. Nothing herein shall be construed or applied to waive the sovereign immunity of the Home Institution.

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

F. TERM OF CONTRACT, MODIFICATIONS AND TERMINATION

This Agreement shall take effect from the latest date after it has been signed by one of the three Institutions and will continue from that date for a period of five (5) years unless terminated by one of the three Institutions on six (6) months prior notice in writing. At the expiration of the agreement all terms and conditions set out heretofore will be deemed binding on all parties until such time, within the following three (3) month period, as a new agreement is signed or any one of the parties informs the other institutions that they do not wish to proceed to a new agreement.

- 1.0 Any modifications to this Agreement shall be communicated and negotiated via email by the offices identified in Section 2.0. Any agreed modifications or notice of termination required to be given under this Agreement, shall be in writing and shall be delivered personally, or sent by recorded delivery or by commercial courier, to each party required to receive the notice at its address as set out below:
- (a) Carlow College, St. Patrick's, College Street, Carlow, Co. Carlow, R93 A003, Republic of Ireland
 - (b) Institute of Technology Carlow, Kilkenny Road, Carlow, Co. Carlow, R93 V960, Republic of Ireland
 - (c) South Dakota State University, 1300 North Campus Drive, SDSU Briggs Library 119, Box 2115, Brookings, SD 57007
- or as otherwise specified by the relevant party by notice in writing to each of the parties and such notice shall be deemed received immediately if delivered personally or within five (5) working days if sent by recorded delivery or commercial courier.
- 2.0 Any students who have an offer to study at the Host Institutions at the date of termination may complete their courses of study and the parties shall continue to fulfil their obligations under this Agreement until all students who have an offer to study at the Host Institutions have completed their studies.
- 3.0 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 WITNESS THEREOF, the parties hereto have offered their signatures:

Carlow College, St. Patrick's Patricia Mulcahy

Carlow College, St. Patrick's

Fr. Conn Ó Maoldhomhnaigh

President

Date 12th April 2022

Institute of Technology Carlow

Dr Patricia Mulcahy

President

Date 13th April 2022

Barry H Dunn

South Dakota State University

Dr Barry H. Dunn

President

Date 4.25.22

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 8 – I (1)

DATE: June 22-23, 2022

SUBJECT

Articulation Agreements – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, South Dakota State University requests approval for the following articulation agreement:

- Students who have completed their first two years of their undergraduate studies at Chandigarh University, India, will be able to complete their baccalaureate degree in Computer Science or Data Science at SDSU. The agreement would establish a 2+2 program.

Each participating student from CU will pay the applicable tuition, fees, and related costs for credits they enroll in at SDSU directly to SDSU. The rate of tuition charged will be non-resident; all mandatory and course/discipline fees will also be assessed, as outlined in Section III of the agreement.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Articulation Agreement: Chandigarh University

DRAFT MOTION 20220622_8-I(1):

I move to approve South Dakota State University’s articulation agreement with Chandigarh University, as presented in Attachment I.



**Articulation Agreement
between
South Dakota State University, USA
and
Chandigarh University, India**

Chandigarh University (CU) and South Dakota State University (SDSU), through its Jerome J. Lohr College of Engineering, in order to enrich their educational and research programs and to strengthen cooperation between both universities (Parties), hereby agree to establish a collaborative undergraduate degree program in the fields of Computer Science and Data Science under the conditions set forth by this agreement.

I. SCOPE OF THE COOPERATION

The Parties agree to establish a collaborative undergraduate degree program, a so-called 2+2 program (the Program) in the following majors in the Jerome J. Lohr College of Engineering: Computer Science, Data Science. Under this Program, CU students will commence and complete the first two years of their undergraduate studies at CU where they will be advised to take as many of the available courses at CU as possible that would be required for their intended major at South Dakota State University. Upon successful completion of the first two years and meeting all Program and SDSU admission requirements, CU students participating in the Program will be allowed to transfer to SDSU where they will complete their undergraduate studies in Computer Science or Data Science. Students who successfully complete the Program will earn a Bachelor of Science degree from SDSU College of Engineering.

II. ADMISSION PROCEDURE

- A. CU will ask each participant fill out an SDSU online transfer student application form.
- B. CU will advise each student to pay the application fee directly to SDSU.
- C. To help insure the success of the students, it is the responsibility of CU to nominate students for the Program with a minimum cumulative GPA of 2.0 on a scale of 4.0. All applicants who are not native speakers of English must demonstrate proficiency in English with one of the following: Internet-based TOEFL Test (iBT) score, minimum-61, Paper-based TOEFL Test (PBT) score, minimum-500, and IELTS score, minimum-5.5, or a minimum TOEIC score of 650. TOEFL or IELTS or TOEIC scores must be submitted within two years of examination date.
- D. After all application materials have been submitted and reviewed, SDSU will admit qualified CU students to the Program for full-time degree study in Computer Science and Data Science.

III. SDSU'S PROGRAM IMPLEMENTATION

- A. SDSU will accept qualified CU students to the Program each academic year.
- B. SDSU Department of Electrical Engineering and Computer Science will provide academic advising.
- C. SDSU Department of Electrical Engineering and Computer Science will appoint an administrator or faculty member to oversee the overall academic program and well-being of the students, and to work directly with CU.
- D. SDSU-Office of International Affairs (SDSU-OIA) will provide CU with a list of anticipated costs each year.
- E. SDSU-OIA will provide CU with application materials, updated cost information and pre-departure information by email.
- F. SDSU-OIA will provide each admitted student with the documents necessary to apply for a U.S. student visa at the appropriate U.S. Embassy or Consulate overseas. The visa type will be a F-1.
- G. SDSU-OIA will provide orientation activities during the first days of the CU students' arrival to include introductions to staff/teachers, academic orientation, orientation to housing and meals, review of the schedule, orientation to campus facilities, explanation of rules and regulations, and campus tour.
- H. The SDSU-OIA will arrange for airport pickup on arrival day each semester.

III. CU RESPONSIBILITIES:

- A. CU will have each participant fill out an SDSU application form and, should the participant prefer on-campus housing, a residential room application form and will submit all necessary application documents.
- B. CU will have each participant pay the applicable tuition, fees, and related costs for the credits in which they enroll at SDSU, directly to SDSU. The rate of tuition charged will be non-resident, and all mandatory and course/discipline fees will be assessed.
- C. CU will advise each participant to provide for the participant's international travel to Brookings, SD, including all airport transfers and taxes.
- D. CU will advise each participant to arrange for visas and related travel documents.
- E. Each CU student will pay directly and separately to their student account designated by SDSU.
- F. CU students will obtain major medical insurance coverage through SDSU's International Student Accident & Medical Insurance Plan.
- G. CU will have participants comply with all university rules and regulations.

IV. APPOINTMENT OF COORDINATORS

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.

The following individuals at each institution will be responsible for coordinating this agreement:

South Dakota State University
PRIMARY CONTACT FOR AGREEMENT
 Name: Sally A. Gillman, Ph.D.
 Title: Director for Study Abroad
 Office: Office of International Affairs
 Mailing Address: Box 2115, Brookings, SD 57007
 Email: sally.gillman@sdstate.edu
 Telephone: 605-688-6094
 Fax: 605-688-6540

ACADEMIC UNIT CONTACT
 Name: George Hamer, Ph.D.
 Title: Assistant Department Head
 Office: Department of Electrical Engineering and
 Computer Science
 Mailing Address: Box 2222, Brookings, SD 57007
 Email: george.hamer@sdstate.edu
 Telephone: 605-688-5721
 Fax: 605-688-6540

Chandigarh University
PRIMARY CONTACT FOR AGREEMENT
 Name: Prof. (Dr.) Rajan Sharma
 Title: Director, International Affairs
 Office: Office of International Affairs
 Mailing Address: NH-05, Ludhiana - Chandigarh
 State Hwy, Punjab, India-140413
 Email: rajansharma@cumail.in
 Telephone: 0160 5017000
 Fax: 0160 3014402

ACADEMIC UNIT CONTACT
 Name: Prof. (Dr.) Rajan Sharma
 Title: Director, International Affairs
 Office: Office of International Affairs
 Mailing Address: NH-05, Ludhiana - Chandigarh
 State Hwy, Punjab, India-140413
 Email: rajansharma@cumail.in
 Telephone: : 0160 5017000
 Fax: 0160 3014402

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

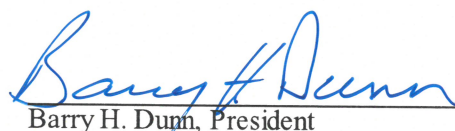
V. TERMS OF AGREEMENT

- A. 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 90 days in advance of the date of termination. A termination of the agreement will not affect persons who have already begun a 2+2 program under its provisions.
- B. 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.
- C. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.
- D. Nothing in the above agreement shall be construed as being legally binding.
- E. 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:

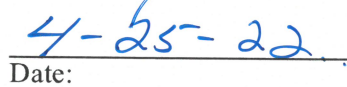
for South Dakota State University

for Chandigarh University



Barry H. Dunn, President

Prof. (Dr.) R.S. Bawa, Pro Chancellor



Date:

Date:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – I (2)

DATE: June 22-23, 2022

SUBJECT

Articulation Agreements – USD

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, the University of South Dakota requests approval for the following articulation agreements:

- Students who have completed an Associate of Arts degree in Dakota Studies at Sisseton Wahpeton College (SWC) can apply credit toward a Bachelor of Arts degree in Native American Studies.
- Students who have completed an Associate of Science degree in Sustainable Environmental Studies at Sisseton Wahpeton College (SWC) can apply credit toward a Bachelor of Sciences degree in Sustainability.
- Students who have completed an Associate of Arts degree in Business Administration at Northeast Community College (NECC) can apply credit toward a Bachelor of Business Administration degree.

(Continued)

DRAFT MOTION 20220622_8-I(2):

I move to approve the University of South Dakota’s articulation agreements with Sisseton Wahpeton College and Northeast Community College, as presented.

- Students who have complete an Associate of Arts degree in a non-business administration or non-accounting program at Northeast Community College (NECC) can apply credit toward a Bachelor of Business Administration degree.

Board staff recommends approval.

ATTACHMENTS

Attachment I – USD Articulation Agreements: SWC

Attachment II – USD Articulation Agreement: NECC

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
SISSETON WAHPETON COLLEGE (SWC)
 and
THE UNIVERSITY OF SOUTH DAKOTA (USD)

Agreement with Respect to Applying the
SUSTAINABLE ENVIRONMENTAL STUDIES
Associate of Science Degree Program at SWC
 Towards the
SUSTAINABILITY
Bachelor of Science Degree Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Sisseton Wahpeton College (SWC).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students;
- D. provide SWC students who have completed the AS degree in Sustainable Environmental Studies a seamless transition to the Bachelor of Science degree with a major in Sustainability.
- E. encourage students to graduate from both the AS (SWC) and Bachelor of Science in Sustainability (USD) program and work collaboratively on marketing and admissions guidance.

III. Academic Program

- A. USD will accept up to 65 course credits from SWC's Associate of Science degree in Sustainable Environmental Studies for students majoring in USD's Bachelor of Science degree in Sustainability. Students must successfully complete the A.S. degree in Sustainable Environmental Studies from SWC prior to applying to the USD Sustainability degree for this agreement to apply. Students must meet all South Dakota Board of Regents' (SDBOR) policies and university graduation requirements to receive a degree.
- B. Requirements to be completed at USD for the Bachelor of Science degree in Sustainability are reflected in the catalog website: [B.S. in Sustainability](#). Students are eligible to complete either the Environmental Science specialization or Human and Natural Systems specialization.

- C. The general education coursework to meet Regental System General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at SWC. Required general education coursework required for the AS degree in Sustainability are identified in the chart below. Additional general education coursework may be transferred if the Regental System General Education transfer requirements are met.

General Education Course Requirements

USD General Education Requirement			SWC Equivalent	Credit Hours
SGR 1 Written Communication and Literacy Skills	ENGL 101 Composition	3	ENG 112 Composition I	3
	Advanced Comp from SGR 1 list	3	ENG 212 Composition II	3
SGR 2 Oral Communication	CMST 101 Fundamentals of Speech	3	ENG 110 Speech Communications	3
SGR 3 Social Sciences	6 credit hours of SGR #3 (in 2 disciplines/prefixes)	6	Approved social sciences options (need to choose 2): DKT 130 Dakota History DKT 265 American Indian Sovereignty GEO 120 World Geography HPS 120 United States Government (3) HPS 150 Current Events HPS 160 Western Civilization I HPS 165 Western Civilization II HPS 210 State and Local Government HPS 230 American History I HPS 232 American History II HPS 250 Introduction to Tribal Government HPS 275 Introduction to Tribal Law BUS 214 Macroeconomics BUS 217 Microeconomics PSY 110 General Psychology PSY 205 Life Span Development PSY 230 Pseudoscience & Controversy SS 110 Introduction to Sociology SS 120 Introduction to Criminal Justice SS 135 Social Problems SS 210 The Family in Society SS 241 Introduction to Criminology	6

USD General Education Requirement			SWC Equivalent	Credit Hours
SGR 4 Humanities & Fine Arts	1 Humanities course and 1 Fine Arts from SGR 4 list	6	Approved humanities (3) DKT 110 Dakota Language I DKT 113 Dakota Language II ENG 210 Native American Literature DKT 240 Dakota Religious Traditions & Movements ENG 114 Introduction to Literature Approved fine arts (3) ART 118 Introduction to Art ART 120 Introduction to Native American Art DKT 216 Images of Indians in Art & Film	6
SGR 5 Mathematics	Any course from SGR 5 list	3	MATH 130: College Algebra	3
SGR 6 Natural Sciences	Any 2 approved SGR #6 courses	8	Choose 2 laboratory science courses: NS 140 Principles of Chemistry I NS 170: Traditional Plants and Herbs NS 212 General Biology NS225: Environmental Science NS 245 Organic Chemistry	8
Total General Education Credits		32		32

- D. The Core Course Requirements for the Major and Foundational Course Requirements for the Environmental Science Specialization, if selected, must also be completed as outlined below. This coursework may be taken at SWC if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. Foundational coursework required for the BS degree with a major in Sustainability are listed below and be transferred if the Regental System General Education transfer requirements are met. Equivalent courses are identified below:

Core Course Requirements for Major

USD Core Requirements for Major		SWC Equivalent	
BIOL 310 Environmental Science	3	NS 225 Environmental Science	4*
ECON 201 Principles of Microeconomics	3	BUS 217 Microeconomics	3
POLS 226 Introduction to Public Policy	3	DKT 130 Dakota History OR DKT 250 Introduction to Tribal Government	3
Total Core Credits	9		10

*Only 3 credits of NS 225 will count toward the sustainability major. The remaining credit will count as a general elective toward the 120 credit requirement.

Foundational Course Requirements for Environmental Science Specialization

USD Core Requirements for Major		SWC Equivalent	
BIOL 153/L General Biology II/General Biology II Lab	4	NS 212 General Biology	4
ESCI 101/L Dynamic Earth/Dynamic Earth Laboratory	4	NS 215 Geology	4
CHEM 112/L General Chemistry I/General Chemistry I Laboratory	4	NS 140 Principles of Chemistry I	4
STAT 281 Introduction to Statistics	3	MATH 210 Introduction to Statistics	3
Total Foundational Course Credits	15		15

Course Group Course Requirements for Environmental Science Specialization

USD Core Requirements for Major		SWC Equivalent	
BIOL 408/L Landscape Ecology/Landscape Ecology Laboratory	3	NS 226 Landscape Ecology	4*
BIOL 407/L Plants and Civilization/Plants and Civilization Lab	4	NS 170 Traditional Plants and Herbs	4
Total Foundational Course Credits	7		8

*Only 3 credits of NS 226 will count toward the sustainability major. The remaining credit will count as a general elective toward the 120 credit requirement.

Elective Course Requirements for Human and Natural Systems Specialization

USD Core Requirements for Major		SWC Equivalent	
BIOL 408/L Landscape Ecology/Landscape Ecology Laboratory	3	NS 226 Landscape Ecology	4*
SUST 492 Topics	4	NS 170 Traditional Plants and Herbs	4
Total Foundational Course Credits	7		8

*Only 3 credits of NS 226 will count toward the sustainability major. The remaining credit will count as a general elective toward the 120 credit requirement.

IV. Pathway: Forward Articulation (completing AS degree in Sustainable Environmental Studies at SWC and transferring to USD to complete the Bachelor of Science degree with a major in Sustainability)

- A. Students may elect to participate in dual advising from SWC and USD while completing the AS in Sustainable Environmental Studies in preparation for the USD Sustainability degree. Students should work jointly with their advisors to ensure all requirements are met for the BS degree from USD.
- B. Students are eligible to apply to the USD Sustainability degree for admission when they have completed all the course requirements for the AS in Sustainable Environmental Studies from SWC and have met all additional program admission criteria. Once accepted into the BS in Sustainability, USD will accept all General Education (32 cr hrs), Sustainability major degree credits (up to 33 credits). A BS degree with a major in Sustainability will be conferred when all remaining courses are completed.
- C. Students must meet all Board of Regents policies and USD graduation requirements to receive a degree.

Additional Courses Required for the Sustainability Major Delivered by USD

Course	Course Title	Credits
SUST 111	Sustainable Society	3
SUST 113	Sustainable Environment	3
SUST 113L	Sustainable Environment Lab	1
SUST 489	Sustainability Capstone	2
PHIL or BIOL 454	Environmental Ethics	3

Students must select either the Environmental Science or Human and Natural Systems specialization and complete the remaining credits (up to 15 credits) for the selected specialization.

IV. Additional requirements

- A. All Board of Regents policies regarding instructor credentials must be met for general education courses to transfer.
- B. To be eligible for application to USD, students transferring coursework from SWC must meet USD admission criteria.
- C. Students must also select and complete a minor at USD.

V. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VI. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents.

VII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the University of South Dakota. Termination for any of these reasons is not a default by the University of South Dakota nor does it give rise to a claim against the University of South Dakota.

VIII. Effective Date of Agreement:

This agreement applies to students who graduated from SWC after 2021 or later with an AS in Sustainable Environmental Studies.

For University of South Dakota:

Date: _____
Dr. John Dudley
Dean, College of Arts & Sciences
University of South Dakota

Date: _____
Sheila K. Gestring
President
University of South Dakota

For Sisseton Wahpeton College:

Date: _____
Dr. Julie Buckman
Dean of Academics
Sisseton Wahpeton College

Date: _____
Dr. Lane Azure
President
Sisseton Wahpeton College

APPENDIX A

Students will transfer up to 65 credits towards the 120 BS degree total.

Transfers 32 General Educational Requirements credits

Transfers up to 31 credit hours for the Environmental Science specialization of the Sustainability major – at least 23 credits to be completed at USD for the Environmental Science specialization of the Sustainability major.

Transfers up to 16 credit hours for the Human and Natural Systems specialization of the sustainability major – at least 21 credits to be completed at USD for the Human and Natural Systems specialization of the Sustainability major.

Transfers up to 2 credit hours of general electives to count toward the 120 BS degree total

Students will need to complete a USD minor.

USD Year 1 Fall	Credits
SUST 111	3
SUST 113	3
SUST 113L	1
PHIL 454	3
Minor course	3
Total credits	13

USD Year 1 Spring	Credits
Sustainability course group/elective course	3
Sustainability course group/elective course	3
Minor course	3
Minor course	3
ENGL 210 Introduction to Literature	3
Total credits	15

USD Year 2 Fall	Credits
Sustainability course group/elective course	3
Minor course	3
Minor course	3
MATH 104 Finite Mathematics	4
SS or Humanities Elective (if not filled)	3
Total Credits	16

USD Year 2 Spring	Credits
SUST 489	2
SUST 494/496/498	1
Minor course	3
Electives	5
Total Credits	11

The University requires at least 30 credit hours at the 300/400 level.

Credit Hours Transferred in = up to 65 credit hours

USD Credit Hours Needed = at least 55 credit hours

Total Hours = 120 credit hours

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
SISSETON WAHPETON COLLEGE (SWC)
 and
THE UNIVERSITY OF SOUTH DAKOTA (USD)

Agreement with Respect to Applying the
DAKOTA STUDIES
Associate Of Arts Degree Program at SWC
 Towards the
Native American Studies
Bachelor of Arts Degree Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Sisseton Wahpeton College (SWC).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students;
- D. provide SWC students who have completed the AA degree in Dakota Studies to transfer to Bachelor of Arts degree with a major in Native American Studies.

III. Academic Program

- A. USD will accept up to 60 course credits from SWC's Associate of Arts degree in Dakota Studies for students majoring in USD's Bachelor of Art degree in Native American Studies. Students must successfully complete the A.A. degree in Dakota Studies from SWC prior to applying to the USD Native American Studies degree for this agreement to apply. Students must meet all South Dakota Board of Regents' (SDBOR) policies and university graduation requirements to receive a degree.
- B. Requirements to be completed at USD for the Bachelor of Arts degree in Native American Studies are reflected in the catalog website: B.A. in Native American Studies.
- C. The general education coursework to meet Regental System General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at SWC. Required general education coursework required for the AA degree in Dakota Studies are identified in the chart below. Additional general education coursework may be transferred if the Regental System General Education transfer requirements are met.

General Education Course Requirements

USD General Education Requirement			SWC Equivalent	Credit Hours
SGR 1 Written Communication and Literacy Skills	ENGL 101 Composition	3	ENG 112 Composition I	3
	Advanced Comp from SGR 1 list	3	ENG 212 Composition II	3
SGR 2 Oral Communication	CMST 101 Fundamentals of Speech	3	ENG 110 Speech Communications	3
SGR 3 Social Sciences	6 credit hours of SGR #3 (2 different disciplines/prefixes)	6	Approved social sciences options (need to choose 2): DKT 130 Dakota History DKT 265 American Indian Sovereignty GEO 120 World Geography HPS 120 United States Government (3) HPS 150 Current Events HPS 160 Western Civilization I HPS 165 Western Civilization II HPS 210 State and Local Government HPS 230 American History I HPS 232 American History II HPS 250 Introduction to Tribal Government HPS 275 Introduction to Tribal Law BUS 214 Macroeconomics BUS 217 Microeconomics PSY 110 General Psychology PSY 205 Life Span Development PSY 230 Pseudoscience & Controversy SS 110 Introduction to Sociology SS 120 Introduction to Criminal Justice SS 135 Social Problems SS 210 The Family in Society SS 241 Introduction to Criminology	6
SGR 4 Humanities & Fine Arts	1 Humanities course and 1 Fine Arts from SGR 4 list	6	Approved humanities (3) DKT 110 Dakota Language I DKT 113 Dakota Language II ENG 210 Native American Literature DKT 240 Dakota Religious Traditions & Movements ENG 114 Introduction to Literature Approved fine arts (3) ART 118 Introduction to Art ART 120 Introduction to Native American Art DKT 216 Images of Indians in Art & Film	6

USD General Education Requirement			SWC Equivalent	Credit Hours
SGR 5 Mathematics	Any course from SGR 5 list	3	MATH 130: College Algebra	3
SGR 6 Natural Sciences	Any 2 approved SGR #6 courses	8	Choose 2 laboratory science courses: NS 140 Principles of Chemistry I NS 170: Traditional Plants and Herbs NS 212 General Biology NS 225: Environmental Science NS 245 Organic Chemistry	8
	Total General Education Credits	32		32

- D. The Core Course Requirements for the Major must also be completed as outlined below. This coursework may be taken at SWC if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. Foundational coursework required for the BA degree with a major in Native American Studies are listed below and can be transferred if the Regental System General Education transfer requirements are met. Equivalent courses are identified below:

Core Course Requirements for Major

USD Core Requirements for Major		SWC Equivalent	
NATV 110: Introduction to Native American Studies	3	DKT 120: Introduction to Dakota Studies	3
LAKL 101: Introductory Lakota*	4	DKT 110: Dakota Language I*	3
NATV 310: Federal Indian Policy	3	DKT 250: Intro to Tribal Government	3
Total Core Credits	10		9

*College of Arts & Sciences require 6-8 credits of a language other than English. Students can take DKT 110: Dakota Language I and DKT 112: Dakota Language II as equivalent to LAKL 101: Introductory Lakota I and LAKL 102: Introductory Lakota II. Students must take these two sequences to fulfill the College of Arts & Sciences requirement.

Elective Course Requirements for Native American Studies

Electives		SWC Equivalent	
NATV 100T: Native Studies Transfer Elective	3	DKT 130: Dakota History	3
LAKL 102: Introductory Lakota II	4	DKT 112: Dakota Language II	3
NATV 370: Native American Oral Histories and Traditions	3	DKT 160: Dakota Oral Traditions	3
Total Course Credits	7	Total Course Credits	6

IV. Pathway: Forward Articulation (completing AA degree in Dakota Studies at SWC and transferring to USD to complete the Bachelor of Arts degree with a major in Native American Studies)

- A. Students may elect to participate in dual advising from SWC and USD while completing the AA in Dakota Studies in preparation for the USD Native American Studies degree.

Students should work jointly with their advisors to ensure all requirements are met for the BA degree from USD.

- B. Students are eligible to apply to the USD Native American Studies degree for admission when they have completed all the course requirements for the AA in Dakota Studies from SWC and have met all additional admission criteria. Once accepted into the BA in Native American Studies, USD will accept all General Education (32 credit hours), Native American Studies degree credits (up to 15 credits). SWC must transfer a TOTAL of 60 credits. A BA degree with a major in Native American Studies will be conferred when all remaining courses are completed.
- C. Students must meet all Board of Regents policies and USD graduation requirements to receive a degree.

Additional Core Courses Required for the Native American Studies Major Delivered by USD

Course	Course Title	Credits
NATV 220	Theory and Methodology	3
NATV 420	Contemporary Issues in Native American Studies	3
NATV 470	Senior Seminar	3

Students must also complete 9-15 elective credits of NATV or LAKL courses. At least 9 hours must be at the upper-division level (300-400).

Students must have a total of 34 credits hours, up to 15 SWC transferred courses can be counted towards total major credit hours.

Additional Required Courses for Bachelor of Arts in College of Arts & Sciences

	Requirement	Credit hours
1	Required Minor or Double Major	18+ hours
2	ENGL 210: Introduction to Literature	3 credits
3	Language Requirement 6 (This can be satisfied by Dakota I and II, please see above.)	8 credit hours
4	Humanities and Social Sciences Distribution Requirement. Courses must be taken outside of student's major and minor unless the student is a double major or completes more than two programs (for example, a major and two minors).	6 credit hours

IV. Additional requirements

- A. All Board of Regents policies regarding instructor credentials must be met for general education courses to transfer.

B. To be eligible for application to USD, students transferring coursework from SWC must meet USD admission criteria.

C. Students must also select and complete a minor at USD.

V. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VI. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents.

VII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the University of South Dakota. Termination for any of these reasons is not a default by the University of South Dakota nor does it give rise to a claim against the University of South Dakota.

VIII. Effective Date of Agreement:

This agreement applies to students who graduated from SWC after 2021 or later with an AA in Native American Studies.

For University of South Dakota:

Date: _____
Dr. John Dudley
Dean, College of Arts & Sciences
University of South Dakota

Date: _____
Sheila K. Gestring
President
University of South Dakota

For Sisseton Wahpeton College:

Date: _____
Dr. Julie Buckman
Dean of Academics
Sisseton Wahpeton College

Date: _____
Dr. Lane Azure
President
Sisseton Wahpeton College

APPENDIX A

Students will transfer up to 60 credits (32 general education and up to 15 Dakota Studies must be included in the 60 transfer credits) towards the 120 BA degree total.

Transfers 32 General Educational Requirements credits - USD Requirement Met.

Transfers up to 15 credit hours for Dakota Studies for Native American Studies. Students must complete 19 credits at USD for Native American Studies major; a total of 34 major credits.

Students will need to complete a USD minor or double major.

FALL START AT SWC

SWC Year 1 First Semester	Credits
ENG 102 Essentials of College English	3
MATH 050 Introductory Algebra	3
DKT 120 Intro to Dakota	3
GEN 101 Pathways to Success	3
DKT 110 Dakota Language I (SGR #4-Humanities)	3
SGR #3 Social Sciences	3
Total credits	18

SWC Year 1 Second Semester	Credits
ENG 112 English Composition	3
DKT 130 Dakota History	3
DKT 160 Dakota Oral Traditions	3
DKT 112 Dakota Language II	3
CST 141 Microcomputer Apps	3
Math 130 Intermediate Algebra	3
Total credits	18

SWC Year 2 First Semester	Credits
ENG 110 Speech Communications	3
DKT 140 Dakota Culture	3
SGR #3 Social Sciences	3
SGR # 6 Natural Sciences	4
DKT Elective	3
Total credits	16

SWC Year 2 Second Semester	Credits
ENGL 212 Composition II	3
SGR # 6 Natural Sciences	4
GEN 270 Capstone	1
DKT 250 Intro to Tribal Government	3
SGR #4-Humanities-Fine Arts	3
Total credits	14

USD Year 1 First Semester	Credits
NATV Core Required course	3
NATV elective (300-400)	3
ENGL 210: Introduction to Literature	3
Minor/double major course	3
Minor/double major course	3
Total credits	15

USD Year 1 Second Semester	Credits
NATV Core Required course	3
NATV elective (300-400)	3
Humanities/Social Science Requirement	3
Minor/double major course	3
Minor/double major course	3
Total credits	15

USD Year 2 First Semester	Credits
NATV elective (300-400)	3
NATV elective (300-400)	3
Humanities/Social Science Requirement	3
Minor/double major course	3
Minor/double major course	3
Total Credits	15

USD Year 2 Second Semester	Credits
NATV Core Required course	3
Minor/double major course	3
Minor/double major course	3
Minor/double major course	3
Elective	3
Total Credits	15

SPRING START AT SWC

SWC Year 1 First Semester	Credits
ENG 102 Essentials of College English	3
MATH 050 Introductory Algebra	3
DKT 120 Intro to Dakota	3
GEN 101 Pathways to Success	3
DKT 110 Dakota Language I (SGR #4-Humanities)	3
SGR #3 Social Sciences	3
Total credits	18

SWC Year 1 Second Semester	Credits
ENG 112 English Composition	3
DKT 130 Dakota History	3
DKT 160 Dakota Oral Traditions	3
DKT 112 Dakota Language II	3
CST 141 Microcomputer Apps	3
Math 130 Intermediate Algebra	3
Total credits	18

SWC Year 2 First Semester	Credits
ENG 110 Speech Communications	3
DKT 140 Dakota Culture	3
SGR #3 Social Sciences	3
SGR # 6 Natural Sciences	4
DKT Elective	3
Total credits	16

SWC Year 2 Second Semester	Credits
ENGL 212 Composition II	3
SGR # 6 Natural Sciences	4
GEN 270 Capstone	1
DKT 250 Intro to Tribal Government	3
SGR #4-Humanities-Fine Arts	3
Total credits	14

USD Year 1 First Semester	Credits
NATV Core Required course	3
NATV elective (300-400)	3
ENGL 210: Introduction to Literature	3
Minor/double major course	3
Minor/double major course	3
Total credits	15

USD Year 1 Second Semester	Credits
NATV Core Required course	3
NATV elective (300-400)	3
Humanities/Social Science Requirement	3
Minor/double major course	3
Minor/double major course	3
Total credits	15

USD Year 2 First Semester	Credits
NATV elective (300-400)	3
NATV elective (300-400)	3
Humanities/Social Science Requirement	3
Minor/double major course	3
Minor/double major course	3
Total Credits	15

USD Year 2 Second Semester	Credits
NATV Core Required course	3
Minor/double major course	3
Minor/double major course	3
Minor/double major course	3
Elective	3
Total Credits	15

The University requires at least 30 credit hours at the 300/400 level.

Credit Hours Transferred in = up to 60 credit hours

USD Credit Hours Needed = at least 60 credit hours

Total Hours = 120 credit hours

University of South Dakota Beacom School of Business

**BBA Majors
And
Northeast Community College
A.A. Degrees**

I. Parties

The parties to this agreement are the University of South Dakota, Beacom School of Business and Northeast Community College.

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify education opportunities for students;
- D. provide NECC students who have completed A.A. degrees an opportunity to earn a major in the USD Bachelor of Business Administration degree.

III. Academic Program

- A. NECC A.A. Business Administration or Accounting to USD BBA majors

Upon successful completion of the USD requirements specified in III.D. below, USD will accept up to 54 course credits from NECC's A.A. degrees in Business Administration or Accounting for students in the Bachelor of Business Administration degree program at USD. Students must successfully complete the A.A. degree in Business Administration or Accounting from NECC prior to transferring to USD for the block transfer course credits to be accepted. General Education coursework indicates NECC coursework excluding technical course credits. Students must meet all S.D. Board of Regents policies and university graduation requirements in order to receive a degree.

- B. NECC A.A. non-business administration and non-accounting to USD BBA majors

Upon successful completion of the USD requirements specified in III.D. below, USD will accept up to 33 course credits from NECC's A.A. degrees for students in the Bachelor of Business Administration degree program at USD. Students must successfully complete the A.A. degree from NECC prior to transferring to USD for the block transfer course credits to be accepted. General Education coursework indicates NECC coursework excluding technical course credits. Students must meet all S.D. Board of Regents policies and university graduation requirements in order to receive a degree.

- C. Requirements to be completed at USD to earn a Bachelor of Business Administration degree are outlined below as are courses to be taken at NECC.

	To Be Taken at USD				To Be Taken at NECC	
USD BBA Major	Major Credits	Business Core Credits	Upper Level Credits in order to meet the 60 required	Pre-major Support Credits*	Block Transfer of Pre-major and core credits upon A.A. completion **	Block Transfer of credits toward meeting the general education requirements at USD
Students who completed a A.A. in Business Administration or Accounting at NECC.						
Accounting	21	27	9	7	21	33
Business Administration	18	27	12	7	21	33
Business Analytics	24	24	9	7	21	33
Economics	21	27	9	7	21	33
Finance	18	27	12	7	21	33
Human Resource Management	18	27	12	7	21	33
Health Services Administration	27	21	9	7	21	33
Innovation & Entrepreneurship	18	27	12	7	21	33
Management	18	27	12	7	21	33
Marketing	18	27	12	7	21	33
Supply Chain Management	21	27	9	7	21	33
Students who completed a A.A. degree at NECC that is <u>not</u> Business Administration or Accounting.						
Accounting	21	30	9	25	0	33
Business Administration	18	30	12	25	0	33
Business Analytics	24	27	9	25	0	33
Economics	21	30	9	25	0	33
Finance	18	30	12	25	0	33
Human Resource Management	18	30	12	25	0	33
Health Services Administration	27	24	9	25	0	33
Innovation & Entrepreneurship	18	30	12	25	0	33
Management	18	30	12	25	0	33
Marketing	18	30	12	25	0	33
Supply Chain Management	21	30	9	25	0	33
* Remaining pre-major coursework includes CMST 210-3 cr. and MATH 121-4 cr. for a total of 7 credits.						
** A.A. degree requirements sufficient for completion of BADM 101, ACCT 210, ACCT 211, ECON 201, ECON 202, BADM 220, and BADM 350. Credits transferred is 18 credits of pre-major and 3 credits of business core for a total of 21 credits. Block transfer on completion of the A.A. in Accounting or Business Administration.						

D. Additional Requirements for Bachelor of Business Administration Majors

1. Students must have a cumulative GPA of 2.5 (on a 4.0 scale), a GPA of 2.5 in business, accounting, marketing, business and technical coursework, and no course grade below a "C" (2.0 on a 4.0 scale) for admission to their major.
2. Students must complete a minimum of 60 credits of upper level (300 or 400) coursework. BBA major coursework credit is included in this requirement.
3. No more than two business courses (ACCT, BADM, BLAW, DSCI, ECON, ENTR, FIN, HRM, HSAD, MKTG, MGMT) with grades of D, F, or WDF are permitted.
4. No more than 6 credit hours may be counted toward a business major from any of the following four categories: (1) internships/practicums, (2) study tour, (3) independent

studies/readings and (4) service learning activities. In addition, no more than 6 credits total from the list may be applied to any business major (i.e., business electives), and no more than 12 credits total from the list can be applied toward a business degree (i.e., business and/or free electives). No more than 6 credits of Satisfactory/Unsatisfactory graded business coursework may be applied toward a business major.

5. Students must pass an exit examination.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Northeast Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the University of South Dakota. Termination for any of these reasons is not a default by the University of South Dakota nor does it give rise to a claim against the University of South Dakota.

VII. Effective Date

This agreement is effective July 1, 2021. The agreement applies to students who graduated from NECC in spring 2020 and subsequent years.

VIII. Acceptance of Agreement:

For University of South Dakota:

_____ Date: _____

Venky R. Venkatachalam
Dean, Beacom School of Business
University of South Dakota

_____ Date: _____

Sheila K. Gestring
President
University of South Dakota

For Northeast Community College:

_____ Date: _____

Leah A. Barrett
President
Northeast Community College

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – J
DATE: June 22-23, 2022

SUBJECT

Accelerated Masters Agreement – NSU – BA in Sociology & USD Master of Social Work

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Processes

BACKGROUND / DISCUSSION

Northern State University (NSU) and the University of South Dakota (USD) are seeking the approval of an Accelerated Masters Agreement, which would create an accelerated 3+2 program for students completing NSU’s BA in Sociology, allowing them to be accepted into complete USD’s Master of Social Work (MSW) program.

IMPACT AND RECOMMENDATION

Up to 12 of the first credits the student earns in the MSW program at USD will also count as general electives toward the 120 credits required for the Bachelor of Arts in Sociology at NSU. Up to 12 credits of 600-level courses from the MSW will apply towards both programs. Students must complete all requirements of the BA in Sociology at NSU with grades of “C” or higher to be admitted into the MSW program at USD with a 3.0 GPA. Students must apply and be accepted into the USD standard track MSW program to begin in the Fall semester.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – Accelerated Masters Agreement: NSU & USD

DRAFT MOTION 20220622_8-J:

I move to approve the Accelerated Master’s Agreement between Northern State University and the University of South Dakota, as presented.

ACCELERATED MASTER'S AGREEMENT

Towards the
Master of Social Work Degree
 Between
 NORTHERN STATE UNIVERSITY (NSU)
 and
 UNIVERSITY OF SOUTH DAKOTA (USD)

I. Parties

The parties to this agreement are University of South Dakota (USD), Vermillion, SD and Northern State University (NSU), Aberdeen, SD.

II. Purpose

The purpose of this agreement is to:

- A. have a signed agreement addressing the varying needs of students and the complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students; and
- D. provide NSU students who have completed the required pre-requisite coursework an opportunity to pursue and earn a Master of Social Work from the University of South Dakota, streamlining the process from the Bachelor of Arts in Sociology at NSU to the Master of Social Work at USD by creating a 3 + 2 model.

III. Academic Program

- A. Upon successful completion of the required pre-requisite coursework specified below, USD will offer guarantee of admission to the Master of Social Work (MSW) in this agreement and accept coursework in the Bachelor of Arts in Sociology. Students must successfully complete these courses with a "C" or higher at NSU prior to entry into the MSW program at USD for this agreement to apply. Students must meet all South Dakota Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Up to 12 of the first credits a student earns in the MSW program at USD will count as general electives toward the 120 credits required for the Bachelor of Arts in Sociology at NSU. Up to 12 credits from the MSW will apply towards both programs, i.e., the Bachelor of Arts in Sociology (to complete the degree) at NSU and the Master of Social Work (to start the degree) at USD.
- C. Students must complete all requirements of the BA in Sociology at NSU to earn a BA in Sociology from NSU. Students must complete all requirements of the MSW from USD to earn a MSW from USD. Requirements to be completed at NSU and USD to earn a Bachelor of Arts in Sociology (NSU) and Master of Social Work (USD) are outlined below.
- D. Students must meet all NSU Graduation Requirements, including the residency requirement to graduate with a BA in Sociology from NSU. Specifically, students must complete fifteen of the last 30 hours earned preceding completion of the baccalaureate degree in NSU institutional credit.
- E. The student must apply and be accepted into the USD standard track MSW program to begin in the Fall semester. Under this agreement, the USD graduate dean gives approval to NSU BA Sociology students to take up to 12 credits at the 600 level from USD MSW program, and NSU provost gives approval to NSU BA Sociology students to take up to 12 credits at the 600 level from USD MSW program and count these credits toward the undergraduate degree.
- F. Students retain the right to transfer from NSU to USD at any point, in accordance with SDBOR policies.

NSU Coursework (must be taken at NSU unless noted):

Northern State University Bachelor of Arts in Sociology

First Year Fall	
Course	Credit
IDL 190, Freshman Seminar	2
ENGL 101, Composition I	3
CJUS 201, Introduction to Criminal Justice	3
SOC 100, Introduction to Sociology	3
MATH 114/L, College Algebra	4
Elective*	3
*Course could be taken during summer.	17-18
Second Year Fall	
Course	Credit
Introductory or Intermediate Foreign Language	4
BIOL 211/L, Environmental Biology	3
Human Values Course (see catalog)	3
SOC 281, Socio-Cultural Theory	3
SOC 483, Gender Roles (Strat and Inequality Elec)	3
Elective*	3
	18-19
*Course could be taken during summer.	
Third Year Fall	
Course	Credit
SOC 270, Introduction to Social Work	3
SOC 315, Social Work Practice I	3
Sociology Elective Course (see catalog)	3
SOC 400, Social Policy	3
Elective or Minor Course	3
Elective*	3
*Course could be taken during summer.	18
Fourth Year Fall (NSU); First Year Fall (USD MSW) **	
Course	Credit
SOCW 601 History and Philosophy of SW **	3
SOCW 610 Generalist Practice I **	3
SOCW 641 Human Behavior in Social Environment**	3
SOCW 683 Field Education **I (16 – 20 hours per week)	3
**Course will also count toward NSU Sociology undergraduate degree.	12
**Student applies for graduation from NSU with a BA in Sociology and graduates in December. Beginning in the spring semester (second semester of MSW coursework), the student will become a USD graduate student.	

First Year Spring	
Course	Credit
ENGL 201, Composition II	3
SPCM 101, Fundamentals of Speech	3
MUS 100, Music Appreciation	3
HIST 121, Western Civilization I	3
BIOL 101/L, Biology Survey I	3
Elective*	3
*Course could be taken during summer.	18
Second Year Spring	
Course	Credit
ENGL 210, Introduction to Literature	3
CJUS 380, Research and Data Analysis in Criminal Justice	3
SOC 350, Race and Ethnic Relations (Strat and Inequality Elec)	3
SOC 396, Field Experience/ (Traveling Classroom in Summer)	1-3
Elective or Minor Course	3
Sociology Elective Course (see catalog)	3
Elective*	3
*Course could be taken during summer.	19+
Third Year Spring	
Course	Credit
SOC 320, Social Work Practice II	3
Social Institution Course (see catalog)	3
SOC 485, Social Science Capstone	3
Sociology Elective Course (see catalog)	3
Sociology Elective Course (see catalog)	3
Elective*	3
*Course could be taken during summer.	18
First Year Spring (USD MSW)	
Course	Credit
SOCW 600 Social Policy	3
SOCW 630 Practice with Small Groups	3
SOCW 640 Diversity and Social Justice	3
SOCW 684 Field Education II (16 – 20 hours per week)	3
	12

USD Coursework (must be taken at USD unless noted):

Second Year Summer (USD MSW)	
Course	Credit
SOCW 712 Advanced Child Welfare Practice	3
SOCW 741 Social Work in Mental Health: Assessment and Treatment	3
Advisor Approved Elective	3
Advisor Approved Elective	3
	12

Second Year Fall (USD MSW)		Second Year Spring (USD MSW)	
Course	Credit	Course	Credit
SOCW 730 Advanced Practice with Organizations and Communities	3	SOCW 700 Advanced Policy	3
SOCW 740 Advanced Practice with Individuals, Children, and Families	3	SOCW 750 Advanced Practice in Social Work Research	3
SOCW 783 Advanced Field Education and Seminar III (16-20 hours)	3	SOCW 784 Advanced Field Education and Seminar IV (16-20 hours)	3
Advisor Approved Elective	3	Advisor Approved Elective	3
	12		12

Additional requirements:

- A. NSU Sociology students wishing to pursue an MSW degree, must apply in the Fall semester of their junior year between September 1 and December 1. By the Spring semester of their junior year, students will be formally accepted into the MSW program at USD and start courses their senior year. To be accepted into the MSW, students from NSU must have a 3.0 grade point average. Any course taken at NSU with a grade below a "C" must be retaken at USD if required for the MSW program at USD.
- B. USD will substitute CJUS 380 Research and Data Analysis in Criminal Justice for SOC 209 Statistical Reasoning for Social Science as part of the MSW requirements. CJUS 380 includes a statistical module to meet the needs of statistical reasoning as required for the MSW.
- C. Up to 12 credit hours of the 600-level courses that will count toward Northern State University's Sociology degree as well as University of South Dakota's Social Work degree.

IV. Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this agreement. Additionally:

- A. NSU will develop advising sheets and related materials delineating educational pathways for students to complete the USD MSW degree, starting their last semester at NSU;
- B. NSU will provide advising to students pursuing the BA in Sociology going into the MSW at USD while enrolled as NSU students;
- C. NSU will market this educational pathway in cooperation with USD; all marketing materials need to be approved by both NSU and USD;
- D. USD will support the development of the repertoire of MSW courses for online delivery to allow students at NSU to complete these courses in their final semester of the NSU BA in Sociology.
- E. NSU will help support a student-mentorship program (e.g., student instructors) to facilitate select coursework mastery.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2022 semester term at NSU and USD.

VII. Acceptance of Agreement

For the University of South Dakota:

Dean, School of Health Sciences

Date: _____

Provost and Vice President of Academic Affairs

Date: _____

President

Date: _____

For Northern State University:

Dean, College of Arts and Sciences

Date: _____

Provost and Vice President of Academic Affairs

Date: _____

President

Date: _____

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

Consent

AGENDA ITEM: 8 – K

DATE: June 22-23, 2022

SUBJECT

BOR Policy 4:49 Revisions – Multi-Year Employment Contracts (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 4:49](#) – Multi-Year Employment Contracts

BACKGROUND / DISCUSSION

BOR Policy 4:49 was implemented in March of 2016, at which time the catalyst for the policy was NCAA Division I head coaches. Consequently, the discretion to enter into multi-year coaches' contracts was limited to only those head coaches and athletic directors at the NCAA Division I level. Since that time, the market for collegiate coaches has continued to evolve, eroding the merits of the initial distinction in policy between NCAA Division I head coaches and other collegiate head coaches.

The proposed revisions to BOR Policy 4:49 simply strike the applicable references to "NCAA Division I", effectively leaving the multi-year contract option open for all head coaches and athletic directors within the system, assuming the other policy requirements are otherwise met.

IMPACT AND RECOMMENDATION

The proposed revisions to BOR Policy 4:49 remove the NCAA Division I requirement for multi-year contracts for head coaches and athletic directors, making the option available for head coaches and athletic directors at any level.

This is the second reading of the proposed policy changes. No revisions have been made since the first reading at the May 2022 Board meeting.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 4:49 – Multi-Year Employment Contracts

DRAFT MOTION 20220622_8-K:

I move to approve the second and final reading of the proposed revisions to BOR Policy 4:49, as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Multi-Year Employment Contracts

NUMBER: 4:49

A. PURPOSE

To allow multi-year employment contracts for the positions identified in this policy. Employment contracts for the positions identified in this policy may be offered for a term of one or more years up to the maximum term allowed by this policy.

In the event of a termination for convenience by the University, any early termination payout shall be paid from the University's unrestricted, non-unappropriated funds.

B. DEFINITIONS

1. **University:** Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, and the University of South Dakota.
2. **President:** The chief executive officer of a SD Board of Regents university.
3. **Unrestricted non-appropriated funds:** Funds received from tuition and fees, indirect cost recovery, campus auxiliary operations and enterprises, and other miscellaneous sources.
4. **Guaranteed Supplemental Compensation:** Compensation that is contractually guaranteed, but not included in the contractual base salary.

C. POLICY

1. Multi-Year Employment Contracts for ~~NCAA Division I~~ Head Coaches and Athletic Directors

The President of an institution may offer to enter into, or renew, subject to approval by the Board of Regents, a contract for the services of non-faculty exempt ~~NCAA Division I~~ Head Coaches and ~~one NCAA Division I~~ Athletic Directors for a term of more than one year, but not more than five years, except that such contracts may extend beyond five years by the minimum amount of time required to align it with the fiscal year calendar.

2. Multi-Year Employment Contracts for University Presidents

The South Dakota Board of Regents may enter into, or renew, a contract, for the services of University Presidents for a term of more than one year, but less than four years.

3. Multi-Year Employment Contract Requirements

All employment contracts shall define the entire employment relationship between the Board of Regents and the employee, and may incorporate by reference applicable Board of Regents and institutional policies and rules, and applicable law.

3.1. Multi-year employment contracts will only be considered when required to retain or compete for an employee.

3.1.3.2. All multi-year employment contracts for the services shall follow the Board approved model contract that corresponds to the position type. Should there be any proposed deviations from the Board-approved model contract, such proposed deviations shall be clearly and specifically identified.

3.2.3.3. Multi-year employment contracts submitted for Board approval shall include the following supporting documentation:

3.2.1.3.3.1. Base salary and guaranteed supplemental compensation;

3.2.2.3.3.2. All supplemental compensation incentives and their monetary value;

3.3.3. Base salaries, guaranteed supplemental compensation and incentive payments of similar positions from peer institutions (for institutional presidents) or conference institutions (for ~~NCAA Division I~~ Head Coaches and ~~NCAA Division I~~ Athletic Directors).

3.2.3.3.3.4. An explanation of the market factors necessitating the multi-year employment contract.

3.2.4.3.3.5. A summary of all current University multi-year contracts, including remainder of terms and compensation obligations in the event of a termination for convenience by the University.

3.2.5.3.3.6. A summary by account of all uncommitted, unrestricted non-appropriated funds that would be available for a termination for convenience payout.

3.2.6.3.3.7. The ratio between the uncommitted, unrestricted non-appropriated funds and the liability of a termination for convenience by the University on the largest potential multi-year contract payout.

FORMS / APPENDICES:

None

SOURCE:

BOR March 2016; BOR October 2018; BOR June 2022.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 8 – L
DATE: June 22-23, 2022

SUBJECT

Maintenance & Repair (M&R) Projects (Greater than \$250,000)

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

According to BOR Policy 6:6 – Maintenance and Repair, projects not on an approved list estimated to cost more than \$250,000 must be submitted for Board approval. Any changes, other than funding realignments and transfers, over \$250,000 to an approved project must be submitted for BOR approval. Below is the list of projects submitted by the Regental institutions.

Northern State University requests approval of the following projects:

Student Center and Great Plains East – Sodexo Updates: NSU requests approval to use \$562,000 to refresh the Einstein's and convert the C-store to Sodexo's Grid Market. Sodexo will fund this project per Section 3.3.B of NSU's Statement of Work. All design, bidding, and contract work will be performed by Sodexo. NSU requests this project be delegated to the institution.

Wolves Den Dining Hall Refresh: NSU requests approval to use \$976,500 to refresh the Wolves Den Dining Hall and update the branding to reflect the change in food service vendor. Sodexo will fund this project per Section 3.3.C of NSU's Statement of Work. All design, bidding, and contract work will be performed by Sodexo. NSU requests this project be delegated to the institution.

South Dakota State University requests approval of the following projects:

Data Center – Generator Replacement: SDSU requests the use of \$500,000 in local funds to replace the backup generator power for the data center. Design will be through SDSU's standing IDIQ MEP contract. The construction of this project will be publicly bid. SDSU requests delegation of this project.

IMPACT AND RECOMMENDATIONS

Staff recommends approval of these projects.

ATTACHMENTS

None

DRAFT MOTION 20220622_8-L:

I move to approve the requested maintenance and repair projects as described in this item.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

Consent

AGENDA ITEM: 8 – M

DATE: June 22-23, 2022

SUBJECT

BOR Policy 1:27 Revisions – Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:27](#) – Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors

BACKGROUND / DISCUSSION

The proposed revisions to BOR Policy 1:27 provide clarity around the structure of naming requests associated with gifts. Naming rights which are structured to span the duration of the useful life of a facility often cause ambiguity late in the life of the facility when discussions commence around replacement, renovation or demolition of the facility. Providing naming rights for a defined period of time (i.e., number of years) provides clarity for both the institution and the donor, alleviating the uncertainty around the point at which the naming rights cease. The revision to Section 2.2 would require the parties to define the duration of the naming rights, which should be commensurate to the level of the gift, and not exceed the expected useful life of the facility. Additionally, the adjustment in Section 2.4 removes the default premise of the naming generally being effective for the useful life of the facility, maintaining consistency with the change to Section 2.2.

IMPACT AND RECOMMENDATION

The proposed revisions to BOR Policy 1:27 provide clarity around the duration for which naming rights are provided in association with a gift by requiring the length of time to be specified upfront vs. a general reference to the useful life of the facility.

This is the second reading of the proposed policy changes. No revisions have been made since the first reading at the May 2022 Board meeting.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 1:27 – Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors Revisions

DRAFT MOTION 20220622_8-M:

I move to approve the second and final reading of the proposed revisions to BOR Policy 1:27, as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors

NUMBER: 1:27

A. PURPOSE

To set parameters for the naming of institutional facilities, programmatic units, or funded academic honors.

B. DEFINITIONS

None

C. POLICY

1. Overview

The Board has a long-standing tradition of naming institutional facilities, programmatic units and funded academic honors in recognition of persons or entities who have made important contributions to enable or to advance the missions of the institutions. All naming in recognition of an honoree must be consistent with the Board's role as a public trust. Accordingly, all such proposals shall be reviewed and approved in accordance with this policy.

The Board shall approve the names of all new or existing campus facilities, such as roadways and buildings and additions (if they are to carry a different name from the original building), costing more than \$250,000, if the name is in recognition of a person, family or organization. It shall also approve the naming of programmatic units such as colleges, schools, institutes, centers or departments made in recognition of a person, family, or organization. The presidents and superintendents may name facilities and programmatic units that are not in recognition of a person, family or organization and which bear a generic descriptive name that is logically related to the use, offering(s) and/or location, and all wings, halls, rooms or other areas within buildings, and chairs, lecture series or other funded academic honors. Any such naming of new facilities by presidents and superintendents shall be included in the applicable facility plan approval(s) pursuant to BOR Policy 6:4.

2. Criteria for Naming

2.1. When naming a facility or programmatic unit for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:

- 2.1.1. Serving the university in an academic or administrative capacity with high distinction, or
- 2.1.2. By contributed in other exceptional ways to the welfare and reputation of the university, to education, or to the community in genera.
- 2.2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, the naming shall be for a defined period of time, commensurate to the level of the gift. The duration of the naming may not exceed the expected useful life of the facility or the designated use of the area. Consideration shall be given to the following factors:
 - 2.2.1. The significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
 - 2.2.1.1. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
 - 2.2.1.2. A name proposed for an existing but presently untitled facility so as to recognize a gift to the institution may be considered when the gift represents a significant proportion of the value of the facility.
 - 2.2.1.3. A name may be proposed for a programmatic unit to recognize an endowed gift to the institution if the gift is similar to donations received for comparable naming at peer institutions, provided that any associated endowment will be sufficient to sustain the program or a substantial portion of it, since the naming shall be in effect for the life of the program.
 - 2.2.1.4. If a fund raising drive or a contractual agreement may involve naming that is subject to Board approval, the Board must be apprised of such initiatives in advance.
 - 2.2.1.5. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.
 - 2.2.1.5.1. Corporate names may be used to designate individual rooms or suites of rooms, as well as endowed chairs and professorships. Plaques in public spaces within buildings may recognize the contributions of corporations. The size, design, and wording of plaques and other signs that acknowledge corporate generosity and express institutional appreciation should be modest in size and appropriate to the public university or school setting.
 - 2.2.2. The urgency or need for the project or program, or continuing support for the program,
 - 2.2.3. The standing of the individual, family, or entity in the community or profession,

- 2.2.4. The nature and duration of the relationship of the proposed honoree to the university.
- 2.3. Prior to recommending to the Board the naming of a facility or programmatic unit for a person, family or organization, the president or superintendent shall have a reasonable assurance that:
 - 2.3.1. The proposed name will bring additional honor and distinction to the institution,
 - 2.3.2. The recognition implied by the naming is appropriate for the behavior exhibited by the individual, family, or organization, and
 - 2.3.3. Any philanthropic commitments connected with the naming can be realized.
- 2.4. A name will generally ~~be effective for~~ not extend beyond the useful life of the facility or the designated use of the area. If a facility must be replaced or substantially renovated, or the use of an area re-designated, it may be named for a new ~~donor~~ person, family, or organization, subject to the specific terms and conditions set forth in any gift agreements related to the prior naming action.
- 2.5. Under ordinary circumstances, serving Regents, elected officials, and institution employees are not eligible for a naming.
- 2.6. The Board may make exceptions to the standards and practices ordinarily required under this policy where, in its discretion, circumstances justify such departures to serve what it deems to be the best interests of the particular school or university or the system.
- 2.7. A naming conferred in recognition of a pledge is contingent on fulfillment of that pledge and will be approved on that condition.
- 2.8. If the institution proposes to change the function of a named facility or area, it must document the review of related gift agreements to determine if the proposed use is consistent with the restrictions that may have been previously stipulated. If the proposal for change in use is inconsistent, the institution shall consult with the General Counsel.
- 2.9. Notwithstanding any contractual provision to the contrary, if at any time following the approval of a naming, circumstances change substantially so that the continued use of that name may compromise the public trust, the Board may authorize an institution to discontinue use of the name.

FORMS / APPENDICES:

[Naming Request Form](#)

SOURCE:

BOR June 1994, formerly Board Policy 6:10 (Naming of Campus Facilities); BOR August 2006; June 2017 (Clerical); BOR December 2021; BOR June 2022.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 8 – N
DATE: June 22-23, 2022

SUBJECT

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

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:7](#) – Refunds

BACKGROUND / DISCUSSION

At the May 2022 Board of Regents (BOR) meeting, the Regents reviewed the initial changes to Board Policy 5:7. This is the second and final reading of the policy.

In the past, Regental institutions utilized First Day Access (FDA) to allow students to receive digital course materials direct from the textbook vendor on the first day of class for a reduced cost and assessed a “First Day Access Fee” on the student’s bill. Updated guidance from the Code of Federal Regulations (CFR) Section 668.22 indicates that FDA should now be a “charge” vs. a “fee.” As a result, Board of Regents Policy 5:7 – Refunds has been updated to remove the classification of FDA as a fee.

Classifying FDA as a charge for federal financial aid purposes means that a student will either receive a 100% refund if they drop prior to census day or 0% if they drop after. When FDA was classified as a fee, students were receiving a prorated refund after census.

This change to a charge is consistent with federal guidance under CFR.

IMPACT AND RECOMMENDATIONS

This is the second reading of the policy. There have been no additional edits since the first reading at the May Board meeting. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 5:7 – Refunds

DRAFT MOTION 20220622_8-N:

I move to approve the second and final reading of the proposed revisions to BOR Policy 5:7 – Refunds as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Refunds

NUMBER: 5:7

A. PURPOSE

To establish the governance in determining if a student is entitled to a financial refund based on the status of their registration cancellation or reason for the withdrawal.

B. DEFINITIONS

1. **Dropped Course:** An on-campus or off-campus course for which a student terminated enrollment while remaining actively enrolled in at least one additional course at a Regental university.
2. **Drop/Add Period:** The beginning of the term through the first ten percent of the term ends or the day following the first class meeting, whichever is later.
3. **Federal Title IV Financial Aid:** The federal student aid programs authorized under Title IV of the Higher Education Act (HEA) of 1965, as amended. The programs include federal grants, loans and work-study programs.
- ~~4. **First Day Access:** A course content solution where students are given access to digital course material on day one of classes through their institutions Learning Management Solution.~~
- ~~5.4.~~ **Home University:** The institution where the student plans to receive services or is pursuing a degree or program of study.
- ~~6.5.~~ **Non-Standard Term or Semester:** The summer term and all other academic calendar types with begin and/or end dates that are different from the officially adopted Fall and Spring academic terms.
- ~~7.6.~~ **Standard Term or Semester:** The officially adopted fall and spring academic terms.
- ~~8.7.~~ **Transcript:** A copy of the student's permanent academic record.

C. POLICY

1. Refunds of Tuition and Fees

1.1. Refunds for Dropped Course

- 1.1.1 A student receives a 100 percent refund of tuition and per credit hour fees for dropped courses within the drop/add period. No refund shall be provided for courses dropped after that time other than by administrative action.

- 1.1.2 When calculating ten percent of the term, all days of the term are to be counted with the exception of breaks of five or more consecutive days.
- 1.1.3 Any course meeting during a standard semester which meets for less time than the standard semester shall be treated as a non-standard semester course for refund purposes.

1.2. Withdrawal from the Regental System

Students who withdraw or are administratively withdrawn, suspended or expelled from the Regental system within the drop/add period receive a 100 percent refund of tuition and per credit hour fees. Students who withdraw or are administratively withdrawn, suspended, or expelled from the Regental system after the date the first 10 percent of the term ends for the period of enrollment for which they are assessed may be entitled to a refund as set forth herein.

2. Calculating Refunds

2.1. Students Receiving Federal Title IV Financial Aid

Students who received Federal Title IV student financial aid may receive a refund of tuition and fees and institutional charges if they withdraw from the Regental system during the first 60 percent of the term. The university offering the section would retain that portion of the tuition, fees, and institutional charges presumed to cover costs it incurred during the time that the student remained enrolled in the Regental system. Thus, for example, a student who withdrew from the Regental system after completing 45 percent of a semester would be entitled to a refund equal to 55 percent of the tuition, fees and institutional charges.

Students who withdraw after 60 percent of the term has been completed receive no refunds.

The intent of Section 2.1, Students Receiving Federal Title IV Financial Aid, is for implementing the Higher Education Act of 1965, as amended.

2.2. Date of Withdrawal

The date of withdrawal is determined to be the date on which:

- a student provides notification of his or her intent to withdraw to the Home University's designated office for processing withdrawals.
- the designated office for processing withdrawals becomes aware that the student ceased attendance;
- the designated office for processing withdrawals becomes aware that the student ceased attendance without providing written notification to the Home University because of illness, grievous personal loss, other such circumstances beyond the student's control, the date on which the Home University determines is related to that circumstance;
- the earlier date on which the student does not return from an approved leave of absence or the date the student notifies the Home University that he or she will not be returning to the institution;

- the date the student fails to meet the terms of a repayment agreement while maintaining his or her eligibility for Title IV funds;
- the date on which a student begins an academic leave of absence; or
- the date for a student who withdraws from the Regental system after rescinding an intent to withdraw is the date that the student first provided notification to the Home University's designated office for processing withdrawals or began the withdrawal process, unless the Home University chooses to document a last date of attendance at an academically related activity.

2.3. Students Who Receive a Refund

Students who receive a refund may be required to repay the appropriate Title IV aid program from which they received assistance for any sums that have not been retained by the Home University for services rendered or that will no longer be required to support other on-going expenses for attending the Regental system. Specific information about possible repayment obligations may be obtained through the financial aid offices at each Regental university. Payment options are available through the business office.

2.4. Students Who Do Not Receive Federal Title IV Financial Aid

Students who do not receive federal Title IV student financial aid and who withdraw from the Regental system may be entitled to a refund of tuition and fees and institutional charges calculated through 60 percent of an enrollment period. The refund shall be determined by computing the percentage of an enrollment period remaining after the date of withdrawal times the tuition and fees and institutional fees originally assessed the student. Dates of withdrawal will be determined in the same manner as is done for students receiving Title IV federal financial aid. At no time will refunds be awarded after the 60 percent point of the enrollment period.

2.5. Cancelled Registration

If a student's registration is cancelled, no tuition and fee payment is due. If payments have been made, a student is eligible for a full refund.

2.6. Extensions and Waivers

The president of the Home University, or a designee, may extend the time periods in sections 2.1 through 2.4 inclusive above, or waive sections 2.1 through 2.4 inclusive above, in the following circumstances:

- the death of the student;
- the student's disabling condition or severe illness;
- the death, disability, or severe illness of an immediate family member causing severe financial hardship to the student; or,
- other extenuating circumstances beyond the student's control.

3. Refunds of Residence Hall, Food Service Fees, ~~First Day Access Charges,~~ and Parking Permit

3.1. Residence Hall Fees

Students with a room contract who withdraw from the Regental system will receive a proportional refund at the time of withdrawal up to the 60 percent point after which no refund is available.

3.2. Food Service Fees

Students with a food service contract who withdraw from the Regental system will receive a proportional refund of their food service plan and 100 percent of the unused flex dollars at the time of withdrawal up to the 60 percent point. After the 60 percent point no refund is available.

~~3.3 First Day Access Charges~~

~~Refunds for First Day Access charges arising from a dropped course or withdrawal from the Regental system will be treated the same as refunds of tuition and fees in Section 1. Refunds of Tuition and Fees. Access to the First Day content will be removed upon a student's drop date or date of withdrawal.~~

3.43 Parking Permit

A student holding a valid parking permit for fall and spring semesters may receive a refund after the completion of the fall semester provided the student withdraws from the university and returns the actual permit or terminates the virtual permit prior to the beginning of the second semester.

4. Military Service - Withdrawal Without Penalty

4.1. Refund of Tuition and Fees

Students required to withdraw from the Regental system before completing a semester may receive credit or refund privileges if:

- they are regularly enrolled and belong to a military unit called for duty, or
- they are drafted and not eligible for deferment, and
- the discontinuance of class attendance is on the last practicable day before reporting for duty as determined by the student's Home University.

4.1.1 Eligible students who receive credit, or an incomplete, in progress, or normal progress grade for any course for which they are enrolled shall not be entitled to any refund of tuition or fees paid.

4.1.2 Eligible students who do not receive an incomplete, in progress, or normal progress grade or credit for a course in which they are enrolled shall be entitled to a full refund of tuition and academic fees.

4.1.3 The following table determines the eligibility for a grade or refund.

Options for Final Grades and Refunds

	WEEKS REMAINING IN STANDARD SEMESTER	
	More than 4 Weeks	Less than 4 Weeks
Course		
Grade	Refund	Student Options
A	Refund	A or Refund
B	Refund	B or Refund
C	Refund	C or Refund
D	Refund	Refund
F	Refund	Refund
S	Refund	S or Refund
U	Refund	Refund
I, IP, NP	Refund	I, IP, NP or Refund

NOTE: Course Grade is as determined by the instructor, either the grade to date or the final grade earned to date.

4.2. Refunds for Room and Board

Refunds for room and board shall be pro-rata refunds for the entire semester. Board flex plans will be refunded at 100% of the unused value.

4.3. Refunds for Books

Refunds for books for military personnel called up for active duty is as follows:

- New books with no markings or writing – 100% of purchase price
- New books with highlighting or writing – 75% of purchase price
- Books purchased used – 100% of used price

Books must be returned within the semester. Normal campus refund policies apply to books that are not returned prior to the end of the semester.

FORMS / APPENDICES

None

SOURCE:

RR 10:03, 1977, (Revised BOR, June 1991); RR 10:14, 1977; BOR April 1992, December 1992; October 1993; 64 Fed. Reg. 59016 (1999); BOR June 2000; December 2000; October 2001; January 2002; December 2002; March 2003; October 2004; December 2011; April 2019.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 8 – O
DATE: June 22-23, 2022

SUBJECT

BOR Policy 6:5 Revisions – Building Committees (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:5](#) – Building Committees

BACKGROUND / DISCUSSION

At the May 2022 Board of Regents (BOR) meeting, the Regents reviewed the initial changes for Board Policy 6:5. This is the second and final reading of the policy.

A workgroup reviewed existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consisted of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties.

Key changes to Policy 6:5 – Building Committees include:

- Clarification that both SDCL § 5-14-1 and § 5-14-3 should be referenced in this policy. Previously only SDCL § 5-14-3 was referenced.
- Section 1.1 clarifies that an architect engaged in preliminary work on a project may be eligible for final design and development so long as they were selected through a competitive process for the preliminary work.

IMPACT AND RECOMMENDATIONS

This is the second reading of the policy. There have been no additional edits since the first reading at the May Board meeting. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 6:5 – Building Committees

DRAFT MOTION 20220622_8-O:

I move to approve the second and final reading of the proposed revisions to BOR Policy 6:5 – Building Committees as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Building Committees

NUMBER: 6:5

A. PURPOSE

To identify the makeup of a building committee, when a committee is required, and the responsibilities of the building committee.

B. DEFINITIONS

1. **Capital Improvement:** ~~Any new construction, addition, renovation, remodeling, or maintenance and repair project that has a total project cost of \$5.0M or more, including all related phases, shall be classified as a capital improvement (SDCL 5-14-3). All new construction or any addition beyond mechanical space, regardless of building size or total project cost, will be considered a capital improvement. (SDCL 5-14-1 and 5-14-3). Any repair, rebuilding, renovation, alteration or construction project, that has a cost of \$5.0M or more, including all related phases, shall be classified as a capital improvement. (SDCL 5-14-3)~~

C. POLICY

The Board will appoint a Building Committee for each capital improvement project at the various schools and institutions in the System. The committee shall be appointed by the President of the Board and shall consist of the Executive Director who shall chair the committee, the president or superintendent of the institution or school, a Regent, and the State Engineer.

1. **Committee Responsibilities**

The building committee shall assume the following responsibilities:

- 1.1. The building committee shall ~~interview and~~ select architects for the purpose of developing and designing ~~capital improvements~~ facilities. Architects may be contracted for two phases: 1) the program plan development, if a formal A/E engagement is deemed necessary for this phase, and 2) the final design of the project. ~~All A/E engagements relative to capital improvements, whether done by the institution, their Foundation, or a related entity, must go through a Building Committee.~~ Any A/E firm that works on a master plan which includes specific designs or floor plans for buildings, in which the A/E firm was engaged by an institution, their Foundation, or a related entity but not selected by a competitive

~~process~~~~Building Committee~~, will not be considered ~~by the Building Committee~~ for the final design and development of any project contained in the master plan or preliminary concept development.

- 1.2. The building committee shall review proposed designs to assure their compliance with the requirements of Regents Policy Manual 6:4.
- 1.3. The building committee shall review proposed project budgets to assure their compliance with the requirements of Regents Policy Manual 6:4.
- 1.4. The building committee shall direct the state engineer to refer to it for additional review and approval all proposed design modifications that would affect the operating cost, utility or life expectancy of the capital improvement.
- 1.5. The building committee shall direct the state engineer to refer to it for additional review and approval of all proposed design modifications that would significantly affect the project budget.
- 1.6. The building committee shall direct the state engineer to advise ~~if~~ of all developments in the course of construction that might affect the legal rights or liabilities of the Board.
- 1.7. The building committee shall report to the full Board any developments that might affect the operating cost, utility or the life expectancy of the capital improvement, that might significantly affect the project budget or that might affect the legal rights or liabilities of the Board.

FORMS/APPENDICES:

None.

SOURCE:

BOR June 1991; April 1992; August 2006; June 2010; August 2017; August 2019.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 8 – P
DATE: June 22-23, 2022

SUBJECT

BOR Policy 6:6 Revisions – Maintenance and Repair (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

At the May 2022 Board of Regents (BOR) meeting, the Regents reviewed the initial changes for Board Policy 6:6. This is the second and final reading of the policy.

A workgroup reviewed existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consisted of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties.

Key changes to Policy 6:6 – Maintenance and Repair include:

- Clarification that HEFF funds may not be used for master planning, but can be used for project planning in Section 2.2
- Throughout the policy the threshold requiring OSE management on projects is raised from \$50,000 to \$100,000 consistent with SDCL § 5-18A-14.
- Section 7.3 clarifies that Maintenance and Repair funds may be used for planning on projects that may exceed the \$5M threshold, making it a capital improvement, but cannot be used for planning new construction.

IMPACT AND RECOMMENDATIONS

This is the second reading of the policy. There have been no additional edits since the first reading at the May Board meeting. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 6:6 – Maintenance and Repair

DRAFT MOTION 20220622_8-P:

I move to approve the second and final reading of the proposed revisions to BOR Policy 6:6 – Maintenance and Repair as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Maintenance and Repair

NUMBER: 6:6

A. PURPOSE

To provide guidance on what constitutes maintenance and repair and the process used to document and approve projects.

B. DEFINITIONS

1. **Alteration:** Alterations change the internal arrangement or other physical characteristics of an existing facility so that it may be effectively used for its designated purposes. Examples are partitioning a classroom into offices or converting a room to laboratory use by installing laboratory benches and fume hoods.
2. **Maintenance:** Maintenance is the recurrent, day-to-day, periodic or scheduled work required to preserve or to restore a facility to such conditions that it can be effectively used for its designed purpose. It includes work done to prevent damage to a facility that would be more costly to restore once damage took place and includes work performed to ensure immediate and continued safe use of the facility. Maintenance includes normal operating expenses (OE) and planned preventative maintenance but for funding purposes will be projects over \$10,000.
3. **Maintenance and Repair:** Any project that involves alteration, maintenance, renovation or repair to an existing facility or infrastructure.
4. **Operating Expenses:** Operating Expense (OE) funds as they relate to maintenance and repair include the routine, recurrent, periodic or scheduled work required to preserve existing facilities. OE encompasses all activities related to the normal operations of an institution, including purchase of materials, utilities, janitorial services, etc. OE will include maintenance, repair, renovation, or alteration projects smaller than \$10,000.
5. **Renovation:** Renovation is the total or partial upgrading of the facility to higher standards of quality or efficiency than originally existed. New installation of air conditioning, installation of grid ceilings with recessed fluorescent lighting to replace suspended incandescent lighting, and enclosing stairwells to comply with current fire safety codes are examples.
6. **Repair:** Repair is the restoration of a facility to such condition that it may be effectively utilized for its designated purpose. The repair is done by overhaul or replacement of major constituent parts that have deteriorated by action of the elements or usage. The deterioration has not been corrected through normal operations or maintenance. Replacing

roofs, tuck pointing buildings, and replacing air conditioning compressors are examples of repairs. For the purpose of determining funding, repairs are beyond OE capability and normally consist of projects in excess of \$10,000.

C. POLICY

1. Maintenance and Repair Categories

The following categories will be used to identify the types of maintenance and repair projects.

- 1.1. **Public Health, Safety, and Compliance:** Facilities should be maintained to comply with regulatory requirements required by OSHA, building codes, life safety codes, the Americans with Disabilities Act, and EPA requirements such as asbestos maintenance and abatement criteria.
- 1.2. **Building Integrity:** Building integrity includes the functional systems of the building, including but not limited to roofs, windows, foundations, primary and secondary structural systems, building envelope, safety systems, networking systems, heating systems, ventilating systems, air conditioning systems, electrical systems, and plumbing systems. Failure to maintain these subsystems will cause increased maintenance and repair costs and increased deterioration of the facility. Failure to maintain these systems can also affect functional characteristics that limit occupant use and comfort.
- 1.3. **Programmatic Suitability (school mission):** Facilities should be configured or space adapted to meet the changing school mission and program requirements.
- 1.4. **Energy and Utility Savings:** Energy conservation projects are facility alterations intended to reduce either energy consumption or operating costs, or both, including insulation of the building or any structure associated with the building, window or door replacement, weather stripping, or modifications that reduce energy consumption, automated or computerized energy control system, replacement or modification to increase the energy efficiency of the lighting, heating, air conditioning, or ventilating systems, energy recovery or cogeneration systems, energy source conversions which provide either operational or energy cost savings, or both; and other energy or utility-related improvements in facilities, systems, or technology that improve energy or metering efficiency.
- 1.5. **Campus Infrastructure:** Campus infrastructure is the networked systems and structures needed for the overall operation and function of the campus physical plant. Campus infrastructure includes electrical substations and power distribution systems, water and fire protection supply systems, sanitary and storm waste water systems, central heating and cooling plants, steam and chilled water supply and return systems, utility tunnels, roads, parking facilities, pedestrian and bicycle pathways, landscaping, security lighting and emergency call systems, and telecommunications systems. Campus infrastructure serves zones and individual buildings; it does not include the systems within buildings.

2. Maintenance and Repair Limitations

- 2.1. A maintenance and repair project may exceed \$5.0M in cost, but will then be subject to the additional requirements for Policy 6.4.
- 2.2. HEFF revenue uses are limited according to SDCL § 13-51-2. Uses include the maintenance and repair of existing facilities. Planning specific or multiple M&R projects within one building can be funded with HEFF. However, institutional, campus wide, or master planning should not be funded with HEFF. ~~Funds can be spent to plan specific maintenance and repair projects, but institutional campus-wide planning or master planning should not be funded with HEFF.~~ General funds dollars, M&R fee dollars, and Auxiliary System funds dedicated for maintenance and repair shall also be limited to planning projects and maintenance and repair of existing facilities. Furnishings, stand-alone technology, and non-fixed equipment are not considered maintenance and repair and should not be purchased with maintenance and repair funding.

3. Office of State Engineer

The Bureau of Administration is granted authority over capital improvements, major repairs, and remodeling in concert with State Building Committees (SDCL § 5-14-3), and for authorizing the procurement of public improvements for state agencies (SDCL § 5-18A-34). The Board recognizes the expertise that is provided by the Office of the State Engineer (OSE) in preparing, or causing to be prepared, preliminary plans, final plans, specifications, advertisements, notice and instructions to bidders, proposal forms, contract forms and all work incidental to securing bids and contracts, and the oversight and supervision of construction, repair, rebuilding, or alterations. The following guide shall be used in determining project administration:

- 3.1. OSE is not required to be involved in projects totaling less than ~~\$50,000~~ \$100,000 (all costs and contracts included) unless requested by the institution. The institution shall ensure that all statutory requirements including applicable bid laws, technical professions law, uniform codes and standards, bonding and insurance, and procurement regulations and procedures are followed in conjunction with all projects. The institutions are responsible for keeping accurate records on all projects handled by the institution.
 - 3.1.1. Projects can be constructed by institutional personnel or by contracts depending on the most cost-effective method to be determined by the institution. Institutions shall be reimbursed for their effort from the project funds for all direct costs including institutional labor, project coordination, construction materials, and architect/engineering work.
- 3.2. OSE shall manage all projects totaling ~~\$100,000~~ \$50,000 or greater, except where a memorandum of agreement exists for special construction or where an institution receives authorization from OSE to manage the project. If authorization to manage the project is provided by OSE, the institution shall ensure that all statutory requirements including bid laws, technical professions laws, uniform codes and standards, bonding and insurance, and procurement regulations and procedures are followed in conjunction with all projects. The institutions are responsible for keeping accurate records on all projects handled by the institution. As the request of OSE, the institution must provide

a complete set of these documents, including but not limited to the plans and specifications, bids received, contracts, and project costs. See SDCL §5-14-9.

4. Maintenance and Repair Funding

- 4.1. 2% Goal - The Board has determined that investing 2% of the building values into maintenance and repair on an annual basis is the minimum necessary to provide facilities that are functional, safe, and capable of meeting contemporary educational standards. While the 2% is determined based on the replacement values of roofed facilities, the investment must cover the entire supporting infrastructure of the campus including electrical grids, cooling and heating plants, underground tunnels and utility systems, roads, sidewalks, and landscaping.

When determining the 2% need for unique facilities such as outdoor athletic complexes or open-air football stadiums, the replacement value of the roofed portion of the building will be used to determine the 2% funding need.

- 4.2. Sources - Maintenance and repair funding comes from several sources. Revenues from the pesticide tax are provided for the Agricultural Experiment Station. Revenues from the special schools endowment are provided for the South Dakota School for the Deaf and the South Dakota School for the blind and Visually Impaired. Revenue facilities must provide sufficient resources to fund maintenance and repair needs. Higher Education Facilities Funds (HEFF), General funds and the Maintenance and Repair Fee provide support for academic facilities. Other projects are funded by various institutional funds or from funding identified through special legislation.

5. Maintenance and Repair Planning

10-Year M&R Planning – The institutions must submit a prioritized listing of all academic projects covering a ten year period with their annual operating budget request document. The minimum estimated project cost shall be \$10,000, including A/E fees. Project titles should identify the building or facility and depict the nature of the project. The projects should be identified in the year that they are needed and not in the year the funding is anticipated. The listing should identify the projects as maintenance, repair, alteration, or renovation. Each project should also be placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Other. Detailed descriptions and justifications should be available for the upcoming year's projects. The plan shall be updated each year with project costs projected using current year dollars.

6. Maintenance and Repair Allocation

- 6.1. General Fund Allocation - The Board office shall determine the campus allocation from General funds based on the annual legislative maintenance and repair appropriation. The formula used to make the allocation shall use academic building replacement costs and the academic building gross square footage. The formula applies a 50%-50% averaging factor to the academic building square footage and replacement values to arrive at an equitable allocation of appropriated funds to each institution. The Centers are not included in the General funds allocation.

- 6.2. HEFF Allocation - The Board office shall determine the campus allocation from HEFF based on the annual legislative maintenance and repair appropriation. The formula used to make the allocation shall use academic building replacement costs, academic building gross square footage, and HEFF revenues for each campus and Center. Each of the factors is weighted 33 1/3% to arrive at an equitable allocation of appropriated funds to each institution.
- 6.3. M&R Fee – The maintenance and repair fee is retained on campus. The amount invested in maintenance and repair each year is determined using the per credit hour fee, that is a component of tuition, and the on-campus credit hour projection.
- 6.4. Replacement Values – The original replacement values for the buildings will be determined by the Office of Risk Management and will align with the annual insurance values in most cases. Adjustments to the values will be determined using the annual Building Cost Index or other inflation adjustment as determined by the Office of Risk Management. Each year the institutions must update their square footage to reflect all buildings that are occupied and add new buildings. The replacement value and square footage for new academic buildings or additions will be added to the total replacement values and the total gross square footage of the institution's academic building at a rate of twenty percent each year until the full indexed value and square footage of the new building is included in the allocation model.

7. Approval of Maintenance and Repair Projects

- 7.1. Annual M&R Project Approval – All projects funded with General funds, HEFF, M&R Fee funds, auxiliary or institutional funds shall be submitted to the Board for approval. Annual project lists will be requested along with the allocations.
- 7.2. The institutions can realign funds between approved projects as necessary. Projects not on the approved list estimated to cost \$~~10050~~,000 to \$250,000 must be submitted for the executive director's approval and projects more than \$250,000 must be submitted for Board approval. Project under \$~~10050~~,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.
- 7.3. Planning and Design – The institutions can allocate maintenance and repair funds into a Planning and Design Account. Fund expenditures must be related to current or future maintenance and repair projects and not to plan additions or new construction~~capital improvement projects~~. The institutions may expend the funds without Board approval to prepare cost estimates and to pay preliminary planning and design costs. See Section 2.2 for limitations in use.
- 7.4. Project Fund Balances – When a bid is accepted for an amount less than the estimated project cost, the remaining unobligated funds shall become available to the institution for other projects. These monies must be available to fund overruns on other projects, additional projects, emergency projects, and to fund change orders on existing projects. If these monies are not available in sufficient amounts to provide funding for bids that exceed the estimates or for an authorized emergency project, one or more existing project(s) shall be deleted from the institution's maintenance and repair list.

8. Auxiliary System Building Maintenance and Repair

The auxiliary system encompasses all the facilities that are pledged under BOR bond covenants. The facilities include most resident halls, student unions, and wellness centers. Parking facilities and bookstores may also be included. [\(See Policy 5:25 Auxiliary Revenue System\)](#)

- 8.1. Residence Hall 2% Requirement – In order to provide a planned and adequate maintenance and repair program for all campus residence halls, expenditures equal to at least 2% of the replacement value for all residence halls must be expended on maintenance and repair projects each fiscal year. Expenditures may be averaged over a five-year period to obtain the minimum 2% expenditure level. When determining the base for the 2% calculation, new buildings and major renovations will be included in the calculation at a rate of twenty percent each year until the full value of the new building or major renovation is included in the model. For purposes of a major renovation, it will be any project that is more than 20% of the current building value.

Maintenance and repair consists of expenditures for maintenance, repair, alteration and renovation projects. Bond proceeds may be included in the 2% maintenance and repair calculation for a period not to exceed fifteen years to the extent the funds were used for maintenance and repair and not new space. On-going expenses for operations and maintenance and routine replacement of capital assets are not to be included in the 2% calculation.

- 8.2. Furnishings with a minimum useful life of 15 years can be purchased from the repair and replacement reserve (RRR) auxiliary account, [but normally are not utilized for Maintenance and Repair projects.](#)

9. Special Schools and Agricultural Experiment Station Maintenance and Repair

Funds for maintenance of the facilities at the South Dakota School for the Deaf and the South Dakota School for the Blind and Visually Impaired are provided from the special schools endowment. Funds for maintenance of the facilities at the Agricultural Experiment Station are provided from the revenues from the pesticide tax. All projects funded with other funds shall have Board approval.

These funds shall be allocated on an “urgency of need” basis. The executive director shall forward a recommended project list to the Board each fiscal year.

10. Maintenance and Repair Guidelines

- 10.1. Work Requests – All projects involving the OSE require an OSE work request signed by the president, executive director, or designees. OSE work requests are required for all planning and design projects, studies, and testing that is done outside the scope of an approved project. [OSE work requests may be amended to reflect significant changes in scope, cost, procedure from planning to full design & construction, and/or procedure with successive phases of a multi-phase project.](#) Projects that are done in phases through OSE require a work request for each phase. [OSE work requests may be amended to reflect significant changes in scope, cost, procedure from planning to full design & construction, and/or procedure with successive phases of a multi-phase project.](#)

- 10.2. A/E Selection and Fee – If authorization to manage the project is provided by OSE, the institutions may engage an Architect/Engineer or Consulting Engineering firm following state procurement regulations for engaging professional services (SDCL 5-18D-17 through 5-18D-22). The Office of the State Engineer shall informally advise upon any projects delegated to the institutions or formally carry out project planning and design at the request of the institution. The Office of the State Engineer shall formally carry out project planning for new construction or capital improvements (see Capital Improvements 6:4).

The A/E selection process used by OSE is based on the A/E expertise, past performance, geographic location, and the number of previous state contracts and shall be carried out in the manner described in SDCL § 5-14-3.

If hired by OSE, the design fee to be paid the Architect/Engineer shall be determined using accepted industry percentages applied to the total construction cost of the project; the design fee shall be based upon anticipated project scope.

- 10.3. Institutional Control of Project of \$~~50,000~~100,000-or More – A work request must be submitted to OSE requesting institutional control of a project of \$~~50,000~~100,000 or more. The work request should reflect the institution's intention to request such institutional control.

- 10.43. Award of Construction Projects – Projects to be constructed all or in part by contract shall be awarded through the competitive bid process according to SDCL Chapters 5-18A, 5-18B, and 5-18D.

After a project has been bid, the OSE or institution shall review the bids and identify the lowest responsible bidder meeting the specifications of the project pursuant with SDCL § 5-18A-5.

The designer of record shall compare the bids received and prepare a written tabulation and analysis of the bids and a recommendation on awarding contracts. The bids shall be accepted or rejected after evaluating the bids and the available funding. Projects shall ordinarily be rejected when the lowest construction bid (plus A/E fees) is determined to be out of line with estimated costs.

- 10.54. Change Orders – Change orders are modifications or changes to the original plans, specifications or contract documents. Add-on change orders to construction contracts should not be approved for payment purposes until they are signed by the appropriate persons according to the Board of Regents operating procedures.

Change orders may arise from unforeseen conditions discovered during construction, design errors not incorporated into the contract documents, changing program requirements, unanticipated needs, and end user requests.

Change orders may not be used to change the project scope. Changing the scope of a project requires a new bid. See SDCL § 5-18-B-19 as there are costs limits to change orders based on the construction contract. Change orders must comply with the cost limits set forth in SDCL § 5-18B-19.

11. Emergency Projects

An emergency project is a project that is necessary in order to protect public health and safety or to save a building's integrity. The executive director may give approval to any emergency project in consultation with the Board President or his or her authorized representative so that it may proceed until formal Board approval is granted. Emergency approval may also be given by the executive director for projects where substantial cost savings can be realized if advertised and awarded before approval can be obtained at the next regularly scheduled Board meeting. The requesting institution must demonstrate why this substantial cost savings could not be realized if approval were delayed until the next Board meeting. Emergency approval granted by the executive director is not the equivalent of an emergency per SDCL § 5-18A-9. Emergency award of a contract without advertising is only warranted when awaiting regular advertising for bids would seriously impair public services to be provided. Specific approval to proceed according to SDCL § 5-18A-9 must be requested from the Board General Counsel and approved by the executive director.

Funding for emergency projects will come from appropriate maintenance and repair pools at the institution requesting the emergency or from other institutional funds.

12. Approval and Authority

12.1. The following table shows the proper authorization and approval of all maintenance and repair projects.

Project Cost	Project Approval	Work Request	Contract Authorization
\$10,000 - \$49,999 ,999	Annual List Approved by Board Changes - Institution	Not needed unless campus requests OSE involvement	Institution or OSE
\$100,000 50,000 - \$250,000	Annual List Approved by Board Changes - Executive Director	Yes	OSE unless project is delegated to institution
Over \$250,000	Annual List Approved by Board Changes - Board	Yes	OSE unless project is delegated to institution

12.2. Special Legislation, SDBA Funded and Bonded Projects shall be handled according to the authorizing legislation.

13. OSE Operating Procedures

The following operating procedures shall be followed to ensure that the necessary approvals and signatures have been obtained on projects administered by OSE. This should include all projects of ~~\$100,000~~50,000 or more (unless OSE has given the institution control or a joint powers agreement is in place) and any project under ~~\$100,000~~50,000 where the institution desires OSE to handle it.

13.1. Routine HEFF (Higher Education Facilities Fund), Maintenance and Repair Fee, and Institutional Funded Projects:

- Work Request: An OSE work request must be signed by the president, executive director or designees.
- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person.
- Contracts/Change Orders: The contracts and any change order should be sent to the institutional contact person. The President or his/her designee shall sign all contracts and change orders.
- Vouchers: The vouchers should be sent to the fiscal contact person identified for each institution.
- Correspondence: The institutional contact should be copied on correspondence.

13.2. Special Legislation Projects and Bonded Projects (Not South Dakota Building Authority):

- Work Requests: An OSE work request must be signed by the president of the institution, executive director of the Board, or designees.
- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person and the executive director of the Board of Regents.
- Contracts/Change Orders: The contracts and control orders should be routed to the institutional contact person for the president's signature, and the Board office for the executive director's signature, or designees.
- Vouchers: The vouchers should be routed to the fiscal contact person at the institution for coding and final approval.
- Correspondence: The institutional contact person and the executive director of the Board of Regents should be copied on correspondence.

13.3. South Dakota Building Authority (SDBA) Funded Projects:

- Work Requests: An OSE work request must be signed by the president of the institution, executive director of the Board of Regents, or designees.
- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person and the executive director of the Board of Regents.
- Contracts/Change Orders: The contracts and change orders should be routed to the institutional contact person for the president's signature, the Board office for the executive director's signature, or designees.
- Vouchers: The vouchers should be routed to the SDBA for coding and approval.

- Correspondence: The institutional contact person and the executive director of the Board of Regents should be copied on correspondence.

13.4. SDBA Bonded Projects:

- Work Requests: An OSE work request must be signed by the president of the institution and the executive director of the Board of Regents, or designees.
- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person and the executive director of the Board of Regents and the SDBA.
- Contracts/Change Orders: The contracts and change orders should be routed to the institutional contact persons for the president's signature, the Board office for the executive director's signature, and the SDBA for the executive secretary's signature and the president of the SDBA's signature, or designees.
- Vouchers: The vouchers should be routed to the SDBA for coding and approval.
- Correspondence: The institutional contact person and the executive director of the Board of Regents should be copied on all correspondence.

14. Office of the State Engineer

The Office of the State Engineer shall assess a service charge on all projects. The charges shall be based upon all expenses incurred for plans, specifications and supervision of construction, including the actual and necessary expenses of the Bureau of Administration. (SDCL §§ 5-14-6).

FORMS/APPENDICES:

None

SOURCE:

BOR December 1993; October 1996; October 1998; March 2003; March 2004; April 2007; December 2010; April 2013; March-April 2016; August 2017; June 2019.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 8 – Q
DATE: June 22-23, 2022

SUBJECT

BOR Policy 6:7 Revisions – Building Plaques (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:7](#) – Building Plaques

BACKGROUND / DISCUSSION

At the May 2022 Board of Regents (BOR) meeting, the Regents reviewed the initial changes for Board Policy 6:7. This is the second and final reading of the policy.

A workgroup reviewed existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consisted of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties.

Policy 6:7 – Building Plaques has been modified to read “Bid Opening” vs. “Bid Letting” for clarification purposes.

IMPACT AND RECOMMENDATIONS

This is the second reading of the policy. There have been no additional edits since the first reading at the May Board meeting. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 6:7 – Building Plaques

DRAFT MOTION 20220622_8-Q:

I move to approve the second and final reading of the proposed revisions to BOR Policy 6:7 – Building Plaques as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Building Plaques

NUMBER: 6:7

A. PURPOSE

To provide a standard format for building plaques in all new buildings and those with major renovations.

B. DEFINITIONS

1. **Bid OpeningLetting:** The date the bids are opened ~~requests are published~~ by the Office of the State Engineer.

C. POLICY

There shall be an appropriate building plaque installed in all state building projects in the Regental system. Building plaques are to be located on the exterior of the building near the main entrance or just inside the main entrance. The plaque shall be made of appropriate material such as aluminum or bronze alloy, and its size shall complement the facility in which it is located. The president of the institution shall propose a name for the facility to the Board of Regents for approval. The format of the plaque shall be as shown on page 3 of this policy, and the names appearing shall be as of the bid openingletting date.

1. Names and Dates on Building Plaques

Plaques installed on new construction projects shall contain the following information as of the bid openingletting date:

- 1.1. Name of the building
- 1.2. Year of construction (the year in which the groundbreaking occurs)
- 1.3. Name of the Governor of South Dakota
- 1.4. Names of the members of the Board
 - President
 - Vice President
 - Secretary
 - Members (alphabetical order)
 - Executive Director

- 1.5. Name of the President of the institution
- 1.6. Name of the State Engineer
- 1.7. Name of architect
- 1.8. Names of general contractors (alphabetical order)
- 1.9. Names of the South Dakota Building Authority board members and the Executive Secretary.

2. Plaque Format

The format for the plaque is shown on page 3 of this policy.

FORMS/APPENDICES:

Page 3: Sample of Plaque Format

SOURCE:

BOR July 1968; June 1989; April 1992; March 1993; December 2010; December 2012; August 2017.

SAMPLE OF FORMAT

THE X-Y-Z FACILITY
Year

GOVERNOR
Name

SOUTH DAKOTA BOARD OF REGENTS

Name, President	City
Name, Vice President	City
Name , Secretary	City
Name	City
Name	City
Name	City
Name	City
Name	City
Name	City
Name, Executive Director	City

X-Y-Z STATE UNIVERSITY
Name, President

ARCHITECTS/ENGINEERS

D. Johnson, P.E.	State Engineer
X-Y-Z Associates, Inc.	Architects/Engineers
A-B-C Company, Inc.	General Contractor

SOUTH DAKOTA BUILDING AUTHORITY

Name	Name
Name	Name
Name	Name
Name, Executive Secretary	Name

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 8 – R
DATE: June 22-23, 2022

SUBJECT

BOR Policy 6:10 Revisions – Legislative Authorization of Private or Grant Funded Facilities (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:10](#) – Legislative Authorization of Private or Grant Funded Facilities

BACKGROUND / DISCUSSION

At the May 2022 Board of Regents (BOR) meeting, the Regents reviewed the initial changes for Board Policy 6:10. This is the second and final reading of the policy.

A workgroup reviewed existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consisted of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties.

Policy 6:10 – Legislative Authorization of Private or Grant Funded Facilities has been modified to clarify that this policy applies to any funding outside of state general funds and to include reference to both SDCL § 5-14-1 and § 5-14-3.

IMPACT AND RECOMMENDATIONS

This is the second reading of the policy. There have been no additional edits since the first reading at the May Board meeting. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 6:10 – Legislative Authorization of Private or Grant Funded Facilities

DRAFT MOTION 20220622_8-R:

I move to approve the second and final reading of the proposed revisions to BOR Policy 6:10 – Legislative Authorization of Private or Grant Funded Facilities as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Legislative Authorization of Private or Grant Funded Facilities

NUMBER: 6:10

A. PURPOSE

To require that funding outside of state funding is in place before requesting legislation for capital projects.

B. DEFINITIONS

1. **Capital Projects:** Any—new—construction, addition, renovation, remodeling, or maintenance and repair that has a total project cost of \$5.0M or more shall be classified as a capital improvement—(SDCL 5-14-3). All new construction or any addition beyond mechanical space, regardless of building size or total project cost, will be considered a capital improvement. (SDCL 5-14-1 and 5-14-3). Any repair, rebuilding, renovation, alteration or construction project that has a cost of \$1.5M or more. (SDCL 5-14-3)

C. POLICY

1. **Guaranteed Funding**

Before a capital project may proceed to legislative authorization, private or grant dollars committed to the facility must be in-hand, pledged or guaranteed in writing by the university, university foundation, donor or funding entity.

FORMS / APPENDICES

None

SOURCE:

BOR May 2009; December 2018.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 8 – S
DATE: June 22-23, 2022

SUBJECT

Program Review Reports

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 4.2](#) – Institutional Program 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.

- SDSU – [Mathematics and Statistics](#)
- SDSU – [Doctor of Philosophy](#)
- SDSU – [Civil Engineering](#)
- USD – [Department of Mathematical Sciences](#)
- SDSU & USD – [Master of Public Health](#)
- SDSU – [Mechanical Engineering](#)
- NSU – [Sport Marketing and Administration](#)

(Continued)

INFORMATIONAL ITEM

- NSU – [Human Performance](#)
- NSU – [Sport Performance and Leadership](#)
- NSU – [Psychology](#)
- NSU – [English](#)

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Informational Items
Consent

AGENDA ITEM: 8 – T
DATE: June 22-23, 2022

SUBJECT

Interim Actions of the Executive Director

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2:23](#) – Program and Curriculum Approval

[BOR Policy 5:4](#) – Purchasing

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

BACKGROUND / DISCUSSION

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

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

IMPACT AND RECOMMENDATION

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

ATTACHMENTS

Attachment I – Interim Actions of the Executive Director

INFORMATIONAL ITEM

INTERIM ACTIONS

Maintenance and Repair Projects ((\$50,000 - \$250,000))

Northern State University

Dacotah Hall – Alteration to Art Department Space (DH209): NSU requests approval to realign \$55,000 of unused FY21 HEFF funds to pay for alterations to walls, ceilings, and lights to accommodate the art program.

McArthur Welsh – Parking Lot Replacement: NSU requests approval to use \$160,000 of local funds to replace the McArthur Welsh parking lot with new asphalt.

South Dakota State University

Animal Dairy Research – Veterinary Clinical Skills and Surgical Training Room: SDSU requests approval to use \$100,000 of Foundation funds and \$134,500 of local funds to provide for the minor demolition of room finishes and installation of surgical lights, vinyl coated ceiling tile, epoxy floor finish, and simulated surgical air and vacuum. SDSU will design and build the \$234,500 project with agency labor and requests delegation of the project.

Dana J. Dykhouse Stadium and University Policy Department – Roof Repairs: SDSU requests the use of \$119,400 of funds provided by insurance to clean the existing EPDM by pressure washing the surface to remove any loose debris and dirt. All existing flashings, loose fasteners, penetrations, and HVAC units will be inspected to ensure all potential leak points are secure. 838 Supreme will be installed at all flashing details. 838 Supreme coating will be applied in two coats at a rate of .75 gallons per square foot per applied coat. The 838 Supreme Coatings will provide a 10-year warranty.

University of South Dakota

University of South Dakota Sioux Falls – Black Top Paving of Parking Lots: USD requests approval to use \$62,112.70 of local funds to improve the parking lots at USDSF. All lots will receive the following work: mastic joint repair, crack sealing, seal coating, and re-striping per existing layout and colors. In addition, there will also be 187 square yards of asphalt patching between lots B and C.

ARPA Funded Projects

(Approved at BOR0821, 8-A. Legislative Approval 22.S.B.50)

Black Hills State University

BHSU requests approval to use \$750,000 in ARPA funds to correct the storm water drainage issues from the Jonas commuter parking lot to the storm water drainage ditch by Bordeaux Hall. The plan is to increase the size of the drop inlet and drainage on the Jonas Academic side and pour a concrete catch basin at the drop outlet by the Bordeaux Hall bridge, where it pours into the flood plain drainage ditch.

Northern State University

NSU requests approval to use \$78,000 in ARPA funds to install drain inlets on the west side of Kline Street walk to improve drainage.

South Dakota State University

SDSU requests approval to use \$300,000 in ARPA funds for the full design and construction to upgrade the storm sewer from Jackrabbit Green, east along Briggs Library, to a location at the NE corner of the building. General scope includes installing new 42' RCP to replace the existing line and increase capacity. In order to minimize conflicts and coordinate installations, this work is included with the project to run new steam lines to Briggs Library (OSE#R032—08X). This project was bid as an alternate under R0321—06X and awarded to Clark Drew Construction for the amount of \$254,998. Campus resources related to planning are funded by the steam line project, R0321—06X.

SDSU requests the approval to use \$1,000,000 in ARPA funds and \$39,963.25 in local funds for the full design and construction to replace the 8-inch ACM water main on the Jackrabbit Green from Briggs Library to the east at Miller Wellness Center and north to North Campus Drive. Work will include hiring a consulting engineer for planning and design, and the project will be publicly bid. Campus resources related to planning will be funded by the local funds portion of this project.

SDSU requests approval to use \$600,000 in ARPA funds and \$33,943 in carried-over FY18 Fee M&R funds for the full design and construction of an outlet weir for the retention pond at the northwest corner of campus. This project was previously designed in 2019 but was not bid. This request includes working with the consulting engineer who performed the design to issue the project for bidding, and the project will be publicly bid. Campus resources related to planning will be funded by the Fee M&R portion of this project.

SDSU requests approval to use \$2,500,000 in ARPA funds for the full design and construction to replace and or rehabilitate portions of the campus sanitary sewer system. Areas in need of rehabilitation have been identified in a system study performed in 2019. Work will include hiring a consulting engineer for planning and design, and the project will be publicly bid and completed in phases. The general scope of the project includes replacement of failing segments of pipe, rebuilding or replacing select man-holes, relining pipe where applicable, and removing storm sewer infiltration and inflow where identified. Phase one will install a domestic water line to Lincoln Music Hall, which was bid as an alternate under project R0321—06X and awarded to Clark Drew Construction for the amount of \$113,810. Campus resources related to planning will be funded by FY22 General Fund planning and design funds in the amount of \$125,000.

SDSU requests approval to use \$2,700,000 in ARPA funds for the full design and construction of the replacement of the aged 8-inch cast iron water main from the intersection of 11th Street and Medary Avenue, west to the parking lot behind Enrollment Services building, south to 9th Street, and back east to the east side of Medary Avenue by the Coughlin Campanile. Work will include hiring a consulting engineer for planning and design and the project will be publicly bid. Campus resources related to planning will be funded by FY22 General Fund planning and design funds in the amount of \$140,000.

SDSU requests approval to use \$720,000 in ARPA funds for the full design and construction of the replacement of the 8-inch ACM water main from the south side of Brown Hall, east to Binnewies Hall. Work will include hiring a consulting engineer for planning and design and the project will be publicly bid. Campus resources related to planning will be funded by residual FY22 Fee M&R funds in the amount of \$30,000.

SDSU requests approval to use \$1,900,000 in ARPA funds for the full design and construction of the replacement of approximately 2,510 feet of water main on the north side of 11th Street and 550 feet of 6-inch water main extending off the 11th Street main into McCrory Gardens. The water mains are currently comprised of 6-inch ACM and cast-iron pipe. The new PVC mains would be 8 inches. Work will include hiring a consulting engineer for planning and design and the project will be publicly bid. Campus resources related to planning will be funded by \$95,000 of FY23 HEFF M&R planning and design funds.

Leave Without Pay in Excess of Three Months

University of South Dakota

- Lee Ann Roripaugh: 08/22/2022 – 12/21/2022
Professor, English Department
(Approved 06/08/2022)

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
Consent

AGENDA ITEM: 8 – U
DATE: June 22-23, 2022

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

(Continued)

INFORMATIONAL ITEM

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

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS

Informational only.

ATTACHMENTS

Attachment I – May 2022 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - June 2022

Facility Name	Ten-Year Plan	Legislative	Fund	Legislative /	Board Action	Status	Projected Completion	Building Committee
ACADEMIC FACILITIES								
Black Hills State University								
E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012 HB1045-2020 SB43-2020	FY22 HEFF Bonds Other M&R Bonding	\$3,000,000 \$3,972,345 \$2,400,000 \$9,372,345	Oct-20 Design Plan	Construction	2022	Bastian
BHSU-RC Addition & Renovation for West River Nursing		SB43-2022	General	\$8,000,000	Oct-21 Program Plan	Planning	2025	Partridge
Lyle Hare Stadium Renovation			HEFF Private	\$5,114,644 \$2,000,000 \$15,114,644	Jun-16 Facility Stmt	Planning	2024	Bastian
Dakota State University								
DSU-ARL		SB130-2022	Private	\$50,000,000	Jan-22 Facility Statement	A/E & CM Selection Design	2025	Vanhuizen
Athletics Events Center		HB1021-2022	Private	\$28,047,000	Mar-22 Design Plan	CM Selection Design	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	Thares
Lincoln Hall Replacement		SB44-2022	General Funds	\$29,500,000	Oct-21 Facility Program Plan	Design	2024	Thares
South Dakota School of Mines and Technology								
Mineral Industries Building		SB156-2021	Private Local State	\$12,000,000 \$3,000,000 \$19,000,000 \$34,000,000	May-22 Facility Design (Revised)	CM Selection Design	2024	Wink
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning	TBD	Wink
Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection	TBD	Wink
Devereaux Library Renovation		HB1046-2020	HEFF Bonds General Funds M&R HEFF M&R Auxiliary Revenues Private	\$4,000,000 \$1,350,000 \$500,000 \$100,000 \$1,000,000 \$6,950,000	Dec-20 Facility Design	Construction	June-2022	Bastian
Stadium Renovation			HEFF Funds Local Private		Dec-19 Facility Stmt	A/E Selection	TBD	Bastian

South Dakota Board of Regents Capital Improvement Projects - June 2022

Facility Name	Ten-Year Plan	Legislative	Fund	Approved Amount	Board Action	Status	Current Project	Projected Completion	Building Committee	Rep.
ACADEMIC FACILITIES										
South Dakota State University										
Animal Disease Research & Diagnostic Lab (ADRL) - Addition & Renovations	HB1080-2016	Livestock Disease Emergency	2018 State Bonded LDE/Animal Ready Fund	\$1,575,000	Oct-16	Design Plan	Final Inspection	2020	Rave	
	SB172-2017			\$50,039,637						
				\$2,600,000						
				\$6,000,000						
				\$1,105,000						
				\$61,319,637						
Berg Ag Hall Renovate 1st & 2nd floors - Phase 2		Donations		\$1,000,000	Mar-22	Design Plan	Construction	2023	Roberts	
		HEFF M&R		\$7,284,159		(Revised)				
		Precision Ag Funds		\$100,000						
Dairy Unit - Dairy Research and Training Facilities	HB 1153- 2021	Private	General Funds	\$7,500,000	Apr-20	Facility Stmt	Design	2023	Rave	
				\$7,500,000						
				\$15,000,000						
Lincoln Hall - Renovation		Private	HEFF M&R	\$3,500,000	Oct-21	Design Plan	Construction	2023	Bastian	
			2021 HEFF Bonds	\$3,616,880		(Revised)				
				\$10,000,000						
				\$17,116,880						
Outdoor Sports Support Facility	SB 51-2018	Business and Athletic Income		\$600,000	Dec-17	Program Plan	Planning	TBD	Venhuizen	
Raven Precision Agricultural Center - Phase 1	HB1264-2018	Local	General Funds	\$7,500,000	Dec-18	Design Plan	Final Inspection	2021	Venhuizen	
		Private		\$2,000,000						
			2019 State Bonds	\$16,600,000						
				\$20,000,000						
Rodeo Grounds Practice Facility		Private		\$46,100,000	Apr-20	Facility Stmt	Planning	TBD	Thares	
				TBD						
Sanford Jackrabbit Athletic Center Wrestling Addition	SB 28-2021	Private		\$4,900,000	Oct-21	Design Plan	Construction	2022	Roberts	
						(Revised)				
SI Marshall Center - Addition, Phase 2	HB1022-2022	Private	Local	\$43,168,000	Dec-21	Design Plan	Construction	2024	Roberts	
			HEFF M&R	\$4,000,000		(Revised)				
				\$6,000,000						
				\$53,168,000						
South Dakota Art Museum-New Construction		Donations		TBD	Mar-22	Facility Stmt	Planning	TBD	Brown	
The Barn Renovation	FY12 10 Yr Plan	2027 HEFF Bonds	Private	\$7,500,000	Jun-2020	Facility Stmt	Planning	TBD	Bastian	
(replaces the Visual Arts Project in the 2012 Capital Project)				\$3,315,000						
				\$10,815,000						
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	2027 HEFF Bonds	HEFF M&R	\$5,000,000	Mar-16	Program Plan	Phased Project Design & Construction	2029	Roberts	
				\$5,043,000						
				\$10,043,000						

South Dakota Board of Regents Capital Improvement Projects - June 2022

Facility Name	Ten-Year Plan	Action / YR	Type	Approved Amount	Board Action	Status	Date	Rep.
ACADEMIC FACILITIES								
University of South Dakota National Music Museum		HB1065-2018	Private HEFF M&R	\$9,095,000	Dec-18	Final Inspection	2020	Brown
				<u>\$1,500,000</u>	Design Plan			
				\$10,595,000				
Health Science Building		SB40-2020	HEFF Bond M&R Bond One-Time State Funds Private Funds Local Funds	\$7,500,000	Oct-21	Construction	2022	Partridge
				\$5,000,000	Design Plan			
				\$5,000,000	(Revised)			
				\$4,500,000				
				<u>\$875,000</u> \$22,875,000				
South Dakota School for the Blind & Visually Impaired								
New School		HB1071-2018	Private GOED	\$11,847,916	Aug-18	Final Inspection	2020	Thares
				<u>\$5,000,000</u> \$14,347,916	Facility Design Plan			

South Dakota Board of Regents Capital Improvement Projects - June 2022

Facility Name	Ten-Year Plan	Legislative	Fund	Legislative /	Most Recent	Current Project	Projected Completion	Building Committee
	Action / YR	Type	Approved Amount	Board Action	Status	Date	Rep.	
ACADEMIC FACILITIES								
REVENUE FACILITIES								
Black Hills State University								
University Wellness Center Addition		General & Private		Dec-16 Facility Smt	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
Northern State University								
N/A								
South Dakota School of Mines and Technology								
Surbeck Center Addition		Private		Apr-14 Facility Smt	A/E Selection	TBD		Wink
South Dakota State University								
Pierson Hall Renovations		Rent Revenues	\$12,200,000	Apr-21 Facility Smt	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 \$10,500,000 \$8,360,412 \$27,760,412	Mar-22 Design Plan	Design	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

Budget and Finance
Consent

AGENDA ITEM: 8 – V
DATE: June 22-23, 2022

SUBJECT

Building Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:5](#) – Building Committees

BACKGROUND / DISCUSSION

This is a review of the actions taken by the building committees since the last Board meeting.

On May 19, 2022, the building committee for the USD Wellness Center Addition, represented by Regent Roberts, approved the Guaranteed Maximum Price of \$31,250,000.

On May 11, 2022, the building committee for the BHSU West River Nursing Addition and Renovation, represented by Regent Partridge, chose to enter into negotiations with the team of TSP to serve as the projects Architect Engineering firm.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 8 – W

DATE: June 22-23, 2022

SUBJECT

Center for the Prevention of Child Maltreatment Update

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The Center for the Prevention of Child Maltreatment (CPCM) at the University of South Dakota (USD) coordinates the 10-year strategic plan of the Jolene's Law Task Force, including but not limited to coordinating awareness and prevention of child maltreatment and sexual abuse in the state, engaging education partners in developing training and curriculum initiatives, and conducting research on prevention and treatment. In 2014, the Legislature created the Jolene's Law Task Force and tasked it with studying the impact of child sexual abuse in South Dakota as well as presenting policy recommendations; the CPCM grew out of the of Task Force's recommendations.

The Board received biannual updates on the CPCM at their [October 2015](#), [December 2017](#), [June 2019](#), and [June 2020](#) meetings. Accordingly, CPCM Director Carrie Sanderson has provided the 2021 Center for the Prevention of Child Maltreatment Annual Report for the Board's information.

IMPACT AND RECOMMENDATION

None

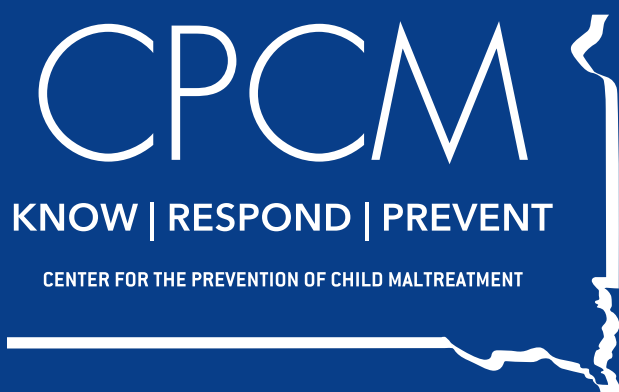
ATTACHMENTS

Attachment I – Center for the Prevention of Child Maltreatment 2021 Annual Report

INFORMATIONAL ITEM

Center for the Prevention of Child Maltreatment

2021 ANNUAL REPORT



CONTENTS

2 Contents and Board Members	9 K-12 Training & CIP Program
3 Welcome by Rep. Tim Reed	10 Resilient Communities
4 CPCM Staff	11 Multidisciplinary Teams
5 Partner Recognition	12 Child Abuse Conference
6 HRSA Grant & Data Initiative	13 Advocacy
7 SANE	14 CPCM by the Numbers
8 CAASt Program	15 Reporting Abuse

CPCM MISSION:

The Center for the Prevention of Child Maltreatment's mission is to stop all maltreatment against South Dakota children in order to foster resilient families.

2021 CPCM Advisory Board

Dr. Haifa Abou Samra
University of South Dakota

Dr. Shana Cerny
Community Advocate

Special Agent Cameron Corey
Division of Criminal Investigation

Beth Dokken
SD Department of Health

Daniele Dosch
Federal Bureau of Investigation

Senator Helene Duhamel
SD State Senate

Nikki Eining
Community Advocate

Sherri Fischer
Sanford Children's Hospital

Dr. Nancy Free
Child's Voice at Sanford Health

Special Agent Brent Gromer
SD Internet Crimes Against Children

Mary Beth Holzworth
Community Advocate

Dr. Rebecca Hoey
SD Board of Regents

Sara Kelly
SD Unified Judicial System

Wendy Kloeppner
Lake County State's Attorney

Kathy LaPlante
Tribal Representative

Representative Tim Reed, Chair
SD House of Representatives

Laura Schiebe
SD Department of Education

Angela Lisburg
Community Advocate

Jolene Loetscher
Community Advocate

Tatewin Means
Tribal Representative

Teresa Nieto
Tribal Victims' Advocate

Tifanie Petro
Children's Home Society

Jill Thorngren
South Dakota State University

Stacy Reitmeier
Avera Health

Michelle Seten
County Victims' Advocate

Sergeant Paul Stevens
SD Local Law Enforcement

Ashley Termansen
Community Advocate

Brittany Novotny
Child Advocacy Centers of SD

Virgena Wieseler
SD Department of Social Services

Krista Heeren-Graber
South Dakota Network Against
Family Violence and Sexual Assault



Welcome from CPCM Board Chair Representative Tim Reed

On behalf of the Center for the Prevention of Child Maltreatment (CPCM) Advisory Board, I welcome you to the 2021 Annual Report of progress toward the mission of stopping child maltreatment in South Dakota. The success of CPCM relies on our great partners and their participation in stopping child maltreatment. Thank you to all the organizations and agencies for your dedication and support.

CPCM had a year of success and growth. The first Resilient Community program was completed by Brookings. The Center was very successful in receiving grants to further the work to stop the maltreatment of children. The funding will allow CPCM to make positive changes in the lives of children by creating trauma-informed schools and workplaces that can help those suffering the effects of maltreatment and build resilience in our communities. The work proposed in the grants required more staff. We are excited to have Katie Schroeder, Tracy Thomes, and Tracey McMahon join the staff. Darla Biel was hired as an Assistant Director. I'm excited for the future of CPCM with this great team onboard.

The Center was active in the 2021 Legislative Session providing research, data, and helping draft bills that protect children. Delaney Jayne, a master's student working with CPCM wrote a paper that led to a new law that criminalized sex with underage persons by a person of authority like a teacher or coach. For the 2022 legislative session the Center is assisting with a bill that will allow courtroom modifications that will help and protect minors testifying against their abuser.



CPCM is leading the way to stop adverse childhood experiences and help families be resilient.

Thank you to the CPCM Director Carrie Sanderson and the staff for successful 2021 and I look forward to the success of 2022.

KNOW

Evidence-Based
Best Practices

RESPOND

Early
Intervention
& Healing

PREVENT

Create
Trauma-Informed
Communities

Center for the Prevention of Child Maltreatment Staff



CPCM staff members front row from left: Assistant Director Darla Biel, Director Carrie Sanderson, and Program Coordinator Kristi Kranz.

Back row from left: Senior Accountant Brenda Canfield, Program Specialist Susan Smith, Data Manager Tracey McMahon, Program Coordinator Tracy Thomes and Program Assistant II Katie Schroeder. (Photo by Jeremy Waltner)

2021 year of growth for CPCM

With support from state and community partners, and the development of grant opportunities, CPCM was able to welcome four additional staff members in 2021.

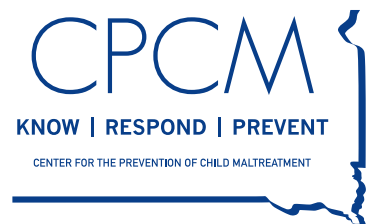
Darla Biel will serve as the Assistant Director and HRSA ECCS Project Lead. Tracey McMahon will take the lead on data initiatives surrounding children and families in South Dakota. Tracy Thomes will support the advancement of the CASt Training and Graduate Certificate programs. Katie Schroeder will provide administrative and programmatic support across all CPCM initiatives.

Together, the CPCM Team advances projects and initiatives statewide to create resilient communities and families.

CPCM is housed within the School of Health Sciences at the University of South Dakota. USD provides operational, fiscal, and research support for many CPCM operations. CPCM promotes opportunities across all Board of Regent Universities and throughout South Dakota, and USD's generous support allows for project growth and initiative expansion. Thank you to USD!



UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES



To learn more about and become involved with CPCM, visit www.sdcpcm.com or email CPCM@usd.edu.

South Dakota Partners in Action

Thank you to all partners and supporters of CPCM!

We appreciate your commitment to working collaboratively to know about, respond to, and prevent child maltreatment and trauma. Together we are creating a healthier, safer South Dakota for children and families.

CPCM Partners and Supporters

Avera Health	MassKids, Inc.	SD REACH Team
Avera St. Mary's Central SD Child Assessment Center	Maxwell Strategies, LLC	SD School of Mines and Technology
Avoid Opioid SD	Monument Health	Sioux Falls Police Department
Bethany Christian Services	Mud Mile Communications	Siouxland Child Protection Council
Black Hills Special Services Cooperative	NASW SD Chapter	SOC Committee, Wagner
Brookings Co. Child Protection Team	Our Home, Inc.	Social Justice Research Institute
Bureau of Indian Affairs	Pathable	Social Net Works, Brookings
CAAST Trainers	Pinnacle Productions	SD State Bar Association
Call to Freedom	Project AWARE	SD State's Attorneys Association
Capital University Center	Rotary International	SD UJS Court Improvement Program
Catholic Family Services	Sage Project Consultants	SD Unified Judicial System
Center for Rural Health Improvement	SANE Learning Collaborative members	South Dakota State University
Child Advocacy Centers of SD	Sanford Health	Systems of Care, Rapid City
Children's Home Society	School Administrators of South Dakota	The Compass Center
Child's Voice at Sanford Health	SD ACEs and Resiliency Presenters	The Event Company
Coteau des Prairies Health Care System	SD Assn. of Healthcare Organizations	Trial Lawyers Association
Court Appointed Special Advocates	SD Assn. of School Psychologists	University of Sioux Falls
Child Welfare League of America	SD Board of Regents	University of South Dakota
Dakota State University	SD CASA Commission	USD Center for Disabilities
Delta Dental of SD	SD Community Foundation	USD Knudsen School of Law
Early Childhood Mental Health Collaborative	SD Department of Education	USD Masters of Social Work Program
Early Learners SD	SD Department of Health	USD Parry Center for Clinical Skills and Simulation
East River Human Trafficking Task Force	SD Department of Social Services	USD Pediatrics Program
East River Legal Services	SD Division of Criminal Investigation SD	USD School of Health Sciences
Endeavor 52	SD Education Association	USD School of Nursing
ENOUGH Abuse Trainers	SD EMS for Children	Volunteers of America, Dakotas
Federal Bureau of Investigation	SD Statewide Family Engagement Center	Westgate Community Church
Helpline Center	SD Kids Count	Wiconi Wawokiya, Inc.
Hennepin Healthcare	SD Multi-Housing Authority	Yankton United Way
International Assn. of Forensic Nurses	SD Network Against Family Violence and Sexual Assault	Young Lawyers Board
Lutheran Social Services	SD Parent Connection	Zero Abuse Project
	SD Public Broadcasting	

HRSA ECCS Grant & Data Initiative

\$1.3 million grant will help South Dakota build better support for families and early childhood experiences

In August 2021, CPCM became one of 20 grantees from the U.S. Health Resources & Service Administration's (HRSA) new Early Childhood Comprehensive Systems: Health Integration Prenatal-to-Three (ECCS) Program. Statewide partners supported the proposal and will participate in the ECCS Collaborative's work.

The \$1.3M five-year ECCS grant offers South Dakota an opportunity to build and strengthen integrated maternal and early childhood systems to better support families and ensure the earliest experiences of South Dakota's children shape the their brain architecture building the foundation for success.

The goals for HRSA's ECCS program are to:

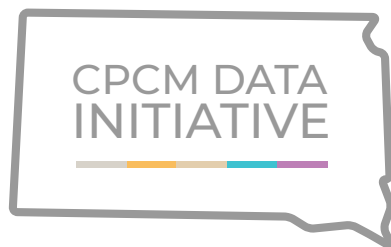
- Increase state-level infrastructure and capacity to develop and/or strengthen statewide maternal and early childhood systems of care;
- Increase coordination and alignment between maternal and child health (MCH) and statewide systems;



- Increase the capacity of health systems to deliver and effectively connect families to a continuum of services that promote early developmental health and family wellbeing, beginning prenatally;
- Identify and implement policy and financing strategies that support the funding and sustainability of multigenerational, preventive services and systems for the P-3 population; and
- Increase state-level capacity to advance equitable and improved access to services for underserved P-3 populations.

Data Initiative will help monitor benchmarks for children's wellbeing and improve data accessibility

A grant from the South Dakota Department of Education made it possible for CPCM to launch the State of South Dakota Children's Wellbeing Data Initiative (Data Initiative).



The project spans from August 2021 to September 2023 and investigates data surrounding the health and wellness of children for the purpose of:

- Improving state- and local-level tracking and monitoring of children's wellbeing data in South Dakota;
- Improving statewide access to timely and relevant data on the wellbeing of South Dakota children; and
- Increasing state-level data-driven decision-making to promote the wellbeing of South Dakota children.

The Data Initiative supports the development of a dashboard of available data sources for key indicators of children's wellbeing and annual reports. CPCM has partnered with ParaUX Design to create the dashboard, which is in the early phases of development. Benchmark Data Labs will assist in publishing an annual State of South Dakota Children's Wellbeing Report. In preparation of this report, Benchmark Data Labs is assisting with the design and implementation of data collection tools and processes.

The first annual report is planned for a First Quarter 2022 release and will include an overview of databases tracking SD children's wellbeing indicators, the indicators being tracked, and a summary of our findings from our survey on data accessibility, gaps, and needs as well as our findings from a focus group with SD epidemiologists exploring common facilitators and barriers to accessing and sharing children's health data, data gaps, and issues regarding data sovereignty.

Sexual Assault Nurse Examiner Trainings & Grant Renewal

April 2021 SANE Clinical Skills Training



Twelve nurse participants and six nurse trainers took part in the SANE Clinical Skills Lab April 29-30, 2021, at the Parry Center for Clinical Skills and Simulation at the USD School of Health Sciences in Sioux Falls.



Live models assisted in the SANE training forensic examinations.

2021 SANE Steering Committee

Keri Fisher
Mary Jo Zanoni
Ashley Dwyer
Allie Reichelt
Kendra Rooney
Stacy Dahlstrom
Kelli LaCroix
Jami Larson
Brandy Faehrich

Brittany Barron
Dr. Nancy Free
Shannon Wolfenbarger
Lindee Miller
Brittany Barron
Sandra Ruesch
Jennifer Canton
Becky Eggebrecht
Cindy Cleays

High demand for clinical skills training

CPCM and partners provided clinical training for sexual assault medical forensic exams to 20 rural South Dakota nurses. The first Sexual Assault Nurse Examiner (SANE) Clinical Skills Lab was held on April 29-30, 2021, at the Parry Center within USD's School of Health Sciences in Sioux Falls. On November 8-9, 2021, CPCM partnered with Avera Health and Hennepin Healthcare for a multi-state Clinical Skills Lab by which our grant funding provided hotel and travel reimbursement to rural South Dakota nurses.

SANE Clinical Skills Labs offer hands-on practice to gain competence in speculum exams, genital anatomy, evidence collection, medical history taking, head-to-toe assessment, forensic photography, STI recommendations, discharge planning, legal considerations, and more. A 40-plus-hour SANE didactic course is a prerequisite to the clinical skills training.

SANE grant renewed

CPCM's Sexual Assault Nurse Examiner (SANE) initiative received another three-year grant from the Office on Violence Against Women for the SANE Learning Collaborative Program.

The grant supports quarterly meetings, bi-annual Clinical Skills Labs, an online resource page, the SANE Steering Committee, multidisciplinary partnerships, and forensic nursing curriculum development within USD's Nursing program.

The new grant cycle will also support rural clinicians with acute Technical Assistance (TA) thanks to our partnership with Avera Health and Child's Voice as well as non-acute TA support through a contract with Avera Health and Sanford Health.

Child & Adult Advocacy Studies Graduate Certificate Program



CAAST

CHILD ADULT ADVOCACY STUDIES

KNOW | RESPOND | PREVENT



Multidisciplinary team members met in October for three days of focus group discussions on investigating child abuse and neglect cases.

Grant money used to support multidisciplinary focus group discussions

Through the National Child Welfare Workforce Institute (NCWWI), the USD School of Health Sciences with the support of CPCM, was awarded a grant to enhance the curriculum of the CAASt program with Midwest-based case studies. The involvement of real-world cases in the CAASt curriculum will promote active student engagement, analytical thinking, decision-making in complex situations, and the ability to cope with ambiguity.

The CAASt Team convened statewide, multidisciplinary (MDT) professionals to develop real-life cases that reflect the demographics, geography, and resources of the Midwest. More than 30 representatives from the following disciplines were involved:

- Law enforcement
- Child protection
- Prosecution
- Medical
- Mental health
- Education
- Victim services
- Advocacy

CAAST program graduates inaugural cohort

The University of South Dakota (USD) CAASt Graduate Certificate completed the inaugural year of implementation in 2021 with nine students graduating from the program. The CAASt Graduate Certificate is a 12-credit program that focuses on interdisciplinary, ethical, realistic, and culturally sensitive content that provides professionals working with vulnerable populations the foundation for responding to maltreatment. Students develop a multidisciplinary understanding of response and are better equipped to advocate for victims and survivors of maltreatment upon completion of the program.

NCWWI funding provides scholarships

Through NCWWI funding, the CAASt Team was able to provide 10 scholarships for the CAASt Graduate Certificate program to MDT professionals working in South Dakota. The scholarships will support the full tuition for these students throughout the 2022 school year. Student engagement and collaboration within the CAASt program will be positively impacted by the inclusion of diverse MDT membership.



UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES

Child & Adult Advocacy Studies K-12 Training Series

Department of Education funding shares trauma-informed resources with South Dakota schools

In response to the increased need for supportive strategies following the COVID-19 pandemic, the Department of Education funded several initiatives to support the implementation and expansion of the CAASt K-12 Training Series. The training was created to provide professionals with tools to advocate for children and adults in need, while learning how to work in interprofessional teams and overcome problems associated with rurality, funding, and lack of services.

The CAASt Team completed three 5-hour CAASt K-12 Trainings, reaching more than 250 education professionals.

The curriculum of these sessions incorporate components of mandatory reporting, suicide awareness and prevention, multidisciplinary approaches, and trauma-informed interventions to prepare professionals with effective strategies for responding to children in need.

Through DOE support, the CAASt K-12 Training will be offered to post-secondary education institutions for college students seeking teaching licensure. A vicarious trauma component will further supplement the training. The initial stages of these projects began in 2021, and will continue into 2022.

Court Improvement Program Lunch & Learn

Court Improvement Program webinar series begins

Through the generous support of the Unified Judicial System Court Improvement Program (CIP), CPCM organized and hosted monthly Court Improvement Program Lunch & Learns for judges, attorneys, and legal professionals across South Dakota. The trainings promote relevant information on the South Dakota child welfare system.



Eleven trainings occurred in 2021 including topics such as the process of reporting abuse, the role of court appointed special advocates, the multidisciplinary approach of a child advocacy center, the impacts of removal and conditions for return, family and cultural considerations in abuse and neglect cases, and connecting families with appropriate services and resources.

Partners support law fellows

Through the support of the Unified Judicial System Court Improvement Program, the South Dakota Department of Education, and the Office on Violence Against Women, CPCM added two law fellows from the University of South Dakota Knudson School of Law.

The fellows are integral to legal research supporting CPCM initiatives, training legal professionals, and preliminary organization of a Child Welfare Workshop to be hosted in Vermillion in April 2022.

Rex Schlicht is a second-year law student from Woonsocket, South Dakota. Mia Hockel is a second-year law student from Windom, Minnesota.



Rex
Schlicht



Mia
Hockel

Brookings becomes first South Dakota Resilient Community



Brookings County Facilitating Team

Chad Adamson
Darla Biel
Nikki Eining
Heidi Gullickson
Michelle Vande Weerd

Codington County Facilitating Team

Sara Foust
Laura Hoiten
Terri Melitz
Kelli Rumpza
Andrea Schultz
Maria Turbak
Jessi Whetsel



From left: Heidi Gullickson of Brookings United Way, Chad Adamson of the Brookings School District, Daniel Scholl of SDSU, Darla Biel of Brookings County Youth Mentoring, Nikki Eining of Avera Behavioral Health, Carrie Sanderson of the Center for the Prevention of Child Maltreatment, CPCM Advisory Board Chair Representative Tim Reed, R-Brookings; Haifa Abou Samra, USD School of Health Sciences Dean, Brookings County State's Attorney Dan Nelson celebrate Brookings County becoming South Dakota's first Resilient Community.

For more on SD Resilient Communities go to www.ResilientSD.com

Resilient Communities' goal is to help communities better protect and support children and families

The goal of Resilient Communities: South Dakota is to build a strong foundation of ACES & Resiliency to create shared language to better collectively know about, prevent, and respond to child maltreatment and adversity at the local level. Supported by a Resilient Communities Navigator, volunteer cross-sector facilitating teams:

- lead community conversations to increase awareness of the CDC's six strategies to prevent ACES;
- help community members identify local strengths and opportunities to

be trauma-informed and contribute to increased community resilience;

- explore available South Dakota trainings and resources to fill gaps;
- develop and implement a shared community action plan.

In 2021, Brookings County became the first SD Community to complete the Resilient Communities process, and Codington County formed a facilitating team that held initial meetings and organized a communitywide ACES & Resiliency training.

Resilient Communities is a free, grassroots process and may come alongside other community capacity-building initiatives in South Dakota.

SD Resilient Communities

Brookings County: Sustain
Codington County: Know
Minnehaha County: Starting Process
Charles Mix County: Starting Process

Multidisciplinary teams & prevention trainings



Cam Corey
Assistant Director
SD DCI



Agent Darin Sinner
MDT Coordinator
SD DCI

Multidisciplinary Team Coordinator Cam Corey, was promoted in 2021 to Assistant Director of the South Dakota Division of Criminal Investigation where he previously served as a special agent.

DCI Special Agent Darin Sinner was hired as the SD MDT Coordinator following Corey's promotion.

Project AWARE supports trauma education

The Project AWARE grant from the South Dakota Department of Education helped to support trauma-informed training for K-12 schools offered by CPCM and Children's Home Society. The trainings include Adverse Childhood Experiences and Resiliency and Enough Abuse training. Additionally, toolkits including resources on Adverse Childhood Experiences, books on trauma-informed care and South Dakota's requirements on reporting abuse and neglect were sent to schools that participated in the training. Thank you to the South Dakota Department of Education for its continued support of trauma-informed care.



REACH Team Report

REACH is a regional multidisciplinary team developed to implement best practice response to investigate concerns of child maltreatment.

The REACH Team membership consists of law enforcement agents, medical providers, forensic interviewers, child protection, county prosecutors, social workers and family advocates. The REACH Team collaborates from the point of report until case resolution.

The team meets in person at a medical clinic in Watertown, SD and serves the 13 surrounding counties. The REACH team receives technical support from the Center for the Prevention of Child Maltreatment at the University of South Dakota.

In 2021, the Watertown REACH team provided services for 102 victims.

2021 REACH Team Data

<u>Age of Children</u>	<u>Offenses evaluated *</u>
0-3 years: 10	Sexual Abuse: 88
3-6 years: 14	Physical Abuse: 29
6-9 years: 24	Neglect: 2
9-12 years: 18	Drug Endangered: 3
12-15 years: 27	Witness to Violence: 0
15-18 years: 9	
18 plus years: 1	

*It is possible for one individual to be evaluated for multiple offenses; therefore, this number will not reconcile with the number of individuals seen in clinic.



21st Annual Community Response to Child Abuse Conference



Pictured here from left: Senator Deb Soholt, Judge Scott Myren, Representative Tim Reed, South Dakota Supreme Court Chief Justice Steven Jensen, USD School of Health Sciences Dean Haifa Abou Samra and South Dakota Secretary of the Department of Social Services Laurie Gill. (Photos by Jeremy Waltner)

Soholt earns Distinguished Service Award

Each year, the CPCM Advisory Board recognizes a community partner or advocate working in the field who continues to go above and beyond the mission of creating safety for children in order to foster resilient families.

Senator Deb Soholt was CPCM's 2021 Outstanding Service Award Recipient. Senator Soholt served as the CPCM Advisory Board Chairwoman from 2017 to 2020.

Senator Soholt served in the South Dakota Legislature from 2014 to 2020, and first took action to help prevent child sexual abuse in South Dakota by listening to her constituents describe the struggles they had to find cohesive response to child maltreatment.

From 2014 to 2016, Senator Soholt led the Jolene's Law Task Force to identify how South Dakota could create a system to better know about, respond to, and prevent child maltreatment. Senator Soholt presented the state's strategic plan to Governor Dennis Daugaard in 2016 and advocated for state appropriation to create the Center for the Prevention of Child Maltreatment at the University of South Dakota.

Senator Soholt's continued dedication to making our state stronger, safer, and more resilient has led to where we are today – all of us working together for our children and families. Thank you, Senator Soholt, for your service to our great state.

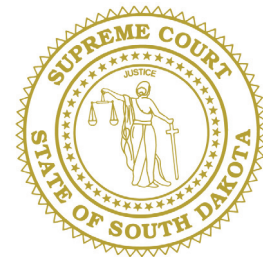


CPCM & partners host 21st Annual CRCAC

The Community Response to Child Abuse Conference is held annually in Sioux Falls, SD, and continues to grow.

The 2021 conference, with 35 presenters and over 650 participants, provided the first hybrid experience and multiple participants took advantage of online learning. Event sponsors include the Unified Judicial System Court Improvement Committee, Child's Voice at Sanford Health, and CPCM. The support of community partners and sponsoring agencies allows the conference to thrive as a regional learning experience for students, professionals and community members.

Since 2018, the conference reached over 2000 attendees. Session recordings are available at the CPCM website at www.sdcpm.com.



CPCM Advocacy

CPCM Advocacy Initiatives

The CPCM Advisory Board set advocacy initiatives for 2021 and supported multiple bills to keep children and families safe. CPCM published regular legislative updates during each legislative session, tracking bill progress for partners and community members.



CPCM Advisory Board member Sen. Helene Duhamel, R-Rapid City; and Advisory Board Chair Rep. Tim Reed, R-Brookings, attended Children's Day at the Capitol on Feb. 1, 2021.

Children's Day at the Capitol

The 2021 Children's Day at the Capitol was held virtually due to ongoing Covid-19 concerns. Child advocates took to the screens to show support for improving public policy for children and families. The event promoted legislation to help reduce child harm, sponsored a virtual vendor fair, lunch for the few public attendees, and a mandatory reporter training.

CPCM Intern Delaney Jayne testifies at Legislature

CPCM intern Delaney Jayne, a master of social work graduate from USD, testified in support of House Bill 1096 during the 2021 Legislature. The bill codified the crime of sexual contact with a child between ages 16 and 18 if the alleged offender is a person of authority. Jayne researched legislation in other states for Rep. Tim Reed, R-Brookings, who sponsored the bill.

KNOW

Evidence-Based
Best Practices

RESPOND

Early
Intervention
& Healing

PREVENT

Create
Trauma-Informed
Communities



Pictured from left: CPCM Director Carrie Sanderson, CPCM Intern Delaney Jayne, (Master of Social Work student), Kelsey Phelps (senior dental hygiene student), Tasha Wendel (SDDHA president elect), Carissa Regnerus (SDDHA president), Mallory Hatzell (senior dental hygiene student) and Paige Hurlburt (senior dental hygiene student) supported the passage of House Bill 1132 while it was being debated in the legislature. HB 1132 added dental hygienists to a list of South Dakota professionals mostly in the medical profession who are mandated to report child abuse and neglect.

Building Resilient Communities with Resilient Youth

CPCM Advisory Board Member Nikki Eining, CPCM Assistant Director Darla Biel, and CPCM Director Carrie Sanderson co-presented at a Region 8 U.S. Health and Human Services webinar.



The training highlighted work to build protective factors for South Dakota youth, young adults, and families. Attendees from six states and multiple national and state

From left: Darla Biel and Nikki Eining, Resilient Communities agencies participated. More information about Resilient Communities: SD is available at ResilientSD.com.

CPCM by the Numbers

20

South Dakota nurses received Sexual Assault Nurse Examiner (SANE) training.

18,000

More than 18,000 South Dakotans are trained in ACEs thanks to a partnership with Children's Home Society.

5

Student interns worked on a variety of projects for CPCM from research to social media to child advocacy.

24

Grants, contracts and awards were received by CPCM allowing an expansion of programming.

4

Trainings presented for dental professionals on mandatory reporting and preventing child abuse. Two are planned in 2022.

250

Education professionals trained in the CAASt K-12 Training modules that give resources for creating a trauma-informed school.



Thanks to a \$18,000 Avera Traditions of Caring grant, CPCM received 12 months of advertising on all KELOLAND stations. This included appearances on KELOLAND Living and Inside KELOLAND.

28

Multidisciplinary focus group members and witnesses aided in developing SD specific case examples for further study.

10

CAAST Graduate Certificate Scholarships awarded for the cohort beginning in 2022.

11

CIP Lunch to Learn trainings presented to members of the South Dakota legal profession and child advocates.

Reporting Child Abuse and Neglect in South Dakota

Dental hygienists added to mandatory reporter list

The South Dakota Legislature passed a bill in 2021 adding dental hygienists to a list of South Dakota professionals that are required by law to report instances of sexual abuse and neglect. Previously dentists were mandatory reporters.

Hygienists serve a similar role as that of a nurse. They spend a longer time with individuals and may have time to build up trust and notice inconsistencies with the patient's physical appearance and behavior. Following the addition of hygienists to mandatory reporting requirements, the Center for the Prevention of Child Maltreatment worked

with Child Protection Services of the South Dakota Department of Social Services and Delta Dental to provide four mandatory reporter trainings specifically marketed and coordinated for dental hygienists.



South Dakota
Department of
Social Services



To report child abuse and neglect call:

1.877.244.0864

DSS Intake Specialists will be available from 8 a.m. to 5 p.m., Monday through Friday.
If reporting before 8 a.m., after 5 p.m., on the weekends or during a holiday,
please contact local law enforcement.



**Center for the Prevention of
Child Maltreatment**

1400 W. 22nd St.
Sioux Falls, SD 57105
605-357-1392
cpcm@usd.edu • www.sdcpcm.com



SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – A
DATE: June 22-23, 2022

SUBJECT

Revised BOR Policy 2:29 – Definition of Credits and Related Institutional Requirements (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:29](#) – Definition of Credits and Related Institutional Requirements
[HLC Guidelines](#)

BACKGROUND / DISCUSSION

BOR Policy 2:29 governs the institutional credit requirements to ensure academic quality and compliance with the Higher Learning Commission (HLC) guidelines. [HLC](#)¹ requires at least thirty (30) of the 120 credit hours at the undergraduate level taught and delivered by the degree-seeking institution.

Over the last several months, this policy has been evaluated by the Academic Affairs Council (AAC) to ensure that the use of technology and the practice of transfer met the rigor required for academic quality. In addition, with the approval of the SD Board of Regents Strategic Plan, the policies governed by the Regents were reviewed in light of transfer initiatives currently underway to ensure best practices. The overall policy has been updated to reflect current policy structure and to allow campuses and students optimal flexibility where warranted.

A summary of the substantive changes made are as follows:

1. Changed policy title to Academic Program Student Credit Hour Requirements
2. Updated the policy structure to the current format
3. Eliminated duplication of definitions

¹ Higher Learning Commission (2020). Assumed Practices: HLC Policy. Section B: Teaching and Learning: Quality, Resources, and Support. Retrieved from <https://www.hlcommission.org/Policies/assumed-practices.html#:~:text=Typically%20institutions%20will%20require%20that%20at%20minimum%2030,institutions%2C%20or%20through%20contractual%20relationships%20approved%20by%20HLC.>

(Continued)

DRAFT MOTION 20220622_9-A:

I move to approve the first reading of the proposed revisions to BOR Policy 2:29, as presented.

4. Section D, Undergraduate
 - a. Added the definitional language throughout
 - b. Section 4, allowed exemptions up to 10% due to special, specific circumstances approved by the institution chief academic officer
 - c. Section 4, removed the university center language
5. Section E, Graduate – Added the definitional language throughout
6. Section F, Request for Exemption added.

IMPACT AND RECOMMENDATION

The addition of flexibility to this policy also coincides with the new draft of the BOR Seamless Transfer Policy while ensuring academic rigor and quality remains intact.

Timeline for this policy revision is as follows:

- First Reading – June 2022 BOR Meeting
- Second and Final Reading – August 2022 BOR Meeting

BOR academic staff supports the recommendations as presented.

ATTACHMENTS

Attachment I – BOR Policy 2:29 With Track Changes

Attachment II – BOR Policy 2:29 Clean Copy/Without Track Changes

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: ~~Definitions of Credits and Related Institutional Requirements~~ Academic Program Student Credit Hour Requirements

NUMBER: 2:29

A. PURPOSE

This policy endorses the requirement for academic quality by the accrediting organization ensuring students receive optimum transfer of knowledge, competencies, and experience deemed essential for degrees conferred by the degree granting institution, certify that students have met institutional and program standards, and provide faculty with the basis to act as a reference for students seeking employment.

A.B. DEFINITIONS

1. **Academic Program:** This is the Degree, Major and as applicable the Specialization approved by the Board of Regents for the degree-granting institution.
2. **Accrediting Institution:** Holding accreditation from one of the following regional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, and WASC Senior College and University Commission (WSCUC).
3. **Course Student Load:** The number of allowable credit hours per semester, term.
4. **Credits in Residence:** A course offered by any of the degree-granting institutions at any approved site using any approved method of delivery for the approved academic program. ~~A Credit in Residence within the Board of Regents system is a course offered by any of the degree-granting institution at any approved site using any approved method of delivery.~~
5. **Degree-Granting Institution:** A Regental institution approved to offer an academic program to degree-seeking students.
- ~~4-6.~~ **Degree-Granting Institutional Credits:** An institutional credit is a credit offered by the degree granting institution ~~and includes credits that are part of a formal collaborative agreement between that institution and another Regental institution.~~
7. **Degree-Seeking Student:** A student that has been admitted to a program of study by the degree granting institution.
8. **Home Institution:** This is the primary degree-seeking academic program Regental institution for the degree-seeking student.

9. Host Institution: This is a secondary degree-seeking academic program or minor at another Regental institution that a degree-seeking student can attend.

10. Program: This policy applies to all undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degrees.

11. Transfer Credits: The accrediting organization allows for external and internal Regental transfer of credit by degree-seeking students per BOR Policy ###. These credits are not considered credits in residence.

12. Validated Credits: Credit earned for college-level courses by validation methods such as Credit by Exam, CLEP, AP, portfolio, etc. within the Regental system will not be considered “credits in residence.”

Undergraduate

A. Purpose

- ~~1) Expose students to the knowledge, competencies, and experience deemed essential for degrees conferred by the institution.~~
- ~~2) Certify that students have met institutional standards.~~
- ~~3) Provide faculty with the basis to act as a reference for students seeking employment.~~

B. Definitions

~~1) Credits in Residence~~

~~A Credit in Residence within the Board of Regents system is a course offered by any of the degree-granting Regental institutions at any approved site using any approved method of delivery.~~

~~2) Institutional Credits~~

~~An institutional credit is a credit offered by the degree-granting institution and includes credits that are part of a formal collaborative agreement between that institution and another Regental institution.~~

~~3) Validated Credits~~

~~Credit earned for college level courses by validation methods such as Credit by Exam, CLEP, AP, portfolio, etc. within the Regental system will not be considered “credits in residence.”~~

C. PRINCIPLES, EXPECTATIONS AND POLICY STATEMENTS

1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
2. The academic program of study will implement various teaching practices that may include high impact practices and other in-depth study within their major ensuring students are provided quality education preparing the student for the workforce.

3. The university shall, where appropriate, implement best practices, curriculum programming that enhances the overall program, and reflect recommendations where they advance student outcomes.
4. The accrediting organization does require a percentage of credits to be provided by the degree-granting institution, and therefore, this policy will document the requirements of the credits in residence.

D. C. UNDERGRADUATE DEGREE GRANTING INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-SEEKING STUDENTS

~~1)1.~~ Each baccalaureate level degree program offered shall require one hundred twenty (120) credit hours and each associate level degree program offered shall require sixty (60) credit hours. Exceptions may be granted for those cases in which a program must comply with specific standards established by external accreditation, ~~licensure~~licensure, or regulatory bodies or for other compelling reasons approved by the executive director in consultation with the Board of Regents' president. ~~All new programs proposed after January 1, 2012 will comply with this requirement and all existing programs will be modified to conform to this requirement by June 30, 2012.~~ All programs as of June 30, 2012, must adhere to these requirements.

~~2)2.~~ Minimum number of total credits ~~hours~~ that must be earned from the degree-granting institution ~~shall be: granting the degree:~~

Baccalaureate	30 hours
Associate	15 hours

~~1.3.3)~~ Number of the last credits ~~hours~~ earned preceding completion of the degree that must be earned from the degree-granting institution ~~granting the degree: shall be:~~

Baccalaureate	15 of the last 30 hours
Associate	8 of the last 15 hours

The ~~campus institution~~ chief academic officer may make exceptions to this requirement in those cases where there are unique factors, such as participation in an approved study abroad program or in other similar authorized experiences.

~~4)4.~~ Minimum number of credits ~~hours~~ specified in the major or minor requirements that must be completed at the degree granting institution: shall be 50 percent. However, this requirement may be waived for students enrolled ~~in the set of majors offered at the system's Centers which include in the established programs of study~~ in common courses offered by one of the other Regental universities. In addition, the ~~Vice President for Academic Affairs/Provost~~ institution chief academic officer may make exceptions to this requirement for individuals based on the student's prior learning experiences, or internal Regental system transfer courses that have been approved and equated to the degree granting institution. At no time can the exceptions exceed 10 percent of the requirements.

- ~~5)~~5. With prior approval by the Board of an authorizing inter-institutional agreement degree seeking students at one institution may complete requirements for and may have transcribed a major offered at the partner Regental institution. This major will be recorded on the student's transcript in conjunction with a degree/major at the student's home university. These majors from a second/host Regental institution will only be recorded on the transcript in conjunction with a degree and major at the student's home institution.
- ~~6)~~6. Degree seeking students may complete requirements for a minor at any Regental university that has been approved to grant that minor. This minor will be recorded on the transcript in conjunction with a degree/major at that university or a degree/major at any other Regental university. A minor will only be recorded on the transcript in conjunction with a degree and major.
- ~~7)~~7. Student course load status is based on the number of credit hours for which a student is enrolled (this applies to fall, spring, and summer semesters).

½ Time Status	6 credit hours minimum
¾ Time Status	9 credit hours minimum
Full Time Status	12 or more credit hours
Overload Status	19 or more credit hours

To be eligible for overload status, a student must have a 2.70 cumulative grade point average and approval by the Dean of the student's division/college at the home institution.

- ~~2.8.~~2.8. Undergraduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining undergraduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, undergraduate students must take a minimum of 6 credit hours in the fall, spring and summer terms. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5:6.

~~B. 2. Graduate~~

~~C. A. Purpose~~

~~D. Recognizes that graduate education is an in-depth study of the major field that relies upon interactions both in and out of the classroom and is not just a collection of courses.~~

~~E. Ensures that the student develops a mentoring relationship with the faculty, benefits from the collective experiences of the students in the program, and is immersed in the intellectual atmosphere of the program derived from the special expertise of the faculty.~~

~~F. B. Definitions~~

G. Credits in Residence

H. ~~A Credit in Residence within the Board of Regents system is a course offered by any of the degree granting Regental institutions at any approved site using any approved method of delivery.~~

I. Institutional Credits

J. ~~An institutional credit is a credit offered by the degree granting institution and includes credits that are part of a formal collaborative agreement between that institution and another Regental institution.~~

E. GRADUATE INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-SEEKING STUDENTS**1. C. Institutional Credit Requirements for Degree Seeking Students**

1)1. Minimum percentage of degree granting institutional credit hours in the graduate degree program that must be completed from the degree granting institution-~~granting the degree~~: 60 percent.

2)2. Maximum percentage of degree granting institutional credit hours in the graduate degree program that may be required from the degree granting institution-~~granting the degree~~: 75 percent.

3)3. Program may require that certain courses be completed from the degree granting institution ~~granting the degree~~. Courses that must be completed from the degree granting institution ~~granting the degree~~ must be specified in the degree granting institution's graduate catalog.

2)4. When the requirements set by a specialized accrediting agency exceed the BOR requirements, those of the specialized accrediting agency take precedence.

3)5. To be eligible for overload status, a student must have approval by the Graduate Dean at the student's home institution. The Graduate Dean at the home institution may certify that a student enrolled for less than 9 credit hours is to be considered full time for purposes of awarding assistantships and tuition reduction.

4)6. Graduate student course load is based on the number of credit hours for which a graduate student is enrolled. Each institution determines graduate course load status based on individual program requirements.

7. Graduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining graduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, graduate students must take a minimum of 5 credit hours in the fall, spring, and summer terms. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5:6.

5)

K.F. REQUEST FOR EXCEPTION

Each degree-granting institution will have a formal process for requesting an exception to these guidelines.

FORMS / APPENDICES:

None

SOURCE:

BOR January 1999; BOR August 2002; BOR June 2004; BOR August 2005; BOR May 2009; BOR October 2011; BOR December 2011; BOR December 2013; BOR April 2015; BOR December 2020; BOR August 2022.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Academic Program Student Credit Hour Requirements

NUMBER: 2:29

A. PURPOSE

This policy endorses the requirement for academic quality by the accrediting organization ensuring students receive optimum transfer of knowledge, competencies, and experience deemed essential for degrees conferred by the degree granting institution, certify that students have met institutional and program standards, and provide faculty with the basis to act as a reference for students seeking employment.

B. DEFINITIONS

1. **Academic Program:** This is the Degree, Major and as applicable the Specialization approved by the Board of Regents for the degree-granting institution.
2. **Accrediting Institution:** Holding accreditation from one of the following regional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, and WASC Senior College and University Commission (WSCUC).
3. **Course Student Load:** The number of allowable credit hours per semester, term.
4. **Credits in Residence:** A course offered by any of the degree-granting institutions at any approved site using any approved method of delivery for the approved academic program.
5. **Degree-Granting Institution:** A Regental institution approved to offer an academic program to degree-seeking students.
6. **Degree-Granting Institutional Credits:** An institutional credit is a credit offered by the degree granting institution.
7. **Degree-Seeking Student:** A student that has been admitted to a program of study by the degree granting institution.
8. **Home Institution:** This is the primary degree-seeking academic program Regental institution for the degree-seeking student.
9. **Host Institution:** This is a secondary degree-seeking academic program or minor at another Regental institution that a degree-seeking student can attend.
10. **Program:** This policy applies to all undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degrees.

11. Transfer Credits: The accrediting organization allows for external and internal Regental transfer of credit by degree-seeking students per BOR Policy ###. These credits are not considered credits in residence.

12. Validated Credits: Credit earned for college-level courses by validation methods such as Credit by Exam, CLEP, AP, portfolio, etc. within the Regental system will not be considered “credits in residence.”

C. PRINCIPLES, EXPECTATIONS AND POLICY STATEMENTS

1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
2. The academic program of study will implement various teaching practices that may include high impact practices and other in-depth study within their major ensuring students are provided quality education preparing the student for the workforce.
3. The university shall, where appropriate, implement best practices, curriculum programming that enhances the overall program, and reflect recommendations where they advance student outcomes.
4. The accrediting organization does require a percentage of credits to be provided by the degree-granting institution, and therefore, this policy will document the requirements of the credits in residence.

D. UNDERGRADUATE DEGREE GRANTING INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-SEEKING STUDENTS

1. Each baccalaureate level degree program offered shall require one hundred twenty (120) credit hours and each associate level degree program offered shall require sixty (60) credit hours. Exceptions may be granted for those cases in which a program must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons approved by the executive director in consultation with the Board of Regents’ president. All programs as of June 30, 2012, must adhere to these requirements.
2. Minimum number of total credits that must be earned from the degree-granting institution shall be:

Baccalaureate	30 hours
Associate	15 hours
3. Number of the last credits earned preceding completion of the degree that must be earned from the degree-granting institution shall be:

Baccalaureate	15 of the last 30 hours
Associate	8 of the last 15 hours

The institution chief academic officer may make exceptions to this requirement in those

cases where there are unique factors, such as participation in an approved study abroad program or in other similar authorized experiences.

4. Minimum number of credits specified in the major or minor requirements that must be completed at the degree granting institution shall be 50 percent. However, this requirement may be waived for students enrolled in common courses offered by one of the other Regental universities. In addition, the institution chief academic officer may make exceptions to this requirement for individuals based on the student's prior learning experiences, or internal Regental system transfer courses that have been approved and equated to the degree granting institution. At no time can the exceptions exceed 10 percent of the requirements.
5. With prior approval by the Board of an authorizing inter-institutional agreement degree seeking students at one institution may complete requirements for and may have transcribed a major offered at the partner Regental institution. This major will be recorded on the student's transcript in conjunction with a degree/major at the student's home university. These majors from a second/host Regental institution will only be recorded on the transcript in conjunction with a degree and major at the student's home institution.
6. Degree seeking students may complete requirements for a minor at any Regental university that has been approved to grant that minor. This minor will be recorded on the transcript in conjunction with a degree/major at that university or a degree/major at any other Regental university. A minor will only be recorded on the transcript in conjunction with a degree and major.
7. Student course load status is based on the number of credit hours for which a student is enrolled (this applies to fall, spring, and summer semesters).

½ Time Status	6 credit hours minimum
¾ Time Status	9 credit hours minimum
Full Time Status	12 or more credit hours
Overload Status	19 or more credit hours

To be eligible for overload status, a student must have a 2.70 cumulative grade point average and approval by the Dean of the student's division/college at the home institution.

8. Undergraduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining undergraduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, undergraduate students must take a minimum of 6 credit hours in the fall, spring and summer terms. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5:6.

E. GRADUATE INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-SEEKING STUDENTS

1. Minimum percentage of degree granting institutional credit hours in the graduate degree program that must be completed from the degree granting institution: 60 percent.
2. Maximum percentage of degree granting institutional credit hours in the graduate degree program that may be required from the degree granting institution: 75 percent.
3. Program may require that certain courses be completed from the degree granting institution. Courses that must be completed from the degree granting institution must be specified in the degree granting institution's graduate catalog.
4. When the requirements set by a specialized accrediting agency exceed the BOR requirements, those of the specialized accrediting agency take precedence.
5. To be eligible for overload status, a student must have approval by the Graduate Dean at the student's home institution. The Graduate Dean at the home institution may certify that a student enrolled for less than 9 credit hours is to be considered full time for purposes of awarding assistantships and tuition reduction.
6. Graduate student course load is based on the number of credit hours for which a graduate student is enrolled. Each institution determines graduate course load status based on individual program requirements.
7. Graduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining graduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, graduate students must take a minimum of 5 credit hours in the fall, spring, and summer terms. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5:6.

F. REQUEST FOR EXCEPTION

Each degree-granting institution will have a formal process for requesting an exception to these guidelines.

FORMS / APPENDICES:

None

SOURCE:

BOR January 1999; BOR August 2002; BOR June 2004; BOR August 2005; BOR May 2009; BOR October 2011; BOR December 2011; BOR December 2013; BOR April 2015; BOR December 2020.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – B
DATE: June 22-23, 2022

SUBJECT

**New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4 – Seamless Transfer of Credit
(First Reading)**

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2:7](#) – Baccalaureate General Education Curriculum

[BOR Policy 2:25](#) – Articulation of General Education Courses/No MOU

[BOR Policy 2:26](#) – Associate Degree General Education

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

[BOR Policy 2:31](#) – Articulation of General Education Courses/MOU

[SDBOR Strategic Plan](#)

BACKGROUND / DISCUSSION

The Board of Regents (BOR) developed and approved a new [Strategic Plan](#) for 2022-2027 which focused on five strategic goals. The second goal was defined as:

Access and Affordability: The Regental system is the largest public post-secondary education system in South Dakota. This system offers both undergraduate and graduate education. **Access to affordable** education is the cornerstones to ensuring South Dakotans attend a public post-secondary institution.

Within this goal (Access and Affordability), there were several enrollment management strategies identified. One objective centered around seamless transfer. The objective and action items regarding transfer include:

Objective:

Increase transfer enrollment by 5% through improved access to bachelor's degree programs for students with earned credits from technical and community colleges.

(Continued)

DRAFT MOTION 20220622_9-B:

I move to approve the first reading of the proposed revisions to BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4, as presented.

Actions:

1. Revise transfer policies and guidelines to be more student-centered.
2. Evaluate outcomes each year and reassess the policies and guidelines. Make changes as necessary to facilitate objectives.
3. Identify strategic partnership opportunities with the Board of Technical Education to improve traditional transfer and reverse transfer in South Dakota.

To implement this objective and action items, the Academic Affairs Council (AAC) over the last several months has been evaluating the transfer policies. To assist in this effort, a subcommittee was created. That subcommittee attempted to represent team members from each of the campuses in the following functional departments: registrar, BOR enrollment services center, academic affairs, and assessment. The work of that subcommittee has also been forwarded while in development to AAC, the Council of Presidents and Superintendents (COPS), and to functional campus departments such as financial aid and academic records. The team wanted to increase awareness of the progress on these policies and overall, on identifying campus and department needs during the evaluation.

The outcome of this team review is as follows:

- Transfer policy is complex; it required the team to review processes/practices in the Student Information System (Banner), review the process of transcript collection/review at the university, review the process of course syllabi at the university, and a review external universities and systems to identify trends, best practices.
- It was found that the Regents would not need a policy reflecting the memorandum of understanding or the lack thereof in BOR Policy 2:31 and BOR Policy 2:25. It was also found that there was not a need to have a policy on articulation agreements as found in BOR Policy 2:27.
- It was noted that the policy should reflect accreditation standards allowing a more succinct policy given the national and regional accreditation guidelines, policies, and functional review needs.
- It was agreed that new seamless student-centered transfer policies would strive to meet the goal of the Board of Regents Strategic Plan at it relates to transfer.
- It was noted that common definitions would be critical to facilitate policy and practice.
- There was a need identified to draft guidelines and student information system reference tools to better align with new proposed policy.
- Stakeholders recommended an overarching parent BOR Policy with sub-policies incorporating details specific to stakeholder needs to mitigate confusion of the students or applicants looking to transfer to the Regental system.

With these outcomes, the Board of Regents will find the first proposed new draft policies.

1. BOR Policy 2:5 Seamless Transfer of Credit [Parent Policy]
 - Aligned the structure of the policy to include the current formatting.

- Addition of the definitional section.
 - Addition of the Policy Statements.
 - Section on Waivers
 - Appeal Procedure
2. BOR Policy 2:5:1 South Dakota Regental System Transfer of Credit [Sub-Policy]
 - Aligned the structure of the policy to include the current formatting.
 - This policy reflects *only Regental system* credit hours earned and transcribed.
 3. BOR Policy 2:5:2 External (Non-Regental System) Accredited University/College Transfer of Credit [Sub-Policy]
 - Aligned the structure of the policy to include the current formatting.
 - This policy only reflects external (outside the Regental system) courses by *accredited* colleges and universities.
 4. BOR Policy 2:5:3 External (Non-Regental System) Non-Accredited Institution and International Transfer of Credit [Sub-Policy]
 - Aligned the structure of the policy to include the current formatting.
 - This policy only reflects external (outside the Regental system) courses by *non-accredited* and *international* colleges and universities.
 5. BOR Policy 2:5:4 Prior Learning and Validated Transfer of Credit [Sub-Policy]
 - Aligned the structure of the policy to include the current formatting.
 - This policy only reflects courses or hours through a prior learning experience such as a Test, or Military experience.

IMPACT AND RECOMMENDATION

These policies have had many stakeholders review and consider changes both philosophically and operationally. Because these policies and the practices associated will require additional dialogue, Dr. Minder will continue to route them to additional stakeholders and will begin having more discussion on the operationalizing of these policies. The goal will be to incorporate AAC guidelines where needed and Student Information System reference guides for those stakeholders managing transfer. The second review will be in August of 2022 with the anticipated effective term of Fall 2022.

The timeline associated with this policy will be as follows:

- First Reading – June 2022 BOR Meeting
- Additional Stakeholder Meetings – July 2022
- AAC Guidelines/Student Information System Reference Guides – July 2022
- Second and Final Reading – August 2022 BOR Meeting

BOR academic staff supports the recommendation of approving BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4.

New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4

June 22-23, 2022

Page 4 of 4

ATTACHMENTS

Attachment I – Proposed New Draft of BOR Policy 2:5 (No Track Changes)

Attachment II – New Proposed BOR Policy 2:5:1

Attachment III – New Proposed BOR Policy 2:5:2

Attachment IV – New Proposed BOR Policy 2:5:3

Attachment V – New Proposed BOR Policy 2:5:4

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Seamless Transfer of Credit

NUMBER: 2:5

A. PURPOSE

This policy outlines flexible pathways for students to transfer among institutions within and from outside the Regental system to enable their opportunities for success.

B. DEFINITIONS

1. **Accredited Institution:** Holding accreditation from one of the following institutional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, WASC Senior College and University Commission (WSCUC).
2. **Articulation Agreement:** An agreement between two or among multiple institutions allowing for transfer of credit, either as course-by-course and/or as a block of credits.
3. **Associate College:** Institution at which the highest degree awarded is an associates degree.
4. **Block Credit:** A block of credits derived from a cluster of courses referenced in an articulation agreement between participating institutions.
5. **Common Catalog:** The catalog of courses shared by all Regental institutions allowing students to use coursework completed to fulfill degree requirements regardless of the home institution.
6. **Common Course Numbering:** The system shared numbering of equivalent courses among Regental institutions that facilitates the common course catalog.
7. **Course Evaluation:** A review completed by the appropriate registrar or designated official to compare descriptions, content, and level of course completed from an accredited or non-accredited institution.
8. **General Education:** Curriculum defined to develop learners' general knowledge, literacy, skills, and competencies which equip students for success with advanced curriculum, program and major completion, and career competencies.
9. **In-State:** Any public or private college or university physically located in South Dakota.
10. **Out-of-State:** A college or university not physically located in South Dakota.
11. **Prior Learning Assessments (PLA):** A process to evaluate learner competencies acquired by a student through formal and non-formal learning experiences that occurred outside of

the college classroom. (e.g., External Exam [CLEP, AP, IB, etc.], American Council on Education [ACE], Council on Adult and Experiential Learning [CAEL], etc.).

- 12. Program-to-Program Transfer:** Process whereby an entire curriculum or program of study is accepted between colleges and universities.
- 13. Receiving Institution:** The Regental university to which the student is transferring.
- 14. Regental Internal Transfer:** Process where an undergraduate course is used to meet a plan of study requirement at any Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2:8.).
- 15. Regental University:** 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.
- 16. Reverse Transfer:** The post-transfer recognition of college credits by the sending institution from credit earned at the receiving institution.
- 17. SD Technical College:** Colleges affiliated with the South Dakota Board of Technical Education: Lake Area Technical College, Mitchell Technical College, Southeast Technical College, and Western Dakota Technical College.
- 18. Sending Institution:** The institution from which a student is transferring.
- 19. Transfer Student:** A designation given to a degree-seeking student who transfers credit from a sending institution to a receiving institution.
- 20. WICHE (Western Interstate Commission for Higher Education):** A higher educational compact for which the Board of Regents is a member.
- 21. WICHE Interstate Passport:** A national program that enables seamless block transfer of lower-division general education attainment.

C. POLICY STATEMENTS

1. Governance:

- 1.1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
- 1.2. The Regental university must gain approval of any articulation agreement by the Board of Regents.
- 1.3. The Board of Regents governs the common course numbering and the common course catalog in their enterprise resource planning (ERP) system.
- 1.4. All courses are subject to all Board of Regents policies and any conditions for validation that are prescribed by the receiving institution.
- 1.5. The Regental general education shall be managed by the Academic Affairs Council with consultation with the general education faculty council.

2. Quality:

- 2.1. The legitimacy and quality of the sending institution shall be evaluated in part by its accreditation status.
- 2.2. Receiving institutional programmatic accreditation shall be evaluated when assessing transfer of credit.
- 2.3. Total transfer credit completed at an associate college shall not exceed one-half of the hours required for completion of the baccalaureate degree at the receiving institution.
- 2.4. Transfer grades are calculated into the GPA; grading schemes inconsistent with the Regental grading scheme will be converted to the Regental equivalent.
- 2.5. Credit is only applied once per course per degree; any course taken multiple times will be treated according to the repeat policy.

3. Applicability:

Credit is awarded when the academic program, level of study, and course content are similar in nature and applicable to the academic program of the receiving institution.

4. Student-Centered:

Students shall have the following options by which they can transfer within the Regental system or into the Regental system from an external institution.

- BOR Policy 2:5:1 Internal (within the Regental system) Transfer of Credit
- BOR Policy 2:5:2 External (Non-Regental) Accredited Institution Transfer of Credit
- BOR Policy 2:5:3 External (Non-Regental) Non-Accredited and International Transfer of Credit
- BOR Policy 2:5:4 Prior Learning Transfer of Credit

D. PROGRAM SPECIFIC TRANSFER OF CREDIT WAIVERS

1. The System Vice President for Academic Affairs may approve program-specific waivers of up to seventy-five (75) total transfer credit hours at the receiving institution.
2. Formal Board of Regents approval is required for a transfer of credit for:
 - 2.1. Baccalaureate program-specific waivers of seventy-six (76) total transfer credit hours up to a maximum of ninety (90) total transfer credit hours at the receiving institution.
 - 2.2. Graduate accelerated program-specific waivers of thirteen (13) total transfer credit hours up to a maximum of twenty-five (25) total transfer credit hours at the receiving institution.

E. APPEAL PROCESS

1. Transfer students who do not qualify for transfer of credit may appeal through the appropriate institutional appeal procedures. Institutions should publish appeal procedures in the catalog or another official institution publication.
2. The appeal procedures will be posted in the AAC Guidelines for transparency of the receiving institution process.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2022.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: South Dakota Regental System Transfer of Credit

NUMBER: 2:5:1

A. PURPOSE

The Board of Regents governing the six public universities have established a common course catalog and common transcript to ensure a Regental student can seamlessly transfer within the Regental system. Student coursework, credit hours and grades are recorded on the student's transcript.

B. DEFINITIONS

See BOR Policy 2:5.

C. GENERAL EDUCATION TRANSFER OF CREDITS

1. Students who complete the System General Education Requirements (BOR Policy 2:7) at any Regental institution will have fulfilled the System General Education Requirements for their degree program. The completion of the requirements will internally transfer with the courses, credit hours and grades assigned regardless of the course distributions or approved course lists.
2. A student who has not completed all System General Education requirements at the sending institution will be required to complete additional coursework consistent with the course requirements at the receiving South Dakota Regental institution.
3. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's degree plan.

D. MAJOR SPECIFIC, VALIDATED, AND ELECTIVE TRANSFER OF CREDITS

1. Students completing an internal transfer within the Regental system can request that program related, validated credits, and elective credits be transferred toward the degree requirements.
2. Credits earned through Pass/Fail grading options, credit-by-examinations, portfolio reviews, and other validated credit awards that may be known by other names at institutions will transfer as equivalent courses when available at the receiving institution.
3. Institutions will complete a course evaluation and if approved, the course, credit hours and grade will be equated in the student information system.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2022.

DRAFT

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: External (Non-Regental System) Accredited University/College Transfer of Credit

NUMBER: 2:5:2

A. PURPOSE

The Board of Regents governing the six public universities shall establish a policy on the transfer of credits from externally accredited universities and colleges. This policy shall only include those sending institutions that are accredited institutions. Students will be required to complete all requirements as outlined in the academic catalog.

B. DEFINITIONS

See BOR Policy 2:5.

C. UNDERGRADUATE GENERAL EDUCATION

1. General Education Block Transfer of Credit

- 1.1. A student who has completed general education requirements that are consistent with the six (6) goals and credit hour requirements outlined in [BOR Policy 2:7](#) will enter the Regental system having fulfilled the General Education program requirements.
- 1.2. 1.2 A student who has completed the WICHE (Western Interstate Commission for Higher Education) Interstate Passport, or other approved general education agreement requirements will have successfully fulfilled the General Education program requirements.
- 1.3. 1.3 Approved equivalent courses and grades are recorded on the transcript and credit will be identified in the student information system that general education has been satisfied.

2. General Education Transfer of Credit

- 2.1. All individual general education courses requests for transfer will have a course evaluation.
- 2.2. Approved equivalent courses and grades are recorded on the transcript.
- 2.3. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed.

D. UNDERGRADUATE PROGRAM MAJOR SPECIFIC AND ELECTIVE TRANSFER OF CREDIT

1. Major or Elective Courses

- 1.1. The university-specific degree or plan of study requirements determine if the requested courses are applicable to the student's degree program at that university and if they meet the minimum grade criteria required by the program.
- 1.2. University discretion is permitted in acceptance of courses.
- 1.3. During any subsequent evaluation, equivalencies for system common courses and system general education courses may not be changed. Changes may occur in unique major or elective course requests. The institution must communicate to the student the changes and support for changes.
- 1.4. Remedial courses (as identified on the sending institution's transcript) received in transfer are recorded, transcribed, and assigned an equivalency. Credits earned from remedial courses will not be applied toward a student's graduation requirements.
- 1.5. Approved courses, grades and credit hours are recorded on the transcript.

2. Block Transfer of Credit by Articulation Agreements

- 2.1. Universities may enter into an articulation agreement including transfer of a cluster of courses for block credit toward the student's degree program with the approval of the Executive Director, or designee, and the Board of Regents.
- 2.2. Following a course evaluation ensuring the agreement was adhered, credits will be transferred as a block and a grade of CR applied.
- 2.3. All approved equivalent courses and credit hours are recorded on the transcript, but the grade earned at the sending institution is not recorded or calculated into the grade point averages.
- 2.4. Students and the receiving university may utilize a course-by-course equivalency upon request instead of the block credit (see Sections D.1 and D.3).

3. Program-to-Program Transfer

- 3.1. Universities may enter into a program-to-program articulation agreement with the approval of the Executive Director, or designee, and the Board of Regents.
- 3.2. A program-to-program agreement may provide for proactive/guaranteed admission to the receiving institution upon a student completing the requirements at the sending institution. (i.e., Associates to Bachelors [A2B] where the first two years are completed at a non-baccalaureate institution [AS degree] toward the receiving institution's baccalaureate degree).
- 3.3. A program-to-program agreement will define the requirements of the program, major emphasis, credit hours received and a pathway to degree attainment.
- 3.4. Approved equivalent courses, grades and credit hours are recorded on the transcript.

4. Reverse Transfer

- 4.1. Universities may enter into an articulation agreement with the approval of the Executive Director, or designee, and the Board of Regents.
- 4.2. This is utilized primarily for attainment of an associate degrees through credits earned at the receiving institution and degree awarded by the sending institution. This reverse transfer can be utilized for any academic credential as defined by the agreement.

E. GRADUATE PROGRAM MAJOR SPECIFIC AND ELECTIVE TRANSFER OF CREDIT

1. The receiving university-specific plan of study requirements determines if the course requests are applicable to the student's degree program.
2. Transfer credits will have a course evaluation completed by the receiving institution.
3. After the course evaluation is completed, courses will be recorded as either specific major course equivalencies or courses may be recorded as electives, and equivalencies granted.
4. Approved grades and credit hours will be recorded on the transcript.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2022.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: External (Non-Regental System) Non-Accredited University/College and International Transfer of Credit

NUMBER: 2:5:3

A. PURPOSE

The Board of Regents governing the six public universities shall establish a policy on the transfer of credits from externally non-accredited universities and colleges. This policy shall only include those sending institutions that are non-accredited institutions or international institutions.

B. DEFINITIONS

See BOR Policy 2:5.

C. Undergraduate/Graduate Transfer of Credit

1. General Education Transfer of Credit

- 1.1. University discretion is permitted in acceptance of general education courses. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the receiving institution.
- 1.2. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed.
- 1.3. Approved equivalent courses, grades and credit hours are recorded on the transcripts.

2. Major Specific, Validated Credit and Elective Transfer of Credit

- 2.1. The receiving university discretion is permitted in acceptance of courses. All degree requirements determine course transfers.
- 2.2. Major specific and elective courses considered for transfer are subject to all Board of Regent policies and any conditions for course evaluation and validation that may be prescribed by the receiving institution.
- 2.3. Subsequent course evaluation completed shall not change equivalencies for system common courses and system general education courses.
- 2.4. Subsequent course evaluation may change and can be inactivated for major and elective courses and additional equivalencies may be added and evaluated.
- 2.5. Approved equivalent receiving institution courses, grades and credit hours are recorded on the transcript.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2022.

DRAFT

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Prior Learning and Validated Transfer of Credit

NUMBER: 2:5:4

A. PURPOSE

The Board of Regents governing the six public universities shall establish a policy on the transfer of credits related to Prior Learning or other Validated credits.

B. DEFINITIONS

See BOR Policy 2:5.

C. PRIOR LEARNING TRANSFER OF CREDIT

As with the assessment of classroom learning, the objective of prior learning assessment is to identify student competency related to a specific set of learning outcomes. This policy only applies to transfer students who earned and have evidence of the credit outlined in their transcript. The Regental universities should provide transfer students the same opportunities as continuing students to demonstrate their competence using internally and/or externally developed tests, ACE credit recommendations for military and non-military training, portfolio assessment procedures and/or other competency-based alternatives.

1. General Requirements

- 1.1. Credit earned through validation methods other than nationally recognized examinations is limited to a maximum of thirty (30) hours of credit for baccalaureate degrees and fifteen (15) hours of credit for associate degrees.
- 1.2. The Regental system will establish proficiency score levels, courses for which credit by examination is appropriate, policies on fees, and other related policies.
- 1.3. The Discipline Councils will provide consultation to the Academic Affairs Council as it relates to competencies, course equivalencies, and other requirements to the system academic staff.

2. Credit by Exam

- 2.1. Credit for college level courses granted through nationally recognized examinations such as CLEP, AP, DSST, etc., will be evaluated and accepted for transfer if equivalent to Regental courses and the scores are consistent with Regental policies.
- 2.2. Such credits are only valid if transcribed by a sending institution within five years of the student taking the examination.

- 2.3. Regental institutions shall honor credits from nationally recognized examinations transcribed to meet degree requirements at a non-Regental institution.
 - 2.3.1. If credit received through validation is applied as elective credit, it may only be applied at the 100 or 200 level.
 - 2.3.2. Credit received through validation may apply to System General Education Requirements.
- 2.4. After the course evaluation is completed, the approved equivalent receiving institution courses and credit hours are recorded with a grade of EX on the transcript, but the grade earned at the sending institution is not recorded or calculated into the grade point average.

3. Military Credit

- 3.1. Validation of military credit is limited to an additional thirty (30) hours of credit for baccalaureate degrees and an additional fifteen (15) hours of credit for associate degrees.
- 3.2. University discretion is permitted in acceptance of validated military credit for graduate programs, limited to a maximum of twelve (12) credit hours.
- 3.3. After the course evaluation is completed, the approved equivalent receiving institution courses and credit hours are recorded with a grade of CR on the transcript.
- 3.4. The grade earned at the sending institution is not recorded or calculated into the grade point average.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2022.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – C
DATE: June 22-23, 2022

SUBJECT

Repeal BOR Transfer Policies 2:25, 2:27, and 2:31 (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:25](#) – Articulation of General Education Courses/No MOU

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

[BOR Policy 2:31](#) – Articulation of General Education Courses/MOU

[SDBOR Strategic Plan](#)

BACKGROUND / DISCUSSION

With the June BOR Item 9-B, the current Board of Regents (BOR) Transfer of Credit policies listed below have been recommended for repeal. These will be replaced in August of 2022 with the new proposed transfer policies as outlined in Item 9-B.

- [BOR Policy 2:25](#) – Articulation of General Education Courses/No MOU
- [BOR Policy 2:27](#) – Program to Program Articulation Agreements
- [BOR Policy 2:31](#) – Articulation of General Education Courses/MOU

IMPACT AND RECOMMENDATION

The Academic Affairs Council (AAC) have reviewed and support the repealing of policies 2:25, 2:27 and 2:31 in conjunction with the implementation of the new transfer policies outlined in Item 9-B.

The timeline associated with these policies will be as follows:

- First Reading – June 2022 BOR Meeting
- Second and Final Reading – August 2022 BOR Meeting

Board staff recommends approval.

ATTACHMENTS

Attachment I – Repeal BOR Policy 2:25

Attachment II – Repeal BOR Policy 2:27

Attachment III – Repeal BOR Policy 2:31

DRAFT MOTION 20220622_9-C:

I move to approve the first reading to appeal BOR Policies 2:25, 2:27, and 2:31, as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: ~~Articulation of General Education Courses: South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents~~

NUMBER: ~~2:25~~

A. PURPOSE

~~To regulate the articulation of General Education courses between the Regental system and South Dakota Technical Colleges when no Memorandum of Agreement is in place.~~

B. DEFINITIONS

~~None~~

C. POLICY

1. Criteria

- ~~1.1. Articulation of General Education courses will be a Regental system to technical college process.~~
- ~~1.2. Articulation will include the General Education courses designated as the System General Education Requirements for the Regental institutions.~~
- ~~1.3. General Education courses may be articulated as acceptable for transfer to all Regental institutions for lower division credit. No courses numbered 099 or lower, including remedial and non-degree credit courses, will be articulated.~~
- ~~1.4. Technical college instructors teaching general education courses articulated with the Regental institutions must meet the criteria specified below. Prior to each semester, the technical colleges will provide the Board Office with the names, vitae, and graduate transcripts of not previously approved faculty teaching the articulated courses, and the faculty must be approved by the Board Office prior to the course being taught. The Board Office will provide the Department of Education and Cultural Affairs with the list of approved faculty.~~
 - ~~1.4.1. Technical college faculty have either a master's degree in the subject/discipline being taught or any master's degree typically with eighteen (18) graduate hours in the subject/discipline being taught.~~
 - ~~1.4.2. Faculty who do not meet the criterion above must be actively pursuing courses of study that will lead to these degrees within three (3) to five (5) years.~~

- 1.4.3. ~~If a university specialized accrediting agency establishes standards for faculty credentials, those standards will be followed.~~
- 1.5. ~~Emergency short-term exceptions will be accepted.~~
- 1.6. ~~Once a course is approved for Regental system to technical college articulation, the courses offered in the postsecondary technical college system will be numbered to conform to the common course numbering model of the Board of Regents System. Common numbering and titles will facilitate the transfer process.~~
- 2. Process**
- 2.1. ~~Requests for articulation by the postsecondary technical colleges will be forwarded to the System Chief Academic Officer in the Office of the Executive Director of the Board of Regents for action by the Academic Affairs Council. The course requests will include the following material from the immediately preceding semester: a copy of the syllabus (including detail of course content), tests indicating the skill level students are required to meet, evaluation and grading procedures, and a list of all faculty who teach the course and copies of their vitae and transcripts.~~
- 2.2. ~~The System Chief Academic Officer will refer articulation proposals to the Academic Affairs Council or designee.~~
- 2.3. ~~Once a course is articulated, it is the responsibility of each party to submit a new proposal when any aspect of the course is changed, including number, content, outcomes, faculty, etc.~~
- 3. Transfer**
- 3.1. ~~Transfer of courses from South Dakota postsecondary technical colleges is governed by Board policies 2:5, 2:25, 2:26, 2:27, and 2:31.~~
- 3.2. ~~High school dual credit courses offered or accepted by technical colleges must be validated by AP or CLEP examinations before being accepted in transfer to Regental institutions. The Regental system has established the minimum scores on each AP and CLEP examination necessary to receive credit.~~
- 4. Associate Degrees**
- 4.1. ~~The Associate of Applied Science degree is a non-transferable degree. General education coursework for such degrees may be transferable only when a specific program to program articulation agreement exists.~~

FORMS / APPENDICES:

None

SOURCE:—

~~BOR June 1997; BOR March 1998; BOR August 1999; BOR June 2005; BOR October 2017; July 2020 (Clerical).~~

SOUTH DAKOTA BOARD OF REGENTS**Policy Manual****SUBJECT:** ~~Program to Program Articulation Agreements~~**NUMBER:** ~~2:27~~

A. PURPOSE

~~To regulate program to program articulation agreements.~~

B. DEFINITIONS

~~None~~

C. POLICY**1. Criteria**

- ~~1.1. The Associate of Arts degree is a transferable degree. Students completing an Associate of Arts degree and transferring must fulfill all college, major, minor, certificate, and other degree requirements of the receiving campus.~~
- ~~1.2. The Associate of Science degree is a terminal degree. However, it is transferable when a specific degree articulation agreement exists between a given A.S. degree and a specific baccalaureate degree.~~
- ~~1.3. The Associate of Applied Science degree is a non-transferable degree. Credit hours for such degrees may be transferable only when a specific articulation program to program agreement exists.~~
- ~~1.4. Articulation agreements will be applicable throughout the Regental system in the manner specified during the approval process.~~
- ~~1.5. Articulation agreements will be applicable only to Regental institutions offering equivalent programs.~~

2. Process for Agreements with Accredited Colleges and Universities

- ~~2.1. Agreements will be developed by Regental institutions and faculty according to institutional guidelines.~~
- ~~2.2. These agreements will be forwarded to the Academic Affairs Council for system review. The Academic Affairs Council will make a recommendation to the Council of Presidents and Superintendents and the Board of Regents.~~
- ~~2.3. Once a program is articulated, it is the responsibility of each institution to submit a new proposal when any aspect of the agreement is changed.~~

2.4. Articulation agreements will be reviewed as part of the seven (7) year institutional program review process and submitted to the Academic Affairs Council.

3. ~~South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents~~

3.1. ~~The Memorandum of Agreement with the South Dakota technical colleges approved by the Board of Regents (BOR) and Board of Education (BOE) includes program to program agreements.~~

3.2. ~~General education courses as part of program to program articulation agreements will be governed by Board Policy 2:31, Articulation of General Education Courses: South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents.~~

3.3. ~~Transfer of technical course credit hours as part of program to program articulation agreements is governed by Board policy 2:5, Transfer of Credit.~~

3.4. ~~Process for developing program to program articulation agreements~~

3.4.1. ~~The Regental university Vice President for Academic Affairs or designee contacts the BOR System Chief Academic Officer to identify interest in developing a specific program to program articulation agreement, or the technical college director or designee contacts the BOR System Chief Academic Officer to identify interest in developing a specific program to program articulation agreement.~~

3.4.2. ~~The BOR System Chief Academic Officer will work with the Regental university(ies) to draft the proposed program to program articulation agreement and submit it to the technical college(s) for review.~~

3.4.3. ~~After the university and technical college have agreed on the proposed program to program articulation agreement, the BOR System Chief Academic Officer will submit the proposed articulation agreement to the BOR for approval.~~

4. ~~South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents~~

4.1. ~~Program to program articulation agreements will not be developed with South Dakota technical colleges that do not have a memorandum of agreement with the Board of Regents.~~

4.2. ~~Program to program articulation agreements existing in June 2005 will remain in place.~~

4.3. ~~Transfer of general education courses will be governed by Board Policy 2:25, Articulation of General Education Courses: South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents.~~

4.4. ~~Transfer of technical course credit hours is governed by Board policy 2:5, Transfer of Credit.~~

~~FORMS / APPENDICES:~~

None

~~SOURCE:~~

~~BOR June 1997; BOR October 1997; BOR December 1997; BOR August 1999; BOR June 2005;
BOR March 2018; July 2020 (Clerical).~~

~~SOUTH DAKOTA BOARD OF REGENTS~~

Policy Manual

~~SUBJECT:~~ Articulation of General Education Courses: South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents

~~NUMBER:~~ 2:31

A. PURPOSE

~~To regulate the articulation of General Education courses between the Regental system and South Dakota Technical Colleges when a Memorandum of Agreement is in place.~~

B. DEFINITIONS

None

C. POLICY

1. Criteria

- ~~1.1. Articulation of General Education courses will be a Regental system to technical college process governed by a Memorandum of Agreement.~~
- ~~1.2. Articulation will include the 100 and 200 level General Education courses designated as the System General Education Requirements for the Regental institutions.~~
- ~~1.3. Technical college instructors teaching general education courses articulated with the Regental institutions must meet the criteria specified below.~~
 - ~~1.3.1. Technical college faculty have either a master's degree in the subject/discipline being taught or any master's degree typically with eighteen (18) graduate hours in the subject/discipline being taught.~~
 - ~~1.3.2. Faculty who do not meet the criterion above must be actively pursuing courses of study that will lead to these degrees within three (3) to five (5) years.~~
 - ~~1.3.3. If a university specialized accrediting agency establishes standards for faculty credentials, those standards will be followed.~~
 - ~~1.3.4. The university Vice President for Academic Affairs can approve short term exceptions.~~

2. Course Delivery

- ~~2.1. The Regental universities will be responsible for the delivery of general education courses that articulate to the universities.~~

- ~~2.2. General education courses that do not articulate to the universities are the responsibility of the technical college.~~

3. Transfer

- ~~3.1. General Education courses delivered by a Regental university to a technical college with a Memorandum of Agreement with the Board of Regents will transfer to all Regental universities.~~
- ~~3.2. Transfer of general education courses from South Dakota postsecondary technical colleges is governed by Board policies 2:5, 2:25, 2:26, 2:27, and 2:31.~~
- ~~3.3. High school dual credit academic courses offered or accepted by technical colleges must be validated by AP or CLEP examinations before being accepted in transfer to Regental institutions. The Regental system has established the minimum scores on each AP and CLEP examination necessary to receive credit.~~

FORMS / APPENDICES:

None

SOURCE:—

~~BOR June 2005; BOR October 2017; July 2020 (Clerical).~~

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – D

DATE: June 22-23, 2022

SUBJECT

Revised BOR Policy 2:7 – Baccalaureate General Education Curriculum, and Repeal BOR Policy 2:26 – Associate Degree General Education Curriculum (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:7](#) – Baccalaureate General Education Curriculum

[BOR Policy 2:26](#) – Associate General Education Curriculum

BACKGROUND / DISCUSSION

The General Education Discipline council (faculty representation from each of the six universities) and the assessment committee (assessment representation from each of the six universities) have recommended that BOR Policy 2:7 and BOR Policy 2:26 be merged to one policy for Undergraduate General Education. This recommendation was forwarded to the Academic Affairs Council (AAC) for their review.

If was found in the review that these policies cover the undergraduate general education curriculum and are duplicative. The recommendation will be to repeal BOR Policy 2:26 and move to one undergraduate general education policy.

The proposed changes that are reflected in Attachment I and II include the following:

1. Aligned the structure of the policy to include the more current formatting.
2. Addition of the definitional section.
3. Addition of the Policy Statements
 - a. Governance
 - b. Learning Outcomes
 - c. Seamless Transfer – To align with Internal Regental Transfer
4. System General Education Requirements
 - a. Baccalaureate Degree
 - b. Associates Degree
5. Approved Courses
6. System General Education Committee

(Continued)

DRAFT MOTION 20220622_9-D:

I move to approve the first reading to repeal BOR Policy 2:26 and the proposed revisions to BOR Policy 2:7, as presented.

IMPACT AND RECOMMENDATION

AAC addressed each of the two policies and have recommended movement to one policy regarding Undergraduate General Education. Therefore, the recommendation is to repeal BOR Policy 2:26 (Attachment III) and approve the proposed revisions to BOR Policy 2:7. The timeline associated with this policy will be as follows:

- First Reading – June 2022 BOR Meeting
- Second and Final Reading – August 2022 BOR Meeting

BOR academic staff supports the recommendation of BOR Policy 2:7 – Undergraduate General Education Curriculum.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:7 (with Track Changes)

Attachment II – Proposed Revisions to BOR Policy 2:7 (Clean Copy without Tracking)

Attachment III – Repeal BOR Policy 2:26

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: ~~Baccalaureate-Undergraduate~~ General Education ~~Curriculum~~ Requirements

NUMBER: 2:7

A. PURPOSE

To provide for the requisite oversight that the general education component of all baccalaureate and associate programs shall consist of the appropriate System General Education Requirements. Students may only select general education courses from an limited approved list to meet the System General Education Requirements. ~~These requirements are effective for students entering Fall 2017.~~

B. DEFINITIONS~~None~~

1. **Academic Program:** Academic program is defined as the degree program approved and offered at each of the Regental institutions.
2. **Accredited Institution:** Defined as one of the following institutional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, WASC Senior College and University Commission (WSCUC).
- ~~2.3.~~**University Accreditation Institution:** Higher Learning Commission is the accrediting institution for each of the Regental institutions.
- ~~3.4.~~**General Education:** Curriculum defined to develop learners' general knowledge, literacy, skills, and competencies which equip students for success with advanced curriculum, program and major completion, and career competencies.
- ~~4.5.~~**General Education Committee:** A committee representing the institutions and the system on General Education curriculum and advising the Academic Affairs Council on policy, practices, curriculum, and other needs for general education.
- ~~5.6.~~**Learning Outcomes:** Defined as the gaining of knowledge in cognitive and content competencies, skills, and social-emotional competencies associated with academic learning.
- ~~6.7.~~**Receiving Institution:** The Regental university to which the student is transferring.
- ~~7.8.~~**Regental Internal Transfer:** Process where an undergraduate course is used to meet a plan of study requirement at any Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2:8.).

8.9. Seamless Transfer: A framework based on the principles of serving student needs, using state resources efficiently, and expanding opportunities for post-secondary attainment in South Dakota in the process of students transferring into South Dakota.

9.10. Sending Institution: The institution from which a student is transferring.

C. POLICY STATEMENTS POLICY

1. Governance

1.1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.

1.2. Each of the institutions must comply with the accrediting organization and will be evaluated by that organization.

2. General Education Goals

There are six (6) System General Education Goals for which general education has been designed for meeting student outcomes. The General Education Committee and Academic Affairs Council will review all general education requests in reference to these goals.

GOAL #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.

GOAL #2: Students will communicate effectively and responsibly through listening and speaking.

GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

GOAL #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

GOAL #5: Students will understand and apply fundamental mathematical processes and reasoning.

GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

4.3. Seamless Transfer

4.1.3.1. All internal Regental general education courses will be accepted regardless of the receiving institutions course offering (all undergraduate) as well as if the student fulfilled or partially fulfilled the general education requirements.

4.2.3.2. All internally transferred general education coursework will continue to count toward the designated goal areas from the sending institution even if the receiving institution has different approved course lists for those goals.

4.3.3.3. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's academic degree plan. See SDBOR policy XXX for additional guidance on transfer of credits.

C.D. SYSTEM GENERAL EDUCATION REQUIREMENTS

1. System General Education Requirements—Baccalaureate Degree Course/Credit Distribution

System General Education Requirements shall include 30 credits of course work. At least three (3) credit hours shall be earned from each of six (6) goals (total of 18 credits) set out in section three (3) below. Each institution shall identify 12 credit hours of additional course work from the six (6) goals. The distribution of courses/credits will be maintained as guidelines managed and approved by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

<i>System Goal</i>	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSM&T</i>	<i>SDSU</i>	<i>USD</i>
<i>Goal #1: Written Communication</i>	6	6	6	6	6	6
<i>Goal #2: Oral Communication</i>	3	3	3	3	3	3
<i>Goal #3: Social Sciences</i>	6	6	6	6	6	6
<i>Goal #4: Arts and Humanities</i>	6	6	6	6	6	6
<i>Goal #5: Mathematics</i>	3	3	3	3	3	3
<i>Goal #6: Natural Sciences</i>	6	6	6	6	6	6
	30	30	30	30	30	30

2. System General Education Requirements Associate Degree Course/Credit Distribution

System General Education Requirements shall include 24 credits of course work. At least three (3) credit hours shall be earned from each of six (6) goals (total of 18 credits) set out in section 3 below. Each institution shall identify six (6) credit hours of additional course work from the six goals. For those institutions that allow it, students have the flexibility to select an additional three (3) credit hours from Goals three (3), four (4) or six (6) #3, #4 or #6—with courses selected from different disciplinary prefixes. The distribution of courses/credits will be maintained as guidelines managed and approved by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

<i>System Goal</i>	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSM&T</i>	<i>SDSU</i>	<i>USD</i>
<i>Goal #1: Written Communication</i>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
<i>Goal #2: Oral Communication</i>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<i>Goal #3: Social Sciences</i>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<i>Goal #4: Arts and Humanities</i>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<i>Goal #5: Mathematics</i>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<i>Goal #6: Natural Sciences</i>	<u>3</u>	<u>3</u>	<u>3</u>	<u>6</u>	<u>3</u>	<u>3</u>
<i>Goal #3, #4, #6 Flexibility</i>	<u>3</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>3</u>	<u>3</u>
	<u>24</u>	<u>24</u>	<u>24</u>	<u>24</u>	<u>24</u>	<u>24</u>

2.3. Approved Courses ~~to meet~~ Meeting System General Education Requirements

The ~~limited-finite~~ list of courses approved to meet each of the established system goals will be maintained ~~as-in the Academic Affairs Guidelines, managed by the Academic Affairs Council and approved by the System General Education Committee~~ Committee on Academic and Student Affairs. Proposed changes to the courses permitted to meet System General Education Requirements are approved by the Board of Regents each year during the March meeting impacting the next academic year. The list of courses approved to meet each of the established system goals will be closely monitored by the System General Education Committee and Academic Affairs Council to ensure course relevance, program coherence, and breadth of student choice.

3. ~~System General Education Goals and Requirements:~~

~~B. The General Education Committee will specify student learning outcomes for each of the general education goals listed in this section using appropriate faculty input. The specific student learning outcomes will be maintained as guidelines and managed by the Academic Affairs Council in consultation with the System General Education Committee and approved by the Committee on Academic and Student Affairs. The six System General Education Goals are:~~

- ~~C. ——— Students will write effectively and responsibly and will understand and interpret the written expression of others.~~
- ~~D. ——— Students will communicate effectively and responsibly through listening and speaking.~~
- ~~E. ——— Students will understand the organization, potential, and diversity of the human community through study of the social sciences.~~
- ~~F. ——— Students will understand the diversity and complexity of the human experience through study of the arts and humanities.~~
- ~~G. ——— Students will understand and apply fundamental mathematical processes and reasoning.~~
- ~~H. ——— Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.~~

1. ~~Transfer of System General Education Requirements~~

- ~~— Students who complete the System General Education Requirements for a baccalaureate degree at any SD Board of Regents institution and then transfer to another SD Board of Regents institution to pursue an undergraduate degree will have fulfilled the System General Education Requirements at the new institution even if the receiving institution has different credit/course distribution and approved course lists.~~
- ~~— Students who complete the System General Education Requirements for an associate degree at any SD Board of Regents institution and then transfer to another SD Board of Regents institution to pursue an associate degree will have fulfilled the System General Education~~

~~Requirements at the new institution even if the receiving institution has different credit/course distribution and approved course lists.~~

- ~~— For students who complete some, but not all, of the System General Education Requirements at any SD Board of Regents institution and then transfer to another SD Board of Regents institution, their transferred general education coursework will continue to count toward the designated goal areas from the originating institution even if the receiving institution has different approved course lists for those goals. Those students must meet the credit/course distribution at the institution to which they transferred.~~
- ~~I. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's degree plan. See SDBOR policy 2:5 for additional guidance on transfer of general education credits.~~

~~1.4. System General Education Committee~~

Each university shall appoint at least one representative to the System General Education Committee. Additional representatives may be drawn from all SDBOR universities as needed ~~to conduct assessments and accomplish committee work~~. Two members of the System Assessment ~~and Testing~~ Committee will also serve on the System General Education Committee. ~~The System Vice President for Academic Affairs~~ A system academic affairs staff member (or designee) and a member of the Academic Affairs Council (or designee) will serve as ex officio members. The Committee shall:

- 4.1. Review the AAC Guidelines related to the project charter as new members are added to this committee.
- 4.2. Advise the Academic Affairs Council on matters related to general education, including student learning outcomes, curriculum, policy, guidelines, and processes to ensure faculty oversight of the general education curriculum.
- 4.3. Specify student learning outcomes with faculty input for each of the general education goals identified in section C.
- 4.4. Partner on best practices and working together to understand the needs of each institution and the system.
- 4.5. Report as applicable according to BOR Policy 2:11.

~~1.4. .~~

- ~~1.5. Conduct the assessment of System General Education Requirements as described in BOR policy 2:11~~

~~2. Assessment of System General Education~~

~~As specified in SDBOR policy 2:11, all universities shall participate in a shared process to assess and evaluate the achievement of the goals and student learning outcomes of the System General Education Requirements. This collaborative assessment and evaluation process will use a random sample of course syllabi, student work, and system standard rubrics or measures to evaluate performance against standards.~~

~~3. Student Completion of System General Education Requirements~~

~~In general, System General Education Requirements will be completed in the first 90 credit hours of a baccalaureate degree program.~~

FORMS / APPENDICES:

~~None~~

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

[BOR Policy 2:11 Assessment](#)

[AAC Guidelines General Education](#)

SOURCE:

BOR January 1985; BOR June 1992; BOR March 1995; BOR May 1996; BOR December 1997; BOR August 1999; BOR January 2000; BOR January 2001; BOR June 2001; BOR October 2001; BOR March 2003; BOR June 2003; BOR March 2005; BOR December 2005; BOR March 2006; BOR October 2006; BOR December 2006; BOR June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR December 2011; BOR March 2012; BOR June 2012; BOR December 2012; BOR May 2013; BOR December 2013; BOR April 2014; BOR October 2014; BOR December 2014; BOR December 2015; BOR March-April 2016; BOR August 2016; BOR May 2017; BOR May 2019; [BOR August 2022](#).

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Undergraduate General Education Requirements

NUMBER: 2:7

A. PURPOSE

To provide for the requisite oversight that the general education component of all baccalaureate and associate programs shall consist of the appropriate System General Education Requirements. Students may only select general education courses from an approved list to meet the System General Education Requirements.

B. DEFINITIONS

1. **Academic Program:** Academic program is defined as the degree program approved and offered at each of the Regental institutions.
2. **Accredited Institution:** Defined as one of the following institutional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, WASC Senior College and University Commission (WSCUC)..
3. **University Accreditation Institution:** Higher Learning Commission is the accrediting institution for each of the Regental institutions.
4. **General Education:** Curriculum defined to develop learners' general knowledge, literacy, skills, and competencies which equip students for success with advanced curriculum, program and major completion, and career competencies.
5. **General Education Committee:** A committee representing the institutions and the system on General Education curriculum and advising the Academic Affairs Council on policy, practices, curriculum, and other needs for general education.
6. **Learning Outcomes:** Defined as the gaining of knowledge in cognitive and content competencies, skills, and social-emotional competencies associated with academic learning.
7. **Receiving Institution:** The Regental university to which the student is transferring.
8. **Regental Internal Transfer:** Process where an undergraduate course is used to meet a plan of study requirement at any Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2:8.).

9. Seamless Transfer: A framework based on the principles of serving student needs, using state resources efficiently, and expanding opportunities for post-secondary attainment in South Dakota in the process of students transferring into South Dakota.

10. Sending Institution: The institution from which a student is transferring.

C. POLICY STATEMENTS

1. Governance

1.1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.

1.2. Each of the institutions must comply with the accrediting organization and will be evaluated by that organization.

2. General Education Goals

There are six (6) System General Education Goals for which general education has been designed for meeting student outcomes. The General Education Committee and Academic Affairs Council will review all general education requests in reference to these goals.

GOAL #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.

GOAL #2: Students will communicate effectively and responsibly through listening and speaking.

GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

GOAL #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

GOAL #5: Students will understand and apply fundamental mathematical processes and reasoning.

GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

3. Seamless Transfer

3.1. All internal Regental general education courses will be accepted regardless of the receiving institutions course offering (all undergraduate) as well as if the student fulfilled or partially fulfilled the general education requirements.

3.2. All internally transferred general education coursework will continue to count toward the designated goal areas from the sending institution even if the receiving institution has different approved course lists for those goals.

3.3. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's academic degree plan. See SDBOR policy XXX for additional guidance on transfer of credits.

D. SYSTEM GENERAL EDUCATION REQUIREMENTS**1. Baccalaureate Degree Course/Credit Distribution**

System General Education Requirements shall include 30 credits of course work. At least three (3) credit hours shall be earned from each of six (6) goals (total of 18 credits) set out in section three (3) below. Each institution shall identify 12 credit hours of additional course work from the six (6) goals. The distribution of courses/credits will be maintained as guidelines managed and approved by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

<i>System Goal</i>	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSM&T</i>	<i>SDSU</i>	<i>USD</i>
<i>Goal #1: Written Communication</i>	6	6	6	6	6	6
<i>Goal #2: Oral Communication</i>	3	3	3	3	3	3
<i>Goal #3: Social Sciences</i>	6	6	6	6	6	6
<i>Goal #4: Arts and Humanities</i>	6	6	6	6	6	6
<i>Goal #5: Mathematics</i>	3	3	3	3	3	3
<i>Goal #6: Natural Sciences</i>	6	6	6	6	6	6
	30	30	30	30	30	30

2. Associate Degree Course/Credit Distribution

System General Education Requirements shall include 24 credits of course work. At least three (3) credit hours shall be earned from each of six (6) goals (total of 18 credits) set out in section 3 below. Each institution shall identify six (6) credit hours of additional course work from the six goals. For those institutions that allow it, students have the flexibility to select an additional three (3) credit hours from Goals three (3), four (4) or six (6) with courses selected from different disciplinary prefixes. The distribution of courses/credits will be maintained as guidelines managed and approved by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

<i>System Goal</i>	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSM&T</i>	<i>SDSU</i>	<i>USD</i>
<i>Goal #1: Written Communication</i>	6	6	6	6	6	6
<i>Goal #2: Oral Communication</i>	3	3	3	3	3	3
<i>Goal #3: Social Sciences</i>	3	3	3	3	3	3
<i>Goal #4: Arts and Humanities</i>	3	3	3	3	3	3
<i>Goal #5: Mathematics</i>	3	3	3	3	3	3
<i>Goal #6: Natural Sciences</i>	3	3	3	6	3	3
<i>Goal #3, #4, #6 Flexibility</i>	3	3	3	0	3	3
	24	24	24	24	24	24

3. Approved Courses Meeting System General Education Requirements

The finite list of courses approved to meet each of the established system goals will be maintained in the Academic Affair Guidelines. Proposed changes to the courses permitted to meet System General Education Requirements are approved by the Board of Regents each year during the March meeting impacting the next academic year. The list of courses approved to meet each of the established system goals will be closely monitored by the System General Education Committee and Academic Affairs Council to ensure course relevance, program coherence, and breadth of student choice.

4. System General Education Committee

Each university shall appoint at least one representative to the System General Education Committee. Additional representatives may be drawn from all SDBOR universities as needed. Two members of the System Assessment Committee will also serve on the System General Education Committee. A system academic affairs staff member and a member of the Academic Affairs Council (or designee) will serve as ex officio members. The Committee shall:

- 4.1. Review the AAC Guidelines related to the project charter as new members are added to this committee.
- 4.2. Advise the Academic Affairs Council on matters related to general education, including student learning outcomes, curriculum, policy, guidelines, and processes to ensure faculty oversight of the general education curriculum.
- 4.3. Specify student learning outcomes with faculty input for each of the general education goals identified in section C.
- 4.4. Partner on best practices and working together to understand the needs of each institution and the system.
- 4.5. Report as applicable according to BOR Policy 2:11.

FORMS / APPENDICES:

BOR Policy 2:5 Seamless Transfer of Credit

BOR Policy 2:11 Assessment

AAC Guidelines General Education

SOURCE:

BOR January 1985; BOR June 1992; BOR March 1995; BOR May 1996; BOR December 1997; BOR August 1999; BOR January 2000; BOR January 2001; BOR June 2001; BOR October 2001; BOR March 2003; BOR June 2003; BOR March 2005; BOR December 2005; BOR March 2006; BOR October 2006; BOR December 2006; BOR June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR December 2011; BOR March 2012; BOR June 2012; BOR December 2012; BOR May 2013; BOR December 2013; BOR April 2014; BOR October 2014; BOR December 2014; BOR December 2015; BOR March-April 2016; BOR August 2016; BOR May 2017; BOR May 2019; BOR August 2022.

SOUTH DAKOTA BOARD OF REGENTS**Policy Manual****SUBJECT:** ~~Associate Degree General Education Curriculum~~**NUMBER:** ~~2:26~~

A. PURPOSE

~~To provide for the requisite oversight that the general education component of all associate degree programs shall consist of the System General Education Requirements. Students may only select general education courses from a limited approved list to meet the System General Education Requirements. These requirements are effective for students entering Fall 2017.~~

B. DEFINITIONS

None

C. POLICY**1. System General Education Requirements Course/Credit Distribution**

~~System General Education Requirements shall include 24 credits of course work. At least 3 credit hours shall be earned from each of 6 goals (total of 18 credits) set out in section 3 below. Each institution shall identify 6 credit hours of additional course work from the six goals. For all institutions, students have the flexibility to select an additional three credit hours from Goal #3, #4 or #6 with courses selected from different disciplinary prefixes. The distribution of courses/credits will be maintained as guidelines managed by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.~~

<i>System Goal</i>	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSM&T</i>	<i>SDSU</i>	<i>USD</i>
<i>Goal #1: Written Communication</i>	6	6	6	6	6	6
<i>Goal #2: Oral Communication</i>	3	3	3	3	3	3
<i>Goal #3: Social Sciences</i>	3	3	3	3	3	3
<i>Goal #4: Arts and Humanities</i>	3	3	3	3	3	3
<i>Goal #5: Mathematics</i>	3	3	3	3	3	3
<i>Goal #6: Natural Sciences</i>	3	3	3	6	3	3
<i>Goal #3, #4, #6 Flexibility</i>	3	3	3	0	3	3
	24	24	24	24	24	24

2. ~~Approved Courses to Meet System General Education Requirements~~

~~The limited list of courses approved to meet each of the established system goals will be maintained as guidelines managed by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs. Proposed changes to the courses permitted to meet System General Education Requirements are approved by the Board of Regents each year during the March meeting. The list of courses approved to meet each of the established system goals will be closely monitored by the System General Education Committee and Academic Affairs Council to ensure course relevance, program coherence, and breadth of student choice.~~

3. ~~System General Education Goals and Requirements~~

~~The General Education Committee will specify student learning outcomes for each of the general education goals listed in this section using appropriate faculty input. The specific student learning outcomes will be maintained as guidelines and managed by the Academic Affairs Council in consultation with the System General Education Committee and approved by the Committee on Academic and Student Affairs. The six System General Education Goals are:~~

~~GOAL #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.~~

~~GOAL #2: Students will communicate effectively and responsibly through listening and speaking.~~

~~GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.~~

~~GOAL #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.~~

~~GOAL #5: Students will understand and apply fundamental mathematical processes and reasoning.~~

~~GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.~~

4. ~~Transfer of System Associate Degree General Education Requirements~~

~~Students who complete the System Associate Degree General Education Requirements at any SD Board of Regents institution and then transfer to another SD Board of Regents institution will have fulfilled the System Associate Degree General Education Requirements at the new institution even if the receiving institution has different credit/course distribution and approved course lists. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's degree plan. See SDBOR policy 2:5 for additional guidance on transfer of general education credits.~~

FORMS / APPENDICES:

None

SOURCE:—

~~BOR June 1997; BOR December 1997; BOR December 1998; BOR August 1999; BOR January 2001; BOR June 2001; BOR October 2001; BOR March 2005; BOR June 2005; BOR June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR December 2011; BOR March 2012; BOR June 2012; BOR December 2012; BOR May 2013; BOR December 2013; BOR April 2014; BOR October 2014; BOR December 2014; BOR August 2016; BOR May 2017; December 2017 (Clerical); BOR May 2019.~~

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – E
DATE: June 22-23, 2022

SUBJECT

Revised BOR Policy 2:11 – Assessment (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:11](#) – Assessment

[BOR Policy 2:7](#) – Baccalaureate General Education Curriculum

[BOR Policy 2.26](#) – Associate Degree General Education Curriculum

BACKGROUND / DISCUSSION

Following the elimination of the CAAP examination in 2016, the Board of Regents (BOR) adopted a system-wide process to assess general education using authentic assessment. The new assessment process was modeled after the AAC&U VALUE Institute, an organization that conducts secondary assessment of a sample of de-identified student work using VALUE rubrics to draw conclusions about the efficacy of a general education program. The BOR system scaled the process to draw conclusions about general education outcomes at the state level using system-created rubrics, university faculty, and an assessment summit.

The system piloted the model in the summers of 2018 and 2019. Feedback from faculty participants, board office staff, and university academic leaders suggested the process did not result in sufficiently useful data. Following an Academic Affairs Council (AAC) meeting in October of 2019, the Board academic staff notified the System General Education Committee (general education faculty from all six universities) and System Assessment Committee (assessment stakeholders from all six universities) that the assessment summits would be discontinued in favor of a more decentralized process for assessment of general education. The notification indicated a collaborative process would be used to propose a revision to Board policies pertaining to the assessment of general education.

Due to COVID and various transitions, AAC evaluated assessment at their January 2022 meeting. The council discussed history and a proposed revision to Policy 2:11. The

(Continued)

DRAFT MOTION 20220622_9-E:

I move to approve the first reading of the proposed revisions to BOR Policy 2:11, as presented.

revision was crafted and recommended by the System Assessment Committee and the System General Education Committee.

At the February 2022 AAC meeting, the council supported the revised policy with guidelines to be updated reflecting Board policy changes. Policy 2:11 was revised to include:

1. Aligned the structure of the policy to include the current formatting.
2. Addition of the definitional section.
3. Addition of the Policy Statements.
4. Addition of System Reporting Requirements.
5. Removal of the Cross Curricular Skills from Policy.

IMPACT AND RECOMMENDATION

The BOR academic staff and legal counsel recommend that Board Policy 2:11 be revised to:

- reflect the current effective practice of institutional assessment of the System General Education Requirements,
- require each institution to report its general education findings annually to the Board of Regents, and
- remove the list and definitions of the cross-curricular skills from the policy and place them in a new guideline.

The timeline associated with these changes will be as follows:

- First Reading – June 2022 BOR Meeting
- Guidelines Updated – July 2022
- Second Reading – August 2022 BOR Meeting

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:11 (with track changes)

Attachment II – Proposed Revisions to BOR Policy 2:11 (clean copy)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Assessment

NUMBER: 2:11

A. PURPOSE-Purpose of Assessment

This policy identifies the responsibility of each university to assess student learning within its academic programs. The aAssessment of student learning enhances the overall quality of academic and co-curricular programs. University assessment programs increase communication within and between departments/units related to departmental, college and institutional goals and objectives. Assessment also enhances public understanding of higher education and diversity of institutional roles and missions.

B. DEFINITIONS

1. **Academic Program:** The degree, major, and as applicable the specialization approved by the Board of Regents for the degree-granting institution.
2. **Assessment:** A systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.
3. **Institutional Accreditor:** The six public universities are accredited by the Higher Learning Commission.

C. PRINCIPLES, EXPECTATIONS AND POLICY STATEMENTS

1. Assessment is a necessary and integral component of continuous improvement for academic programs.
2. Information gained from assessment should be used to improve student outcomes.
3. Assessment of student outcomes may include authentic student work, student performances, nationally normed tests, licensure exams, surveys, observations, placement rates and other measures as determined by the academic department and university.
4. The Board shall remain apprised of students' learning outcomes and each university's efforts to improve student learning outcomes.
5. Assessment for continuous improvement should not be used to make comparisons among Regental universities, as the curriculum, assessment plans, measurement instruments, ratings, resources, faculty, ~~students~~students, and missions are different for each university.

D. ASSESSMENT POLICY

1. System Assessment ~~and Testing~~ Committee

Each university shall appoint at least one representative to the SDBOR System Assessment ~~and Testing~~ Committee. The Committee shall:

- 1.1. Advise the Academic Affairs Council on matters related to assessment ~~and testing~~, including policy and guidelines designed to ensure that assessment ~~and testing~~ requirements and activities are clear, efficient, and effective;
- 1.2. Communicate and coordinate with the System General Education Committee to advance system initiatives pertaining to assessment.

~~2. System General Education Committee~~

~~Each university shall appoint at least one representative to the SDBOR System General Education Committee. As noted in Policies 2.7 and 2.26, this committee is responsible for identifying the general education student learning outcomes with appropriate faculty input. The System General Education Committee shall provide guidance to the Assessment and Testing Committee to:~~

- ~~2.1. Formulate or select system rubrics or measures for the assessment and evaluation of general education standards.~~
- ~~2.2. Design and maintain a process for the assessment and evaluation of the System General Education Requirements.~~
- ~~2.3. Recruit, train and engage faculty members to assess and evaluate student attainment of general education goals and outcomes.~~
- ~~2.4. Serve as liaisons on their campuses for matters related to assessment of general education.~~

~~3. System General Education Requirements Assessment~~

~~The SDBOR has established System General Education Requirements (Policy 2:7 and 2:26). To assess and evaluate student achievement of the goals and learning outcomes of the established System General Education Requirements, all universities shall participate in a shared assessment and evaluation process that utilizes a random sample of syllabi and student work produced in general education courses and system standard rubrics or other measures, as appropriate. —~~

~~As described in BOR policy 2:7, the System General Education Committee will conduct the assessment of system general education requirements.~~

~~The processes and methods used for assessment of general education will be included in the Academic Council Guidelines following approval by the Council and approval by the Committee on Academic and Student Affairs.~~

- ~~3.1. System General Education course syllabi and student work shall be reviewed on a scheduled approved by the Academic Affairs Council~~
- ~~3.2. Evaluators shall be members of the System General Education Committee and — additional faculty members drawn from all SDBOR universities as needed~~

- ~~3.3. Evaluators shall use rubrics or measures for assessment approved by the Academic Affairs Council~~
- ~~3.4. The System Assessment and Testing Committee shall support the System General Education Committee and its processes and identify a minimum of two members to serve on the General Education Committee~~
- ~~3.5. Results from the assessments shall be presented annually to the SDBOR in a format that serves the continuous quality improvement needs of the campuses and the Regental System~~

4.2. University Assessment of Academic Programs

Each university shall have in place a functioning assessment structure and processes which conform to the accreditation requirements of the ~~Higher Learning Commission (HLC)~~ institutional accreditor and any specialty accreditations or approvals maintained by programs or units at the university. At a minimum each institution's assessment structure and processes shall:

- ~~2.1. Assess and analyze student achievement of the goals and learning outcomes of the established SDBOR System General Education Requirements. Each university will submit a report of their assessment findings annually to the Board at its December meeting. AAC Guidelines outline the required components of the report.~~
- ~~4.1. Support institutional Program Review or Specialty Accreditation for each academic program/department. —~~
- ~~4.2.2.2. All academic programs will be reviewed on a 76-year cycle unless their specialized accreditation requires a different timeline. The university President or Chief Academic Officer may require a shorter review interval or grant an extension of no longer than two (2) years.~~
- ~~4.3.2.3. Include program-level (undergraduate, graduate and co-curricular) assessment plans and processes. Undergraduate program level assessment plans will include methods of assessment for Cross-Curricular Skill Requirements per Academic Affairs Guidelines.~~

~~The purpose of the cross-curricular skills is to enable each institution to integrate and extend general education learning into its programs of study in a manner consistent with and supportive of each institution's mission, vision and values and any requirements of ongoing institutional or program specific accreditation or approval.~~

~~Each institution will manage the design, integration, assessment, evaluation and ongoing continuous improvement of cross-curricular skills within its degree programs. Documentation on how each institution uses the cross-curricular skills to support general education learning will be reviewed by the Academic Affairs Council and the Committee on Academic and Student Affairs.~~

~~Each university program will select no less than five of the following cross-curricular skill requirements as programmatic student learning outcomes:~~

Inquiry and Analysis

A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Critical and Creative Thinking

A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk-taking.

Information Literacy

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand.

Teamwork

Behaviors under the control of individual team members—effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

Problem Solving

The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Civic Knowledge and Engagement

Developing the combination of knowledge, skills, values and motivation that make a difference in the civic life of communities and promoting the quality of life in a community, through both political and non political processes. Engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Intercultural Knowledge

Cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.

Ethical Reasoning

Reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

Foundational Lifelong Learning Skills

Involves “purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.”

Integrative Learning

An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Diversity, Inclusion and Equity

The intentional engagement with diversity (i.e., individual differences and group/social differences) in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to and participation in educational and community programs for all members of society.

4.4.2.4. Include other required elements of the university assessment program as identified by individual institutions.

4.5.2.5. Incorporate the results of assessment and evaluation processes into the regular review of curriculum, co-curricular programs and related policies and procedures.

FORMS / APPENDICES:

None

SOURCE:

BOR August 1984; BOR April 1987; BOR June 1987; BOR June 1992; BOR March 2005; BOR August 2016.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Assessment

NUMBER: 2:11

A. PURPOSE

This policy identifies the responsibility of each university to assess student learning within its academic programs. Assessment of student learning enhances the overall quality of academic and co-curricular programs. University assessment programs increase communication within and between departments/units related to departmental, college and institutional goals and objectives. Assessment also enhances public understanding of higher education and diversity of institutional roles and missions.

B. DEFINITIONS

1. **Academic Program:** The degree, major, and as applicable the specialization approved by the Board of Regents for the degree-granting institution.
2. **Assessment:** A systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.
3. **Institutional Accreditor:** The six public universities are accredited by the Higher Learning Commission.

C. POLICY STATEMENTS

1. Assessment is a necessary and integral component of continuous improvement for academic programs.
2. Information gained from assessment should be used to improve student outcomes.
3. Assessment of student outcomes may include authentic student work, student performances, nationally normed tests, licensure exams, surveys, observations, placement rates and other measures as determined by the academic department and university.
4. The Board shall remain apprised of students' learning outcomes and each university's efforts to improve student learning outcomes.
5. Assessment for continuous improvement should not be used to make comparisons among Regental universities, as the curriculum, assessment plans, measurement instruments, ratings, resources, faculty, students, and missions are different for each university.

D. ASSESSMENT POLICY**1. System Assessment Committee**

Each university shall appoint at least one representative to the SDBOR System Assessment Committee. The Committee shall:

- 1.1. Advise the Academic Affairs Council on matters related to assessment, including policy and guidelines designed to ensure that assessment requirements and activities are clear, efficient, and effective;
- 1.2. Communicate and coordinate with the System General Education Committee to advance system initiatives pertaining to assessment.

2. University Assessment of Academic Programs

Each university shall have in place a functioning assessment structure and processes which conform to the accreditation requirements of the institutional accreditor and any specialty accreditations or approvals maintained by programs or units at the university. At a minimum each institution's assessment structure and processes shall:

- 2.1. Assess and analyze student achievement of the goals and learning outcomes of the established SDBOR System General Education Requirements. Each university will submit a report of their assessment findings annually to the Board at its December meeting. AAC Guidelines outline the required components of the report.
- 2.2. Support institutional Program Review or Specialty Accreditation for each academic program/department. All academic programs will be reviewed on a 6-year cycle unless their specialized accreditation requires a different timeline. The university President or Chief Academic Officer may require a shorter review interval or grant an extension of no longer than two (2) years.
- 2.3. Include program-level (undergraduate, graduate and co-curricular) assessment plans and processes. Undergraduate program level assessment plans will include methods of assessment for Cross-Curricular Skill Requirements per Academic Affairs Guidelines.
- 2.4. Include other required elements of the university assessment program as identified by individual institutions.
- 2.5. Incorporate the results of assessment and evaluation processes into the regular review of curriculum, co-curricular programs and related policies and procedures.

FORMS / APPENDICES:

None

SOURCE:

BOR August 1984; BOR April 1987; BOR June 1987; BOR June 1992; BOR March 2005; BOR August 2016.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – F
DATE: June 22-23, 2022

SUBJECT

**Revised BOR Policy 2:13 – Externally Funded Course for Academic Credit
Qualifications for Faculty Teaching Externally Funded Courses (First Reading)**

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:8](#) – Level and Numbering of and Enrollment in Courses
[BOR Policy 2:13](#) – Third Party Requests for Academic Credit
[HLC Guidelines](#)

BACKGROUND / DISCUSSION

Each of the six universities are accredited by the Higher Learning Commission ([HLC](#))¹. Higher Learning Commission (HLC) Assumed Practice B. Teaching and Learning: Quality, Resources, and Support¹ – effective September 1, 2017 – notes that faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield in which they teach that is at least one level above that of the courses being taught or developed. Therefore, faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program.

While faculty credentials are the primary mechanism to ascertain faculty qualifications, tested experience (also called equivalent experience) may be considered by the institution in determining whether a faculty member is qualified. The HLC defines tested experience as real-world experience equivalent to the degree it would otherwise require for a faculty position. Per the HLC, institutions that use tested experience should have well-defined policies, procedures and documentation approved through the faculty governance process that guide decisions on when experience is equivalent to the earned credential.

Board Policy 2:13 Third Party Requests for Academic Credit, approved in 2005, sets the minimum qualifications for instructors contracted to teach externally funded courses:

¹ Higher Learning Commission (2020). Official HLC Guidelines. Determining qualified faculty through HLC's criteria for accreditation and assumed practices. Guidelines for institutions and peer reviewers. Retrieved from https://download.hlcommission.org/FacultyGuidelines_OPB.pdf

(Continued)

DRAFT MOTION 20220622_9-F:

I move to approve the first reading of the proposed revisions to BOR Policy 2:13, as presented.

- Faculty Qualifications. Instructors teaching graduate credit for externally funded courses at the 500-level must have a minimum of a master's degree in the discipline. For 600-900 level courses, instructors must have a minimum of the terminal degree in the discipline. In Education, instructors may instead possess a specialist degree.

Board Policy 2:13 notes instructors teaching an externally funded course at the 500-level need only a master's degree, but that policy was approved in 2005 and has not been updated to reflect the more rigorous HLC guidelines on faculty qualifications enacted in 2017. This policy change reflects the more rigorous HLC guidelines.

Substantive changes in this policy include:

1. Title change to Externally Funded Courses for Academic Credit
2. Updating of the Purpose
3. Addition of the Definitions
4. Addition of Policy Statements
5. Language to reflect HLC Guidelines

IMPACT AND RECOMMENDATION

Board Policy 2:13 was evaluated by the Academic Affairs Council (AAC) in coordination with the HLC guidelines. BOR academic staff recommended the policy be revised to 1) reflect the HLC's requirement on required academic credentials for instructors contracted to teach externally funded courses, and 2) reference the alternative qualification of tested experience for highly qualified professionals who do not meet the educational requirement (see Attachment I and II).

Timeline for this policy revision is as follows:

- First Reading – June 2022 BOR Meeting
- Second Reading – August 2022 BOR Meeting
- Guidelines and/or Forms – May/July 2022

BOR academic staff supports the changes as noted in Attachment I and II.

ATTACHMENTS

Attachment I – Revised BOR Policy 2:13 (With Track Changes)

Attachment II – Revised BOR Policy 2:13 (Clean Copy/Without Track Changes)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: ~~Third Party Requests for Academic Credit~~ Externally Funded Courses for Academic Credit

NUMBER: 2:13

A. PURPOSE

The Regental system is committed to (1) providing courses for academic credit that are of a consistently high quality and (2) complying with the standards defined by the institutional accreditor.

Therefore, each University has established expectations and standards associated with teaching courses for academic credit within the Regental system. Most of the university courses are taught by members of the academic faculty. Other approved faculty may teach credit-bearing classes in accordance with the provisions of this policy.

~~Universities are authorized to receive and evaluate requests from groups, governmental agencies, businesses, associations, and other entities for academic credit for workshops and conferences. This includes Regental campus entities financed by grant funds. Refer to BOR policies 5:5, 5:5:3, and 5:17 for information on tuition, fees, and use of the Special Externally Funded Tuition Rate.~~

B. DEFINITIONS

1. **Board of Regents:** Defined as 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. **Institutional Accreditor:** The six public universities are accredited by the Higher Learning Commission.
3. **Institution:** Defined as 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.
4. **Instructor:** The individual listed in the student information system as the instructor for a course.
5. **Third Party:** An independent employer or agency outside of the Regental system.

C. POLICY STATEMENTS

1. Governance:

- 1.1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming and tuition and fees.
- 1.2. The Board of Regents governs externally funded courses and approves the tuition and fees assigned in accordance with Board policy.
- 1.3. BOR policies 5:5, 5:5:3, and 5:17 govern tuition, fees, and use of the Special Externally Funded Tuition Rate.
- 1.4. Universities are authorized to receive and evaluate requests from groups, governmental agencies, businesses, associations, and other entities for academic credit for workshops and conferences. This includes Regental campus entities financed by grant funds

D. COURSE EXPECTATIONS

Institutions are required to follow the requirements of the institution accreditor, AAC guidelines, and BOR policies, and student information system requirements.

1. Courses**2.1. Course Prefix**

The prefix is determined by the discipline of the course. Universities shall use only the prefixes for which they are approved.

3.2. Course Level

3.1.2.1. Courses may be offered at the undergraduate or graduate level. Refer to BOR policy 2:8 Levels and Numbering of and Enrollment in Courses for further information.

3.2.2.2. Readings, assignments, and evaluation standards shall make the course comparable to others at the same level within the university.

4.3. Course Numbers

4.1.3.1. Undergraduate courses may only use the numbers for Workshops (193, 293, 393, or 493) or Special Topics (192, 292, 392, or 492). Refer to BOR policy 2:8 for further information. The university may limit workshop credit hours that apply to an associate or baccalaureate degree. The university will publish this limit.

4.2.3.2. Graduate courses developed by external groups may only use the 592 number for Special Topics or the 593 number for Workshops. University developed courses may only use the Special Topics numbers (592, 692, 792, or 892) or the Workshop numbers (593, 693, 793, or 893). For the limit on the number of Workshop credit hours that may apply to a graduate degree, refer to BOR policy 2:8.2.E.

5.4. Credit Hours

The number of credit hours for each course depends on the course requirements. Workshops typically are 1 credit hour and Special Topics courses typically are 1 to 3 credit

hours. All courses offered for credit must involve a minimum of fifteen contact hours over three instructional days for each credit hour awarded.

6.5. Course Approval Process

6.1.5.1. The Third Party is responsible for submitting a copy of their proposed course syllabus to the university Vice President for Academic Affairs a minimum of 8 weeks (40 working days) prior to the start date of the course. The Vice President for Academic Affairs will designate the appropriate Dean and Department Chair to conduct the course review process.

6.2.5.2. If the Third Party wishes credit to be granted by more than one Regental university, s/he should contact the BOR Senior Administrator who will coordinate the course approval process in consultation with the university Vice Presidents for Academic Affairs.

7.6. Site of Course Delivery

7.1.6.1. Courses typically are delivered at an ~~off-campus~~off-campus site.

7.2.6.2. If courses are offered on a Regental university campus, an agreement for use of facilities is required.

7.3.6.3. If courses are offered at a location other than a Regental university campus and do not utilize any university facilities, an agreement for use of university facilities is not required.

7.4.6.4. If a university entity is funded by a grant and the university indicated that use of facilities was a match, the entity may use facilities for offering an approved course without additional cost. An agreement for use of university facilities is not required.

B.E. FACULTY EXPECTATIONS

2. Faculty

1. Qualifications for teaching undergraduate credit (100-499)

- 1.1. The instructor must have a minimum of a master's degree in the discipline or a master's degree with 18 graduate hours in the discipline.
- 1.2. An individual with the qualifications indicated in (1) above may serve as the Lead Instructor who supervises instructors delivering the course.

2. Qualifications for teaching graduate credit (500-899)

~~2.1. For 500-level courses, the instructor must have a minimum of a master's degree in the discipline.~~

~~2.2.2.1. For 600-899-level courses, the instructor must have a minimum of the terminal degree in the discipline.~~ or meet the university's policy for tested experience.
In Education, the instructor also may have a Specialist degree.

2.3.2.2. With approval of the Vice President for Academic Affairs, an individual with the qualifications indicated in (2.1) ~~and (2)~~ above may serve as the Lead Instructor who supervises instructors delivering the course.

3. Approval of Course Instructors

- 3.1. Faculty not employed by the university must be approved by the university to serve as the course instructor.
- 3.2. A request for approval of a course instructor and a copy of his/her vita must accompany the proposed course syllabus submitted to the university Vice President for Academic Affairs.
- 3.3. Approval of a course instructor will be part of the process for review of the proposed course to be taught by the instructor.

4. Compensation

- 4.1. Faculty employed by the university must be compensated according to the current BOR agreement with the faculty union. Information may be obtained from the university Vice President for Academic Affairs.
- 4.2. The Third Party provides the compensation funds, including salary and benefits, to the university and the university pays the faculty member.
- 4.3. Faculty employed by the university may not donate their services for teaching the course to a Third Party.
- 4.4. The Third Party establishes compensation for course instructors who are employed by the Third Party and are not university faculty.

FORMS / APPENDICES:

None

SOURCE:

BOR March 2005; July 2019 (Clerical); BOR August 2022.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Externally Funded Courses for Academic Credit

NUMBER: 2:13

A. PURPOSE

The Regental system is committed to (1) providing courses for academic credit that are of a consistently high quality and (2) complying with the standards defined by the institutional accreditor.

Therefore, each University has established expectations and standards associated with teaching courses for academic credit within the Regental system. Most of the university courses are taught by members of the academic faculty. Other approved faculty may teach credit-bearing classes in accordance with the provisions of this policy.

B. DEFINITIONS

1. **Board of Regents:** Defined as 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. **Institutional Accreditor:** The six public universities are accredited by the Higher Learning Commission.
3. **Institution:** Defined as 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.
4. **Instructor:** The individual listed in the student information system as the instructor for a course.
5. **Third Party:** An independent employer or agency outside of the Regental system.

C. POLICY STATEMENTS

1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming and tuition and fees.
2. The Board of Regents governs externally funded courses and approves the tuition and fees assigned in accordance with Board policy.
3. BOR policies 5:5, 5:5:3, and 5:17 govern tuition, fees, and use of the Special Externally Funded Tuition Rate.

4. Universities are authorized to receive and evaluate requests from groups, governmental agencies, businesses, associations, and other entities for academic credit for workshops and conferences. This includes Regental campus entities financed by grant funds

D. COURSE EXPECTATIONS

Institutions are required to follow the requirements of the institution accreditor, AAC guidelines, and BOR policies, and student information system requirements.

1. Course Prefix

The prefix is determined by the discipline of the course. Universities shall use only the prefixes for which they are approved.

2. Course Level

- 2.1. Courses may be offered at the undergraduate or graduate level. Refer to BOR policy 2:8 Levels and Numbering of and Enrollment in Courses for further information.
- 2.2. Readings, assignments, and evaluation standards shall make the course comparable to others at the same level within the university.

3. Course Numbers

- 3.1. Undergraduate courses may only use the numbers for Workshops (193, 293, 393, or 493) or Special Topics (192, 292, 392, or 492). Refer to BOR policy 2:8 for further information. The university may limit workshop credit hours that apply to an associate or baccalaureate degree. The university will publish this limit.
- 3.2. Graduate courses developed by external groups may only use the 592 number for Special Topics or the 593 number for Workshops. University developed courses may only use the Special Topics numbers (592, 692, 792, or 892) or the Workshop numbers (593, 693, 793, or 893). For the limit on the number of Workshop credit hours that may apply to a graduate degree, refer to BOR Policy 2:8.

4. Credit Hours

The number of credit hours for each course depends on the course requirements. Workshops typically are 1 credit hour and Special Topics courses typically are 1 to 3 credit hours. All courses offered for credit must involve a minimum of fifteen contact hours over three instructional days for each credit hour awarded.

5. Course Approval Process

- 5.1. The Third Party is responsible for submitting a copy of their proposed course syllabus to the university Vice President for Academic Affairs a minimum of 8 weeks (40 working days) prior to the start date of the course. The Vice President for Academic Affairs will designate the appropriate Dean and Department Chair to conduct the course review process.
- 5.2. If the Third Party wishes credit to be granted by more than one Regental university, s/he should contact the BOR Senior Administrator who will coordinate the course

approval process in consultation with the university Vice Presidents for Academic Affairs.

6. Site of Course Delivery

- 6.1. Courses typically are delivered at an off-campus site.
- 6.2. If courses are offered on a Regental university campus, an agreement for use of facilities is required.
- 6.3. If courses are offered at a location other than a Regental university campus and do not utilize any university facilities, an agreement for use of university facilities is not required.
- 6.4. If a university entity is funded by a grant and the university indicated that use of facilities was a match, the entity may use facilities for offering an approved course without additional cost. An agreement for use of university facilities is not required.

E. FACULTY EXPECTATIONS

1. Qualifications for teaching undergraduate credit (100-499)

- 1.1. The instructor must have a minimum of a master's degree in the discipline or a master's degree with 18 graduate hours in the discipline.
- 1.2. An individual with the qualifications indicated in (1) above may serve as the Lead Instructor who supervises instructors delivering the course.

2. Qualifications for teaching graduate credit (500-899)

- 2.1. The instructor must have a terminal degree in the discipline or meet the university's policy for tested experience. In Education, the instructor also may have a specialist degree.
- 2.2. With approval of the vice president for academic affairs, an individual with the qualifications indicated in (2.1) above may serve as the Lead Instructor who supervises instructors delivering the course.

3. Approval of Course Instructors

- 3.1. Faculty not employed by the university must be approved by the university to serve as the course instructor.
- 3.2. A request for approval of a course instructor and a copy of his/her vita must accompany the proposed course syllabus submitted to the university vice president for academic affairs.
- 3.3. Approval of a course instructor will be part of the process for review of the proposed course to be taught by the instructor.

4. Compensation

- 4.1. Faculty employed by the university must be compensated according to the current BOR agreement with the faculty union. Information may be obtained from the university vice president for academic affairs.

- 4.2. The Third Party provides the compensation funds, including salary and benefits, to the university and the university pays the faculty member.
- 4.3. Faculty employed by the university may not donate their services for teaching the course to a Third Party.
- 4.4. The Third Party establishes compensation for course instructors who are employed by the Third Party and are not university faculty.

FORMS / APPENDICES:

Externally Funded Course Form

SOURCE:

BOR March 2005; July 2019 (Clerical); BOR August 2022.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – A

DATE: June 22-23, 2022

SUBJECT

BOR Policy 5:21 Revisions – System Collection Policy (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:21](#) – System Collection Policy

BACKGROUND / DISCUSSION

At the May 2022 Board of Regents (BOR) meeting, the Regents reviewed the initial changes for Board Policy 5:21. This is the second and final reading of the policy.

The existing collection policy makes mention of a timeline for submittal of delinquent accounts to the Board of Finance for write-off at two years. This recommended change will clarify the timeline for submitting write-offs to occur at two years, but no later than five years after delinquency.

- 1.1.1. “When collection efforts are exhausted and the account is at least two years but not to exceed five years delinquent, the account will be submitted to the Board of Finance to be written off in accordance with procedures established by the Board of Finance. Exceptions may be granted by an institution’s chief finance officer or designee for accounts which have been delinquent for five years or more.”

IMPACT AND RECOMMENDATIONS

Additional clarification on who may grant the exception is the only change from the first reading in May 2022 and highlighted in **yellow** within the Attachment I. Board staff recommends approval of the second reading of the proposed revisions as outlined.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 5:21 – System Collection Policy

DRAFT MOTION 20220622_10-A:

I move to approve the second and final reading of the proposed revisions to BOR Policy 5:21 – System Collection Policy as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System Collection Policy

NUMBER: 5:21

A. PURPOSE

To establish the collection procedures for student, employee, vendor and customer receivables.

B. DEFINITIONS

None

C. POLICY

Standard collection procedure shall be used for student, employee, vendor and customer receivables including, but not limited to, tuition and fees, institutional student loans, traffic fines, library fines, daycare, housing fines, student health and other student charges of whatever kind or character; except that student obligations arising from participation in federal student financial aid programs shall be collected in the manner specified under federal regulation.

1. Delinquent Accounts and Holds

A commercial or vendor account shall become delinquent 45 days after the established due date. A student account shall become delinquent when a balance remains after the established deadlines. The debtor shall be informed that if the account is not satisfied in full or appropriate arrangements made by the due date, the account shall be referred to collections and will be subject to late fees.

- 1.1. All student accounts with an accounts receivable (AR) balance of \$250 or more shall have a hold placed on their account as soon as it becomes delinquent. The hold will stop a student from registering, adding or dropping classes, or obtaining an official transcript from the institution.
- 1.2. All student accounts with an accounts receivable balance less than \$250 shall have a hold placed on them when the student is no longer enrolled at the university or when the debt is over 180 days delinquent.
- 1.3. A hold shall not be removed until the account is satisfied in full. The institution recognizing the receivable may exercise discretion and override the hold upon consultation with the other institution.
- 1.4. The hold shall remain on a debtor's record even after the account is written-off, which shall stop the debtor from receiving services from the institution until the debt is satisfied.

- 1.5. For all commercial or vendor accounts that become delinquent, the university shall discontinue their services until accounts are paid in full.

2. Collection of Student, Commercial or Vendor Debt

- 2.1. Collection of student, commercial or vendor accounts that are less than \$250 shall proceed according to the following schedule:
 - 2.1.1. Accounts that are less than \$250 shall be handled using in-house collection procedures, which shall consist of a minimum of three contacts to the debtor, with at least two of them being in writing. Debtors shall be responsible for all collection fees incurred where permitted under law.
 - 2.1.2. When in-house collection efforts are exhausted, the account may be referred to the State of South Dakota's Obligation Recovery Center.
 - 2.1.3. When collection efforts are exhausted and the account is at least two years but not to exceed five years delinquent, the account will be submitted to the Board of Finance to be written off in accordance with procedures established by the Board of Finance. Exceptions may be granted by an institution's chief finance officer or designee for accounts which have been delinquent for five years or more.
- 2.2. Collection of Student, Commercial or Vendor Accounts that are \$250 or more shall proceed according to the following schedule:
 - 2.2.1. Accounts that are \$250 or more shall be handled using in-house collection procedures, which shall consist of a minimum of three contacts to the debtor, with at least two of them being in writing, one by registered mail. The collection process on accounts \$250 or more shall be completed within 180 days from the date the account became delinquent. Debtors shall be responsible for all collection fees incurred where permitted under law.
 - 2.2.2. When an account is not in repayment or in-house collection efforts are exhausted, the account shall be referred to the State of South Dakota's Obligation Recovery Center for collection efforts.
 - 2.2.3. When the collection efforts by the Obligation Recovery Center have been exhausted and the debt has been referred back to the university, it will be submitted to the Board of Finance for write-off in accordance with procedures established by the Board of Finance.

3. Employee Debt Collection

Employee debts to their institutions may be satisfied through voluntary or involuntary deductions from salary, or they may be referred to a collection agency.

- 3.1. Employees shall be billed for debts to their employers in the same manner as others who owe monies to the employing institution.
- 3.2. Where employees fail to respond to demands for payment, an institution may refer the matter to a collection agency.
- 3.3. Employers may use involuntary salary deductions following these steps:

- Notify the debtor-employee that his or her monthly salary shall be reduced to cover the amount owed plus interest beginning with the salary earned during the month following that in which the notice is sent.
 - The notice sent to debtor-employees shall fix a time for an informal meeting between the institution's chief financial officer or that person's designee and the employee to discuss the debt and its resolution.
 - The meeting shall be scheduled no later than ten working days prior to the date of the first deduction.
 - If the debtor-employee contacts the institution in response to such notice, the institution may work out mutually acceptable terms for the use of salary deductions to repay all sums owed.
 - If the debtor-employee fails to respond to the notice, or if no mutually acceptable agreement is reached, the institution may recoup its claim from the debtor-employee's salary beginning with the installment payable for services provided during the month following that in which the notice was sent.
- 3.3.1. Deduction from salary may be in such amounts needed to satisfy the debtor-employee's obligations to the institution; provided that the deductions from salary shall comply with the priorities and limitations on deductions from wages established by [SDCL 21-18](#).
 - 3.3.2. Debtor-employees may challenge such deductions under grievance procedures established in Board policy or, where pertinent, collective bargaining agreements.
 - 3.3.3. If an employee succeeds in showing the deduction to have been improper, the institution shall make a lump sum payment of the amount deducted, plus 4% annual interest ([Category E Rate SDCL 54-3-16](#)) from the time of the deduction.

4. Late Fees

Late fees established by the Board may be assessed against delinquent accounts or interest may be assessed on delinquent accounts at the category F rate specified in [SDCL 54-3-16](#).

FORMS / APPENDICES:

None

SOURCE:

BOR December 1995; May 1996; June 2001; May 2003; March 2006; December 2010; May 2012; December 2015; December 2016; June 2018.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – B

DATE: June 22-23, 2022

SUBJECT

BOR Policy 6:4 Revisions – Capital Improvements (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:4](#) – Capital Improvements

BACKGROUND / DISCUSSION

At the May 2022 Board of Regents (BOR) meeting, the Regents reviewed the initial changes for Board Policy 5:21. This is the second and final reading of the policy.

A workgroup reviewed existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consisted of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties.

Key changes to Policy 6:4 – Capital Improvements include:

- Clarification that both SDCL § 5-14-1 and § 5-14-3 should be referenced in this policy. Previously only SDCL § 5-14-3 was referenced.
- Clarification that a building committee will be appointed upon approval of the Preliminary Facility Statement.
- Removal of the requirement for Board action at every phase of capital improvement process.
 - The Facility Design Plan will be approved by the building committee and submitted to the Board as an informational item only.
- In Section 3.2 – modify the policy for existing process of Facility Program Plan being approved prior to submission for legislative approval “in most cases.” There are times when projects are submitted for legislation by individuals outside of the BOR process.
- Section 3.3 would allow for a project to continue without reauthorization from the Board so long as cost is within the legislatively authorized amount (i.e., 125% of the proposed project cost).

(Continued)

DRAFT MOTION 20220622_10-B:

I move to approve the second and final reading of the proposed revisions to BOR Policy 6:4 – Capital Improvements as outlined in Attachment I.

- Removal of the building committee approval of final bid documents and specifications in Section 3.4 to eliminate unnecessary delays in bidding.
- Removal of building committee approval of bids for Design-Bid-Build or GMP for construction manager at risk projects in Section 3.4.1.
- Additional clarification allowing the project to continue without reauthorization from the Board so long as cost is within the legislatively authorized amount (i.e., 125% of the proposed project cost) and funds are available.
- Section 6 clarifies the process flow under the proposed changes above.

IMPACT AND RECOMMENDATIONS

Additional clarification on when a facility program plan or design plan may need to go back to the building committee and Board has been provided since the first reading in May 2022. Those additional revisions are noted below and highlighted in yellow in Attachment I.

“3. Review and Approval of Capital Improvements Requests

...The Board will appoint a building committee upon approval of the Preliminary Facility Statement. In any phase of a project in which Board approval is not required but building committee approval is required, a building committee may refer the decision of the committee to the Board for review and approval.

3.4.1. If either the final cost estimates or the bids, including a reasonable contingency, are within one hundred fifteen percent of the previously approved estimated project cost and funds are available, the project can proceed.

3.4.3. The campus can work with OSE and the A/E firm to value engineer to get the project within budget. Any changes proposed by the BOA/OSE, the A/E, or the institution that would significantly alter the facility program plan or the design plan and building functionality or increase the project cost estimate in excess of one hundred fifteen percent of the estimated project cost previously approved must be reviewed and approved by both the building committee and the Board.”

Board staff recommends approval of the second reading of the proposed revisions as outlined in Attachment I.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 6:4 – Capital Improvements

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Capital Improvements

NUMBER: 6:4

A. PURPOSE

To document the necessary steps for moving a capital project request forward.

B. DEFINITIONS

1. **Capital Improvement:** ~~Any new construction, addition, renovation, remodeling, or maintenance and repair project that has a total project cost of \$5.0M or more, including all related phase, shall be classified as a capital improvement. (SDCL 5-14-3).—All new construction or any addition beyond mechanical space, regardless of building size or total project cost, will be considered a capital improvement. (SDCL 5-14-1 and 5-14-3). Any repair, renovation, or alteration project that has a cost of \$5.0M or more shall be classified as a capital improvement. (SDCL 5-14-3). All new construction or any addition beyond mechanical space, regardless of the cost, will be considered a capital improvement project.~~

C. POLICY

Building committees are assigned to capital improvements and the universities must garner all the necessary approvals from the Board and building committee before proceeding to the next step.

1. **Scope of Chapter**

As provided in SDCL § 5-14-1, capital improvements include expenditures for new construction or for the purchase of land and improvements affixed to it. Policy Numbers 6:1 and 6:2 govern the purchase of land and improvements.

1.1. Capital improvements include:

- The erection of a new facility;
- The addition, expansion or extension of an existing facility that adds to the facility's overall external dimensions or adds to the total gross square footage of the facility;
- Any major maintenance, repair, renovation or alteration project, as defined in Policy Number 6:6, whose cost exceeds \$5,000,000 whether done in phases or not.

1.2. Cost objects recognizable as capital improvement expenditures include:

Architectural and engineering services, site preparation, construction, furnishing, equipping such buildings and facilities or subsystems for use, including heating, plumbing, ventilation, water, sewer, and electrical facilities with necessary connections to existing systems, asbestos abatement where necessary, the construction of sidewalks, and the landscaping of grounds.

1.2.1. No costs associated with the acquisition of land may be charged against appropriations provided for new construction.

2. Justification for a New Facility

Requests for capital improvements may be justified in one or more of the following circumstances:

- Where the new construction shall replace a facility or subsystem that has become inadequate through deterioration or obsolescence and that cannot be renovated at a cost below fifty percent of the facility replacement value;
- Where new construction shall provide the most effective and economical means to meet current operational requirements;
- Where new construction shall provide the most effective and economical means to meet new operational requirements, such as may arise from increased enrollments; and
- Where the new construction shall upgrade existing facilities or subsystems to reasonable standards of safety set forth in [the applicable buildingsafety](#) codes or other suitably documented safety standards.

3. Review and Approval of Capital Improvements Requests

~~The review and approval of capital improvement projects involves four distinct phases. Board approval is required before a project may advance from one stage to another.~~ All projects meeting the definition of a capital improvement project— should be submitted for approval as governed by Board Policy 6:6. —A flow chart detailing the Board’s internal procedure can be found at the end of this policy. All non-revenue projects require legislative approval, which usually happens after the facility program plan although it may happen at different stages. [The Board will appoint a building committee upon approval of the Preliminary Facility Statement.](#) [In any phase of a project in which Board approval is not required but building committee approval is required, a building committee may refer the decision of the committee to the Board for review and approval.](#)

3.1. Preliminary Facility Statement - Requests [to the Board of Regents](#) to initiate the formal review of proposed capital improvement projects must be accompanied by a preliminary facility statement prepared by the institution [to the Board of Regents](#) that addresses the following:

- General programmatic needs to be addressed;
- Analysis of the student body or constituents to be served;
- Additional services to be offered;
- Compliance with master plan;

- Analysis of needs assessment based on the facilities utilization report;
- Location;
- Reallocation or demolition of old space, if any;
- Proposed funding source/sources; and
- Budget for development of a Facility Program Plan.

3.2. Facility Program Plan - If the Board authorizes the preliminary facility statement for a proposed capital improvement project, the institution shall prepare a facility program plan. ~~The building committee must approve the program plan before sending to the BOR for approval. If an A/E firm will be involved in the development of the program plan, a building committee will need to be appointed to interview A/E firms for the purpose of developing the facility program plan and for the final design stage (see BOR Policy 6:5).~~ In most cases, ~~T~~ the facility program plan must be approved before a capital improvement project is authorized for submission to the Legislature unless the project received legislative authorization through a previous capital improvement planning process. The program plan shall address the following:

- Initial cost estimates and ~~F~~ fund Sources – The funding plan for the project must identify the specific sources of the revenue and the financing structure that will be used to cover all of the costs associated with the project including but not limited to: planning costs, design costs, testing, infrastructure, construction, equipping the facility, land purchase, and landscaping.
- Programmatic justification for discrete spaces (classrooms, offices, etc.);
- Gross square footage;
- Site analysis;
- Description of key building features;
- Illustrative floor plans;
- ~~Initial cost estimates and funding sources;~~
- Maintenance and Repair – The campus must provide the Board with a funding plan on how they will meet the 2% M&R requirement on any capital improvement project. The funding plan must be specific as to the funding sources that will be used for maintenance and repair. The plan cannot reduce or negatively impact the funds already dedicated to maintenance and repair.
- On-going operational costs – The campus must include the budget and funding sources for ongoing operational costs including janitorial, utilities, and other costs. The operational cost projections should identify the estimates of utilities, custodial and maintenance services, supplies, materials, equipment, etc.;

3.3. Facility Design Plan

The Facility Design Plan must be approved by the building committee ~~prior to being and~~ submitted to the Board ~~at the~~ the Board's next regularly scheduled meeting

for informational purposes for approval. Once this step is complete the project can continue through construction as long as the project cost is within the legislative authority. This phase of the project planning process shall address the following:

- Architectural, mechanical, and electrical schematic design;
- Changes from facility program plan;
- Impact to existing building or campus-wide heating/cooling/ electrical systems;
- Total construction cost estimates (see 1.2.); and
- Changes from cost estimates for operational or M&R expenses.

3.3.1. The facility design costs should be part of the project costs and funded out of the approved revenue sources for the project.

3.3.2. If the facility is a non-revenue capital improvement project, the Board may approve the submission of legislation to authorize the construction and secure funding for the project.

3.3.3. ~~Final Board approval of the project is granted with approval of the Facility Design Plan.~~

3.4. Facility Bid Documents

~~The campus must submit a report to the Building Committee and BOR notifying them of the bid date or guaranteed maximum price (“GMP”) and project budget. Once the bid or GMP for construction manager projects is received, the campus must provide a notification to the building committee of actions taken as a result of the bid process the bid results and award of the bid (i.e. alternates chosen, project budget based on bid results, and value of an awarded project if the bids are not within budget). After the Board’s approval of the facility design plan in 3.3.3. above, the building committee will proceed with final bid documents.~~

~~3.4.1. The final bid documents, including plans and specifications, must be reviewed and approved by the building committee prior to issuing the bid documents to contractors for bids. This review and approval may be concurrent with BOA/OSE and institutional final review and approval.~~

3.4.1². If either the final cost estimates or the bids, including a reasonable contingency, are within one hundred fifteen percent of the legislative spending authority previously approved estimated project cost and funds are available, the project can proceed. ~~exceed the approved level of funding, the project must come back to the Board for approval of a revised budget.~~

3.4.3. The campus building committee can work with OSE and the A/E firm to value engineer to get the project within budget. Any changes proposed by the BOA/OSE, the A/E, or the institution that would significantly alter the facility program plan or the design plan and building functionality or increase the project cost estimate in excess of one hundred fifteen percent

of the previously approved estimated project cost must be reviewed and approved by both the building committee and the Board.

3.5. Construction

~~The project proceeds to construction as long as~~ Once the bids are approved by the building committee and the financing plan is in place, the project proceeds to construction.

4. Capital Improvement List

As part of the annual budget requests, the institutions will be asked for prioritized capital project lists for academic and for revenue projects. The lists will provide estimated costs as well as the proposed fund sources. Projects placed on the capital improvement list should not be placed on maintenance and repair lists.

4.1. A capital improvement status report will be provided to the Board at each meeting identifying the status and stage of each active capital improvement project.

5. Bureau of Administration Responsibility

The Bureau of Administration shall be responsible for all capital improvements pursuant to SDCL § 5-14-2 and the funds appropriated shall be paid on warrants drawn by the state auditor on vouchers duly approved by the Bureau of Administration, the authorized representative of the institution and the board.

6. Construction Methodologies

The following flowchart identifies the approvals necessary using the common building methods used by the state and the Board.

Design-Bid-Build	Construction Management @ Risk	Design-Build
Campus selects design firm to conduct space planning and architectural programming (optional)	Campus selects design firm to conduct space planning and architectural programming (optional)	Campus selects design firm to conduct space planning and architectural programming (optional)
Campus Prepares Preliminary Facility Statement for a Capital Project	Campus Prepares Preliminary Facility Statement for a Capital Project	Campus Prepares Preliminary Facility Statement for a Capital Project
Board Approves Preliminary Facility Statement	Board Approves Preliminary Facility Statement	Board Approves Preliminary Facility Statement

BOR President Assigns Building Committee	BOR President Assigns Building Committee	BOR President Assigns Building Committee
Submit Work Request to BOR/OSE (for planning purposes or the full project)	Submit Work Request to BOR/OSE (for planning purposes or the full project)	Submit Work Request to BOR/OSE (for planning purposes or the full project)
Building Committee Interviews & Selects Architect/Engineer	Building Committee Interviews & Selects Architect/Engineer	Campus & OSE Interviews, Selects/Procures Criteria Developer
Programming & Schematic Design Completed by Campus/OSE/AE	Programming & Schematic Design Completed by Campus/OSE	Programming & Criteria Development & Concept Preparation
Design Development Completed by Campus/OSE/AE (optional)	Design Development Completed by Campus/OSE (optional)	Design Criteria & RFP for Design-Build Completed by Campus, OSE, & Criteria Developer
Campus Develops Facility Program Plan	Campus Develops Facility Program Plan	Campus develops Facility Program Plan
Building Committee and BOR Approves the Facility Program Plan	Building Committee and BOR Approves the Facility Program Plan	Building Committee and BOR Approves the Facility Program Plan (optional)
Gain Legislative Approval (Note: Legislative approval may be obtained at PFS, FPP, or FDP)	Gain Legislative Approval (Note: Legislative approval may be obtained at PFS, FPP, or FDP)	Gain Legislative Approval (Note: Legislative approval may be obtained at PFS, FPP)
Submit Work Request to BOR/OSE (for the full project if not submitted before)	Submit Work Request to BOR/OSE (for the full project if not submitted before)	OSE Solicits for Design Build Firms for Pre-Qualification
Project proceeds through design development	Building Committee Interviews & Selects Construction Manager	Building Committee Approves Design Criteria, Budget, and List of Pre-qualified Firms
Campus Prepares Facility Design Plan	Project proceeds through design development	Pre-Qualified Firms Distributed RFP and Design Criteria to Provide Competitive Design-Build Proposals
Campus submits Facility Design Plan to Building Committee for approval.	Campus Prepares Facility Design Plan	Proposals Reviewed and Scored by OSE/Campus

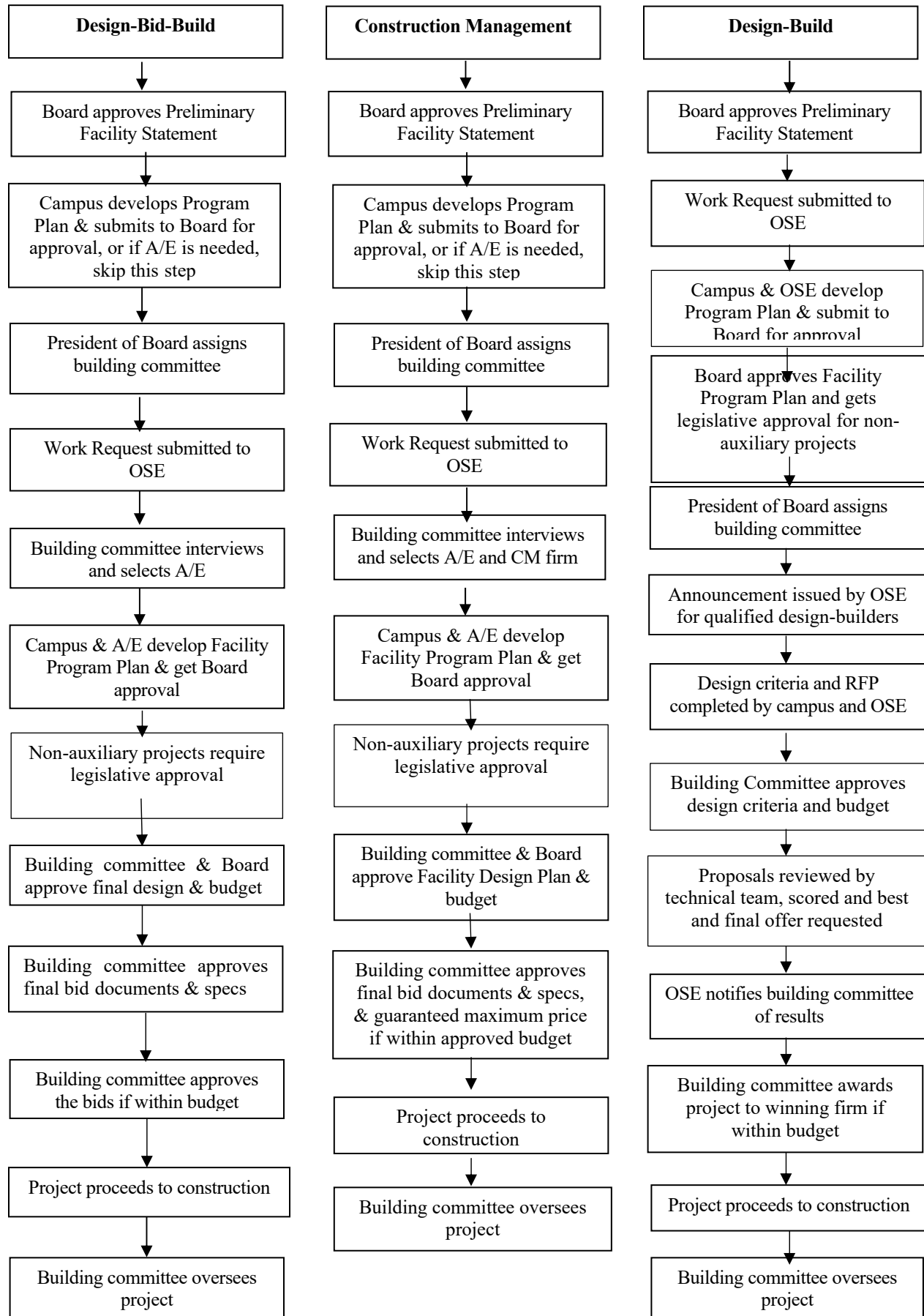
Campus submits Facility Design Plan to BOR as information item for a regularly scheduled BOR meeting <u>if within 115% of originally approved project cost. Obtain Board approval if exceeds 115%.</u>	Campus submits Facility Design Plan to Building Committee for approval.	Proposals Reviewed and Scored by OSE/Campus
Project Proceeds through Construction Documents	Campus submits Facility Design Plan to BOR as information item for a regularly scheduled BOR meeting <u>if within 115% of originally approved project cost. Obtain Board approval if exceeds 115%.</u>	Design-Build Firm Selected to Provide Best & Final Offer
Campus Notifies Building Committee and Board of Regents that Plan & specifications are complete, and project will proceed to bidding (notification becomes information item for regularly scheduled BOR meeting)	Design Continues and Campus/OSE/AE/Contractor develop project design to secure Guaranteed Maximum Price	Campus provides report to BOR of pre-qualification process and selection of design-build firm (report is shared as information item to BOR at regularly scheduled meeting <u>if within 115% of originally approved project cost. Obtain Board approval if exceeds 115%.</u>)
Project is Bid	Guaranteed Maximum Price Established	Project Proceeds through Design, Bidding, & Construction
Campus Notifies Building Committee and Board of Regents of bid results, negotiations made (if applicable), and project budget (notification becomes information item for regularly scheduled BOR meeting <u>if within 115% of originally approved project cost. Obtain Board approval if exceeds 115%.</u>)	Campus Notifies Building Committee and Board of Regents that plans & specifications have been developed to sufficient detail and Guaranteed Maximum Price has been established with Construction Manager (notification becomes information item for regularly scheduled BOR meeting <u>if within 115% of originally approved project cost. Obtain Board approval if exceeds 115%.</u>)	OSE Oversees Project
*If not within Legislatively Approved Spending Authority or project must be redesigned significantly then the revised project must be reviewed and approved by the Building Committee	Project proceeds through final design, bidding, and award of bid packages (may be completed in stages)	

Project proceeds to Construction
and Occupancy

Project proceeds to Construction
and Occupancy

OSE Oversees Project

OSE Oversees Project



FORMS/APPENDICES:

None.

SOURCE:

BOR June 1991; September 1991; April 1992; September 1992; December 1993; March 1995; October 1996; October 1998; December 2000; October 2002; March 2004; August 2006; April 2007; June 2010; August 2017; December 2018; August 2019.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – C

DATE: June 22-23, 2022

SUBJECT

USD Wellness Center Expansion – Revised Facility Design Plan (FDP)

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 University of South Dakota (USD) requests approval of a revised Facility Design Plan (FDP) for the expansion of its Wellness Center. The project itself has not been materially modified, but the costs associated have increased to \$31.25 million from the originally approved \$27.76 million. Per BOR Policy 6:4, changes in the project costs require resubmission of the Facility Design Plan for approval.

The Facility Program Plan for the expansion was approved by the Board at its October 2021 meeting, and the Facility Design Plan was approved at the March 2022 meeting.

The addition to the Wellness Center is phase two of a three phase expansion which would add approximately 47,000 gross square feet to the south side of the existing building. The expansion would include a new indoor competition pool, an activity pool for wellness and recreation activities, a hot tub, steam room, expanded locker rooms, athletic locker rooms, offices, meeting rooms, new restrooms, storage spaces, seating for approximately 500 people, and new mechanical spaces for the new square footage.

IMPACT AND RECOMMENDATIONS

(Continued)

DRAFT MOTION 20220622_10-C:

I move to approve USD's Wellness Center Expansion Revised Facility Design Plan with an increased budget of \$31.25 million, utilizing a combination of private donations, and Auxiliary, Bond, and Local funds.

There have been no substantive changes to the design or construction of the facility from the Facility Program Plan or Facility Design Plan.

There have been changes to project costs. The estimated cost of the project was \$27,760,412 at the time the Facility Design Plan was approved. The increased project cost is \$3,489,588 because of higher than anticipated labor and material costs as well as material procurement issues around the globe. The building committee met and approved the additional project total of \$31.25 million on May 19, 2022. USD has provided a commitment letter from their Foundation for \$15 million, which will cover the additional costs.

The spending authority approved within Senate Bill 42 was \$25 million which was the project budget from the Facility Program Plan. It included a provision for cost inflation to a limit of 25% over the spending authority. This would establish the maximum authority at \$31.25 million.

The current project cost estimate is \$31.25 million. The following table shows the breakdown of the revised estimate:

Construction Costs	\$28,225,225
A/V & IT	\$250,000
FF & E	\$50,000
A & E Fees	\$1,949,775
Pre-Construction Fee	\$70,000
Commissioning	\$100,000
Testing	\$65,000
OSE Fees / USD Fees	\$190,000
Owner's Contingency:	\$350,000
REVISED PROJECT TOTAL	\$31,250,000

USD requests approval of the Facility Design Plan and a total budget for design and construction of the Wellness Center Expansion with funding for the project as follows:

Auxiliary funds	\$5,000,000
Bond funds	\$3,900,000
Private Funds	\$10,500,000
Local Funds	\$8,360,412
ORIGINAL PROJECT TOTAL	\$27,760,412
Additional Private Funds	\$3,489,588
TOTAL FUNDING AVAILABLE	\$31,250,000

ATTACHMENTS

Attachment I – USD Wellness Center Expansion – Revised Facility Design Plan

Attachment II – USD Foundation Letter of Commitment

Facility Design Plan

Wellness Center Expansion

THE UNIVERSITY OF SOUTH DAKOTA

Introduction:

The Facility Program Plan for the Wellness Center Expansion project was approved at the October 2021 BOR Meeting.

The proposed project would add an estimated 47,000 gross square feet to the facility to house a new indoor competition pool, an activity pool, hot tub, steam room, expanded wellness locker rooms, athletic locker rooms, offices, meeting rooms, new restrooms, storage spaces, seating for approximately 400 people, and new mechanical spaces.

This addition to the Wellness Center, phase two of a three phase expansion, would allow USD to meet Title IX requirements, provide a state-of-the-art facility for our students, faculty, staff, and community.

The existing pool is housed in the Dakota Dome. The mechanical systems for the current pool are old, require substantial on-going maintenance and need replacement. The existing facility is too small for our athletes to practice efficiently, doesn't provide adequate lighting or ventilation, has extremely limited availability for open swim for students that are not athletes and for Wellness Center members, and has limited locker facilities for patrons. A new indoor pool would provide adequate space for students, student athletes, faculty, staff, and the community to use in cohesion.

Architectural, Pool, Mechanical, and Electrical Schematic Design:

Architectural:

The new Wellness Center Expansion will be connected to the existing Wellness Center directly to the south of the existing building, which is located on the campus of the University of South Dakota in Vermillion, SD. The design of the new expansion is to complement the existing Wellness Center by use of similar building materials. The new building will be made of structural steel frame, steel bar joists, precast and steel stud exterior that includes metal wall panels, brick, and smooth finished surfaces. It will incorporate aluminum curtain wall systems as well as both metal and rubber roof systems. The interior will house an indoor competition pool, activity pool, hot tub, steam room, expanded wellness locker rooms, athletic locker rooms, offices, meeting rooms, new restrooms, storage spaces, spectator seating, and new mechanical spaces for pool equipment as well as HVAC and electrical equipment.

The project will be striving to achieve two Green Globes, which is a comprehensive, science-based building rating system that evaluates the environmental sustainability, health and wellness of future tenants, and resilience of renovated projects through the latest science, research, and alignments with technical advancements. Green Globes encourages design, construction, and sustainability opportunities for energy savings, to reduce environmental impacts, and lower future maintenance costs.

Pool Systems:

The aquatic areas will feature an indoor competition pool, activity pool, and a hot tub. The pools will be constructed of cast-in-place or pneumatically applied concrete with a combination of tile and quartz

aggregate finish. The hot tub will feature an all-tile finish. All loose and deck equipment will be installed as required by Health Department regulations and the requirement of the NCAA, which include ladders, grab rails, safety ropes, anchors, deck markers, lifeguard chairs, first aid, stanchions, deck anchors, starting blocks, ADA lift, etc. The pool and hot tub mechanical systems will include filtration systems, surge tanks, hydrostatic relief systems, pumps, variable frequency drives (VFD's), chemical treatment systems, water chemistry controllers, and piping. One mechanical system will operate the competition pool and a separate mechanical system will operate the activity pool and hot tub.

Mechanical System for Building:

The mechanical systems for this building will be completely stand-alone systems from the existing Wellness Center building and the campus-wide heating system. The mechanical systems will be designed to be efficient and meet Green Globe requirements.

Utilities include a new 6-inch sanitary sewer service, new 2-inch domestic water service, new 6-inch fire main service, and relocating the existing natural gas service. The mechanical equipment will be in a mixture of locations inside and outside of the building. The main air handler for the natatorium will be housed on the east side of the building on the roof above the competition pool mechanical room. The remaining HVAC and plumbing systems will be housed in a second-floor mechanical room that is in proximity to the existing mechanical room for the Wellness Center.

The systems will include a 4-pipe system for non-natatorium spaces that will provide heating and cooling to those spaces. The natatorium will be served by a single unit that will use heating and cooling for temperature and humidity control. An energy recovery unit will be used for ventilation. All mechanical equipment will be tied into the University building automation system for monitoring of equipment and addressing heating/cooling issues within the building remotely if needed.

Plumbing fixtures throughout the building will be high-efficiency, low water consumption fixtures. Natural gas-fired, high-efficiency domestic water heaters will be utilized for domestic hot water heating throughout the building.

The fire suppression system will be served from a new fire sprinkler riser. The building will be fully fire protected with a complete wet pipe fire sprinkler system that is designed and installed in accordance with the 2019 edition of NFPA 13, state, and local building codes. All flow and tamper switches will be connected to buildings fire alarm system.

Electrical Systems:

The expansion will utilize a new 1,500 kVA transformer that will be tied into the existing main campus electrical distribution system and located in the service yard south of the building. A new 480/277V electrical service will be provided to serve the new Wellness Center Expansion. New feed distribution panels will be located throughout the expansion.

The building will utilize ground fault protection, copper busses, phase and balance loading of panels, dry-type transformers, and voltage surge suppression. All electrical wiring will be routed in conduit for distribution throughout the building, along with cable tray system for voice and data wiring.

Lighting throughout the building will be LED (Light Emitting Diode) type fixtures with 3500K color temperature with high CRI values to achieve high visual acuity throughout. The lighting levels will comply with applicable standards and energy code requirements. Lighting will be a combination of direct and

indirect lights utilizing 2x2, 2x4, and Linear LED light fixtures. The entire expansion will have occupancy sensor controls to reduce energy consumption while providing flexibility to the occupants.

Voice and data systems will include jacks, cabling, conduit, racks, patch panels, testing, camera's, TV's, projectors, and card access.

Fire Alarm system for the new expansion will be an extension of the existing, addressable fire alarm system that is in the existing Wellness Center. The expansion includes new control panels and devices throughout. The new system will include manual pull stations, smoke detectors, visual devices, audible devices, connection to fire sprinkler flow/tamper switches, connection to fire/smoke dampers and will be connected to the Universities building automation system for notification to the University Police Department.

Changes from the Facility Program Plan:

The total project estimate increased from the Facilities Program Plan due to increased labor and material costs as well as material procurement issues around the globe.

Impact to Existing Building or Campus Heating/Cooling/Electrical Systems:

The Wellness Center Expansion will not impact the existing Wellness Center building as it will have its own heating, cooling, and electrical service.

Total Project Cost Estimate:

The overall project cost estimate is \$31,250,000. The following table shows the breakdown of the estimate:

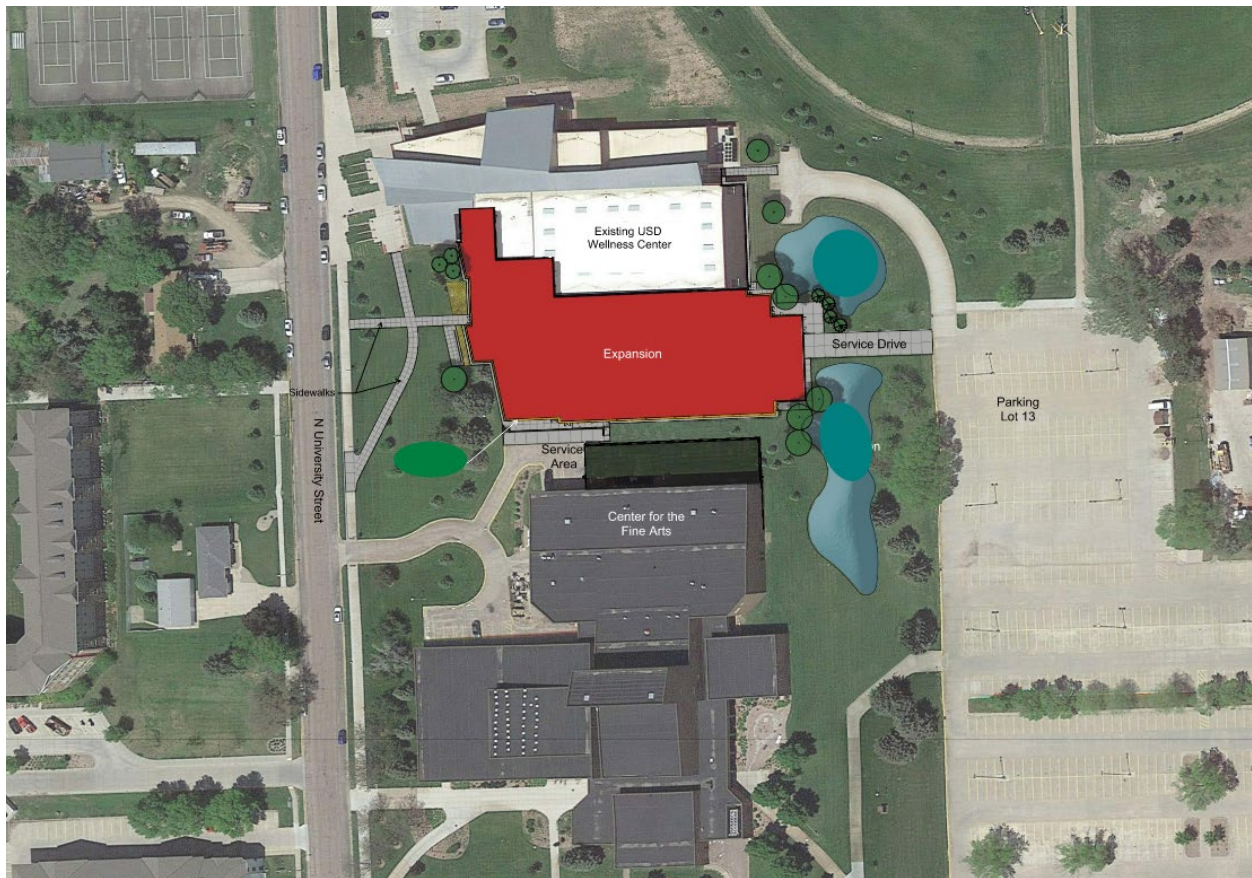
Construction Costs	\$28,225,225
A/V & IT	\$250,000
FF&E	\$50,000
A&E Fees	\$1,949,775
Pre-Construction Fee	\$70,000
Commissioning	\$100,000
Testing	\$65,000
OSE/USD Fees	\$190,000
Owner's Contingency	\$350,000
Total Project Estimate	\$31,250,000

The available funding sources for the project are:

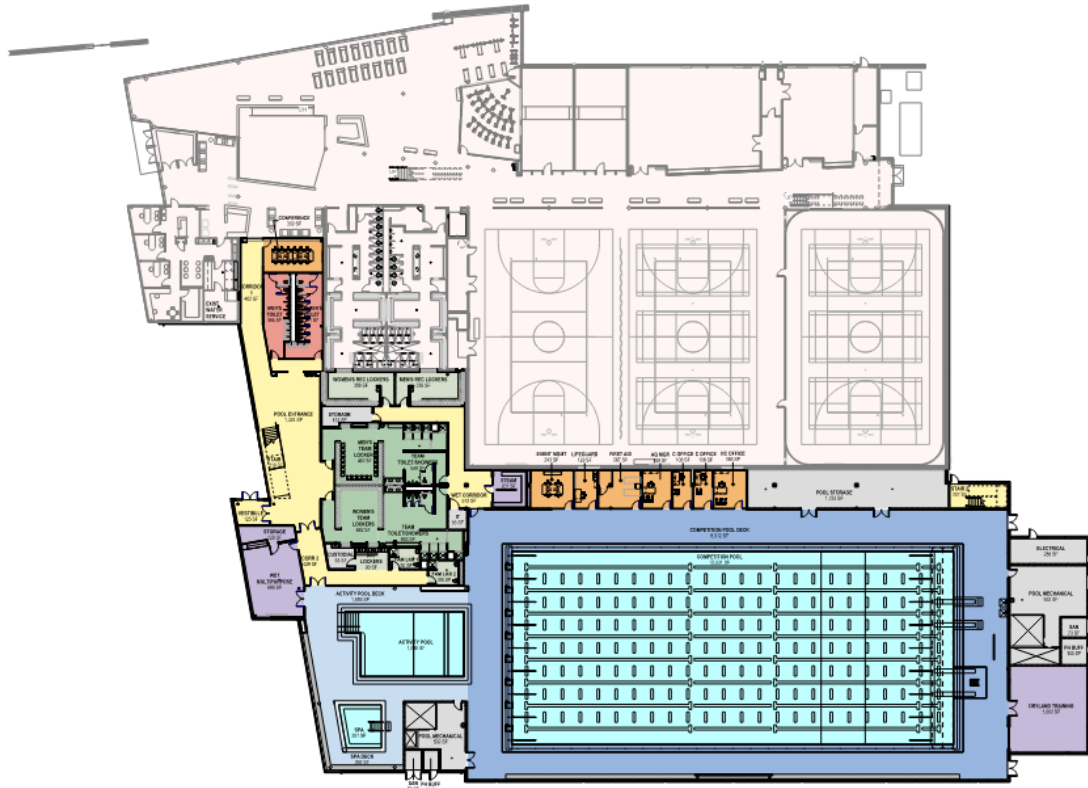
Auxiliary Funds	\$5,000,000
Bond Funds	\$3,900,000
Private Funds	\$13,989,588
Local Funds	\$8,360,412
Total Funding	\$31,250,000

Changes from cost estimate for operational and M&R expenses:

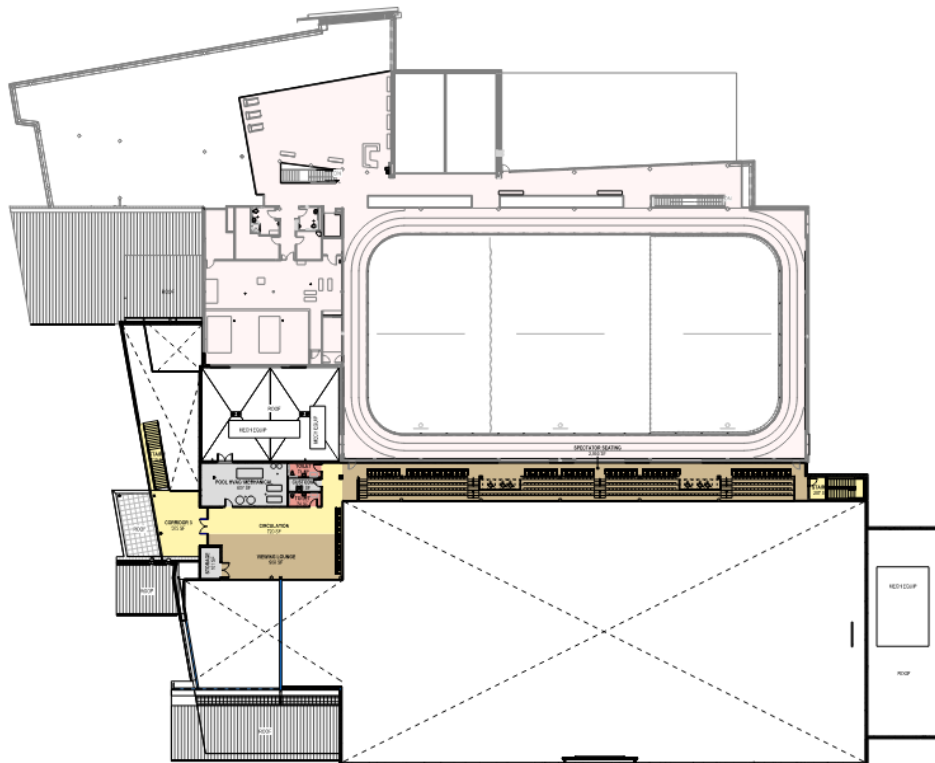
There have been cost changes from the Facility Program Plan and the original Facility Design Plan. The estimated cost of the project was \$27,760,412 at the time the Facility Design Plan was approved. The increased project cost is \$3,489,588, because of higher than anticipated labor and material costs as well as material procurement issues around the globe.

Aerial and Site Plan:**Aerial of Site**

First Floor Plan:



Second Floor Plan:



Natatorium



USD Wellness Center Expansion > Exterior Views





May 18, 2022

RE: Amended Guarantee of Private Support for Wellness Center Expansion

Dear President Gestring:

Please be advised that the Executive Committee of the University of South Dakota Foundation Board of Directors has resolved to guarantee financial commitments from private sources, up to fifteen million dollars (\$15,000,000), for costs associated with the design and construction of an expansion to the USD Wellness Center, as authorized by South Dakota Senate Bill 42. This letter supersedes and nullifies any previous USD Foundation guarantees relative to this project.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jay Wilson', with a checkmark at the end.

Jay Wilson
President & CEO

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – D

DATE: June 22-23, 2022

SUBJECT

SDSU Cottonwood Range and Livestock Field Station Preliminary Facility Statement (PFS)

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

The Cottonwood Field Station is located near Phillip, SD, and consists of 2,640 acres at the home site with an additional 1,100 grazing acres near Sturgis, SD. The site includes appropriate utilities and access. The property includes areas suitable for all improvements needed to renovate and modernize the Cow/Calf Field Research and Education Unit including open pens, semi-enclosed holding pens, sorting pens, enclosed animal handling pens, commodity storage, and classroom/conference facilities.

IMPACT AND RECOMMENDATIONS

This project would transform the Cottonwood Field Station into a nationally recognized, innovative range beef cattle research and education site supporting ranchers and rangeland managers. It would enable the highest quality research possible, support the transfer of new information to the South Dakota beef industry, enable faculty to better compete for research grants and contracts, and facilitate industry collaborations. Upgrading the station would provide modern facilities for experimental research in beef production, handling, grazing, nutrition, breeding, and grassland management.

(Continued)

DRAFT MOTION 20220622_10-D:

I move to approve SDSU's Preliminary Facility Statement for the Cottonwood Range and Livestock Field Station Renovations and Upgrades which will be funded by FY23 one-time general funds and private donations. A building committee representative should be appointed to oversee this project.

SDSU requests approval of this Preliminary Facility Statement to complete planning and construction of the Cottonwood Range and Livestock Field Station renovations and upgrades. We request the appointment of a building committee and selection of design/build consultants to provide design and construction services for this project.

Proposed Funding Source(s)

Legislative approval was granted for this project through Senate Bill 84 (SB84) during the 2022 legislative session. SB84 authorized \$6.0 million in general funds. The project would be funded by the FY23 one-time general funds and private donations.

ATTACHMENTS

Attachment I – SDSU Cottonwood Range and Livestock Field Station Renovations and Upgrades Preliminary Facility Statement (PFS)

**PRELIMINARY FACILITY STATEMENT
FOR
SOUTH DAKOTA STATE UNIVERSITY
COTTONWOOD RANGE AND LIVESTOCK FIELD STATION
RENOVATIONS AND UPGRADES; PHILIP, SD**

DATE: April 5, 2022

SDSU requests approval of this Preliminary Facility Statement to complete planning and construction of the Cottonwood Range and Livestock Field Station renovations and upgrades. We request the appointment of a building committee and selection of design/build consultants to provide design and construction services for this project.

1. GENERAL PROGRAMMATIC NEEDS TO BE ADDRESSED:

This project would transform the Cottonwood Field Station into a nationally recognized, innovative range beef cattle research and education site supporting ranchers and rangeland managers. It would enable the highest quality research possible, support the transfer of new information to the South Dakota beef industry, and enable faculty to better compete for research grants and contracts, and facilitate industry collaborations. Upgrading the station would provide modern facilities for experimental research in beef production, handling, grazing, nutrition, breeding, and grassland management.

In addition to enhancing undergraduate animal science and natural resource management curricula, the field station would expand opportunities for graduate education and research. The multi-purpose building would support an expanded array of workshops, field days, and demonstrations to better serve the South Dakota beef industry. The modern facilities would enable expanded research in precision agricultural technology, sustainable strategies, genetics, general nutrition, and production efficiency that is currently limited in the outdated facilities. The new replacement building would also enhance the transfer of technology and information to the producer through demonstrated experience and to future producers through 4-H and Future Farmers of America youth programming. Finally, a new partially enclosed feedlot would enhance research and training capabilities.

2. ANALYSIS OF THE STUDENT BODY OR CONSTITUENTS TO BE SERVED:

With over 80 years of recorded pasture stocking density data, the Cottonwood Field Station unit plays a vital role in the research of traditional livestock and grassland management practices with innovative precision agricultural technologies for the promotion of sustainable, regenerative, and profitable range livestock production systems for the benefit of Western South Dakota range beef producers.

Graduate students and researchers gain hands-on education in precision technology, beef

nutrition, management, breeding, genetics, cattle evaluation, animal welfare, and low-stress handling. Local K-12 schools, 4-H, and FFA students would have the opportunity to learn about agricultural research, and utilize the modern facilities annually for workshops, judging contests, and other scholastic programs.

3. ADDITIONAL SERVICES TO BE OFFERED:

The upgrades would be designed to model low-stress animal handling which cannot be carried out with the current facilities. The upgrades would allow for research related to precision technology to transform it into a modern “laboratory” that would enhance the ability to address challenges facing range beef cattle producers and grassland managers. The expanded modern facilities would increase the competitiveness of faculty for grants, contracts, and industry collaborations and be a magnet for outstanding students and faculty.

4. COMPLIANCE WITH CAMPUS MASTER PLAN:

The upgraded facility aligns with the university’s strategic plan. The facility would enhance the research and outreach capabilities of the university. It would further advance the goals of the university to remain the flagship research institution in the State of South Dakota, provide contemporary educational opportunities to students, and attract renowned faculty in their fields of study.

5. ANALYSIS OF NEEDS ASSESSMENT BASED ON THE FACILITIES UTILIZATION REPORT:

Not applicable

6. LOCATION:

The Cottonwood Field Station is located near Phillip, SD, and consists of 2,640 acres at the home site with an additional 1,100 grazing acres near Sturgis, SD. The site includes appropriate utilities and access. The property includes areas suitable for all improvements needed to renovate and modernize the Cow/Calf Field Research and Education Unit including open pens, semi-enclosed holding pens, sorting pens, enclosed animal handling pens, commodity storage, and classroom/conference facilities.

7. REALLOCATION OF OLD SPACE, IF ANY:

The Cottonwood Field Station underwent minor renovations in 2013 that included a new office, shop, hoop structure, and existing horse barn renovations. In 2020 a severe windstorm destroyed the hoop structure and damaged many structures including the calving barn, working barn, windbreaks, and holding pens. The damage has created life and animal safety concerns and limited research capabilities.

In addition to new facilities, the work at Cottonwood Field Station would include upgrades to existing facilities. The working barn, feedlots, and holding pens would benefit from upgrades to increase animal welfare and handling.

8. PROPOSED FUNDING SOURCE/SOURCES:

The project would be funded by FY23 one-time general funds and private donations.

9. BUDGET FOR DEVELOPMENT OF A FACILITY PROGRAM PLAN:

The cost for preliminary planning services to complete architectural and engineering programming and preliminary design is estimated to be \$80,000.

10. BUILDING DESIGN CONCEPTS AND ELEMENTS INCLUDED:

There would be one fully enclosed and climate-controlled building added to the site that would include a classroom/conference area, locker rooms, calving area, cattle handling area, laboratory, office, and a wash area. Semi-closed structures would include a monoslope feeding barn, machine shop, holding pens, and a commodity shed.

Existing facilities would be upgraded for animal welfare including the current working barn. Upgrades would include new working chutes, sorting pens, and dry feedlots.

Essential specialized equipment for cattle operations would be included with this project. Examples include loading and catching chutes, scales, waterers, feed mixers, bulk feed storage, automated feeding systems, and loaders.

End of Report

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – E

DATE: June 22-23, 2022

SUBJECT

South Dakota Mines Building Acquisition – Incubator Building

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:2](#) – Acquisition and Disposal of Real Property

BACKGROUND / DISCUSSION

South Dakota Mines (Mines) requests Board of Regents’ authorization to purchase the Ascent Incubator Building (Incubator Building) from Elevate Rapid City (Elevate RC). The acquisition was approved by the 2022 Legislature in [SB 97](#), which contained an emergency clause, and was signed by the Governor on March 24, 2022. The bill authorized the Board of Regents to acquire, on behalf of the South Dakota School of Mines and Technology, the incubator building located on the campus of Mines, at the purchase price of up to \$5,250,000, but not to exceed the appraised value of the building.

The foregoing acquisition will be made in accordance with applicable law. The necessary element of BOR Policy 6:2 include:

A. The certificate of the General Counsel that the proposed structure for the transaction conforms to the legal limitations on the Board’s authority.

The General Counsel has reviewed the proposed structure for the transaction and is of the opinion that it conforms to the legal limitations on the Board’s authority. Senate Bill 97 was approved by the 2022 Legislature and signed by the Governor on March 24, 2022, authorizing the purchase of the Incubator Building.

B. A statement of the business rationale for the transaction, including a discussion of the effects of the conveyance on current operations and on plans made pursuant to BOR Policies 6:1 and 6:2.

Elevate RC built the Incubator Building in 2004 on the campus of Mines, which was the subject of a 50-year land lease with the Board/Mines. The Incubator Building has since graduated 25 companies from startups into commercial spaces, creating over 400 jobs in the Black Hills region. Elevate RC capitalized on its momentum and constructed the new

(Continued)

DRAFT MOTION 20220622_10-E:

I move to approve the acquisition of the Incubator Building located on the campus of South Dakota Mines, as presented, which was authorized by Senate Bill 97 during the 2022 Legislative Session.

David Lust Accelerator Building near the Mines campus to continue to foster economic innovation in Western South Dakota. With Elevate RC moving to its new location, Mines was able to accelerate its planned acquisition of the Incubator Building, which will provide much needed research space for Mines.

C. A report from an independent appraiser stating the fair market value of the interest to be conveyed.

An appraisal was prepared for Elevate RC in August 2020. At that time, the only methodology that was deemed appropriate for this building was the Cost Approach, which yielded a final value opinion of \$6,020,000. The report appraisal is available from Mines upon request.

D. For transaction conveying title or control of Board property, except conveyance for highway purposes, an environmental audit report including any action plan required to remove Board liability for identified environmental hazards.

BOR owns the land on which the Incubator Building is located, and as a result, Mines requests the Board waive the requirement in policy for an environmental audit. Mines did have a Property Condition Assessment (e.g., inspection) conducted by Advantage Environmental Consultants (AEC) to assess the state of the building, which was completed on May 4, 2022. This included a visual, non-intrusive and nondestructive evaluation of various external and internal building components, including the foundation, structural frames, building envelopes, HVAC, electrical, and plumbing. The inspection also included ancillary items such as site drainage, pavement, sidewalks, and landscaping. The site was observed to be in generally good condition. AEC identified the following deficiency that would require immediate attention: Separation was observed along the perimeter walls near window spaces. They requested that a structural engineer inspect the building. Albertson Engineering was retained to do a structural review of the building. They found no evidence of any major structural concern with the building. The inspection report is available from Mines upon request.

E. A financial plan identifying costs associated with the transaction, funding sources, and disposition of the proceeds.

The 2022 Legislature appropriated \$5,250,000 from the general fund to purchase the Incubator Building. Elevate RC has agreed to this purchase price and, once the Board has approved the acquisition, a purchase agreement and title transfer document will be drawn up between Elevate RC and Mines, subject to the approval of the BOR General Counsel.

The Legislature also authorized \$2,000,000 in other fund expenditure authority for any renovations that will need to be made.

The estimated annual operating costs of the Incubator Building are \$55,000, which will be paid with research overhead and tenant income. There is a very likely chance that WAPA will add the electricity needs of this building to their Mines Loop, which may significantly reduce our electricity costs.

IMPACT AND RECOMMENDATIONS

The proposed acquisition will allow Mines to expand its research, office and incubator capacity by 40,000 sq ft, of which 29,000 sq ft will be used for research and incubator space and 11,000 sq ft will be used for office space. This is critically needed space that will greatly enhance research and commercialization capacity at Mines.

Staff recommends approval.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – F

DATE: June 22-23, 2022

SUBJECT

University of South Dakota – Sioux Falls

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:27](#) – Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors

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

BACKGROUND / DISCUSSION

[Senate Bill 55 \(SB55\)](#) included a charge to review the viability of the university centers, which resulted in a recommendation in the [final report](#) from the SB55 Task Force to “implement a new business model for the Community College for Sioux Falls site that provides long-term financial viability.” The system stakeholders explored various options for financial viability at the Sioux Falls site, resulting in the plan set forth in Attachment I, which rebrands the site as the University of South Dakota – Sioux Falls (“USD-SF”). This allows USD to utilize existing facilities to create a health sciences hub, relocating all of USD’s nursing classes and a skills lab (for learning and practical clinical skills) from the Sanford USD Medical Center campus, as well the Master of Public Health and Master of Social Work programs to the site. In addition, USD’s Doctor of Nurse Anesthesia Practice program, the Center for the Prevention of Child Maltreatment and the Center for Rural Health Improvement will also operate out of the USD-SF location. The foregoing allows USD to consolidate educational paths for health sciences careers, in addition to remaining focused on target markets in the community such as business and education programming while continuing its mission of providing pathways to four-year degrees.

The USD-SF rollout establishes USD as the primary provider for academic offerings at the site moving forward, with the exception of SDSU pharmacy which will continue to operate out of its current space at the location. Likewise, the transition at the location will not disrupt the regents’ information system (“RIS”), which continues to house the majority of its operations on site. USD will enter into the necessary MOUs with its system partners to maintain current space needs of the respective parties moving forward.

(Continued)

DRAFT MOTION 20220622_10-F:

I move to approve the University of South Dakota – Sioux Falls plan, as presented, and the related actions outlined in the item.

IMPACT AND RECOMMENDATIONS

The USD-SF plan noted previously and outlined in Attachment I will provide a financially viable solution moving forward for the Sioux Falls site, while also addressing the various needs of the Sioux Falls community and surrounding areas. The shift in operations necessitates various housekeeping/clarifying actions to provide a clear picture of the operations moving forward. For avoidance of doubt, the following summarizes the status of the related actions at the locations moving forward:

1. The MOU approved by the Board at its [April 2019](#) meeting pertaining to the governance, funding, and operations model for the UC-SF is rescinded;
2. USD will operate the USD-SF site as outlined above and described in Attachment I;
3. USD will enter into the necessary MOUs with SDSU and/or the Board Office to provide the appropriate accommodations for SDSU pharmacy, RIS and any other system functions at the site deemed prudent by the parties;
4. Subject to the foregoing, USD will have oversight and authority over academic program offerings and space utilization at the USD-SF site; and
5. The existing bonds associated with the facilities at the USD-SF location will continue to be paid from HEFF.

ATTACHMENTS

Attachment I – USD-SF Plan



UNIVERSITY OF SOUTH DAKOTA

Sioux Falls



HISTORICAL ENROLLMENT REVIEW

In 2019, USD developed a strategy to serve the state's fastest-growing city and build the region's workforce by establishing community college-like programs at its North Career Avenue location. While some of these programs, such as the Associate of Arts in general studies, have demonstrated early success, the effects of the pandemic were obvious in its 2020-2021 financial performance.

Total Enrollment at North Career Avenue (2019-2021)

Fall 2019	610
Fall 2020	453
Fall 2021	441 (172 new student enrollments)

USD's enrollment challenges are primarily related to the location's self-support tuition rates; classes are too expensive for traditional community college markets and do not allow USD to compete with neighboring community colleges in northwest Iowa and southwest Minnesota. USD recommends the following steps to overcome these hurdles:

- Support legislation to allow state support tuition rates (currently self-support tuition rates).
- Partner with city and regional stakeholders to develop academic programming and degrees that support the labor market and meet the educational aspirations of its residents.
- Use state funds to defuse each of the three existing bond issues – creating future opportunity for investment in operations and academic programs.

To attract more students, USD is planning a comprehensive scholarship campaign in Sioux Falls, and currently has a significant ask pending to a donor.

Top CCSF Program

In Fall 2021, USD saw a significant increase in the Associate of Arts in general studies program for new students – the highest headcount for this program since USD became the facility's lead institution.

**AA in
General Studies***

2019: 63
2020: 70
2021: 92

*Includes first-time, full-time, part-time and transfer students



FUTURE VISION

Marketing its programs under the established University of South Dakota brand, the USD vision utilizes existing buildings and assets, creating a health sciences hub and relocating courses and programs, while vacating nearly 20,000 square feet of leased space:

- All nursing classes and a skills lab (for learning and practicing clinical skills) will relocate from multiple buildings located on the Sanford USD Medical Center campus, as well as the Master of Public Health and Master of Social Work programs.
- USD's new CRNA program will be located here, with its first students enrolling in the spring of 2023.
- The Center for the Prevention of Child Maltreatment and the Center for Rural Health Improvement, which provide statewide public outreach support, will also move to allow for program expansion as demand for these services increases.



AT THE SIOUX FALLS LOCATION, USD WILL:

- Consolidate educational paths for health science careers, as well as focus on education and business degrees, each of which have high career opportunity as identified in the Emsi program demand gap analysis.
- Continue its mission of providing pathways to a four-year degree through programs like the Associate of Arts in General Studies. Key audiences continue to be high school students who currently do not go on to pursue post-secondary education and underserved students who cannot or do not wish to leave Sioux Falls, as well as nontraditional, career-oriented individuals who would benefit from a four-year or advanced degree.
- Critical to the USD campus success is the continuance of building strategic partnerships with leading Sioux Falls corporations, creating mutually beneficial recruiting pipelines.

TARGET MARKETS

USD's refined focus in Sioux Falls will help the university serve a variety of students in the Sioux Falls area, with key audiences including:

- 30% of Sioux Falls high school graduates who do not go on to pursue post-secondary education due to lack of awareness, confidence or support.
- Nontraditional, place-bound/career-oriented individuals who would benefit from a four-year or advanced degree from USD but who cannot commit to an in-person educational experience in Vermillion. These students may be attracted to the financial benefits of enrolling at USD at the Sioux Falls location, such as tuition reimbursement from a corporate partner or reduced expenses from lack of commute/housing/food plans.
- Underserved students who cannot or do not wish to leave the Sioux Falls metro area but who require additional student support that would be lacking in an online educational experience.

Students who may choose programs that are only offered at a public university instead of a technical institute, should tuition costs be comparable.

- In addition to these primary audiences, USD must also market directly to parents, employers and influencers of the prospective students, communicating the brand promise of quality USD is known for while offering the benefit of staying close to home.

USD will explore ways to capitalize on the success of existing partnerships in Sioux Falls, such as the Teacher Pathways program with the Sioux Falls School District. This program currently seeks to recruit and place teachers in Sioux Falls schools but could be expanded to include other professions needed in school districts, such as counselors, administrators, business professionals and support staff.

CORPORATE STRATEGY / MARKET DEMAND:

A strong corporate strategy is critical to the success of USD's Sioux Falls location. Local corporations are not only the employers who place USD graduates in meaningful jobs in our state, but they also serve as recruiting pipelines by offering financial incentives to current employees and sponsoring scholarship programs for next-generation workers.

USD's focus in Sioux Falls is two-fold:

- Understanding the workforce needs of Sioux Falls' largest organizations and aligning USD's academic programs and course delivery to serve their unique needs
- Partnering with corporations that have a vested interest in securing additional skills, training, certificates and degrees to advance their interests

USD will target corporations in Sioux Falls that:

- Offer tuition reimbursement plans for employees

- Employ a pool of entry-level workers with minimal or no college education (Associate of Arts in General Studies focus)

- Employ health care workers seeking additional certifications, licensures and degrees for career growth (Health Sciences focus)

As USD starts to build stronger relationships with the region's influential corporate partners, it will coordinate these efforts with its academic units, which have existing relationships related to job placements for graduates, as well as the USD Foundation and USD Alumni Association, which offer valuable connections to organizational stakeholders. Focus groups will be held with corporate leaders to better understand their workforce needs, partnership opportunities and how USD can better market its academic opportunities to career-focused employees.

Top Feeder High Schools



MARKETING & BRANDING

As the University of South Dakota takes a strong position in the Sioux Falls marketplace and establishes itself as a local option with unmatched strengths in health sciences and business, the university will need to invest in a comprehensive Sioux Falls-based advertising strategy, including out-of-home (OOH), digital, television, radio, over-the-top (OTT), print, sponsorships and targeted print mail. The first year (February-June 2022) will focus heavily on branding strategy, with a transition into more enrollment-marketing based strategies in FY23.



FINANCIALS

This new approach to utilizing the Community College assets will be an investment, and will take commitment and time to build the student base needed for financial sustainability. Below is a five-year pro forma:

PROPOSED BUDGET FOR USD'S SIOUX FALLS LOCATION						
REVENUES	FY23	FY24	FY25	FY26	FY27	
Tuition Revenues (Gross)	\$7140,686	\$7768,003	\$8,488,059	\$8,982,241	\$9,362,464	
Other Revenues	2,904,765	2,826,436	2,615,759	2,473,159	2,471,833	
Total Operating Revenues	10,045,451	10,594,439	11,103,819	11,455,400	11,834,296	
EXPENSES						
Instructional Costs	3,902,373	4,169,320	4,303,396	4,376,848	4,492,563	
USD-SF Direct Personnel Costs	2,744,471	2,744,471	2,744,471	2,744,471	2,744,471	
Direct Operating Expenses	1,897,711	1,962,783	2,026,355	2,039,926	2,054,998	
Total Instructional and Direct Expenses	8,544,555	8,876,574	9,074,222	9,161,245	9,292,032	
Overhead Assessment	1,807,247	1,920,288	2,038,816	2,138,989	2,228,719	
Total Operating Expenses	10,351,802	10,796,862	11,113,038	11,300,233	11,520,751	
Net Operating (Expense) Revenue	\$306,351	\$(202,423)	\$(9,219)	\$155,166	\$313,545	

Assumptions:

The University of South Dakota at the Sioux Falls campus represents the existing operation of the Administration and Science & Technology buildings on the Community College for Sioux Falls campus. Also included in these revenues and expenses are all non-nursing academic classes. As part of the proposal, USD analyzed Ensi data as well as the regional market analysis needs and is focusing on maintaining programming for associate degrees, as well as building on health sciences, business and education degree opportunities.

The pro forma assumption was to bring this piece of the campus to a breakeven by the end of the five-year projection, which was achieved by reducing the tuition rate and recruiting additional students to campus.

Currently, the CCSF campus charges a self-support rate of approximately \$354.75 per credit hour. USD's success at the Sioux Falls location also is based on legislative change to allow the self-support tuition and fees. For the analysis, USD used \$255 per credit hour, which equates to approximately 18 additional students (headcount).

In Fall 2021, there were 184 student FTE enrolled in classes at CCSF; student headcount is vastly different at this location. The typical student takes 9 credit hours, and FTE is based on 30 credit hours, equating to approximately 600 individual students taking classes. The five-year breakeven is to recruit 67 student FTE (approximately 270 students).

Undergraduate nursing will move from the Sanford USD Medical Campus, vacating almost 20,000 square feet of leased space, and eliminating about \$40,000 in cleaning and maintenance costs.

USD currently has the capacity to enroll 48 students per semester into the Sioux Falls nursing program. For this analysis, USD assumed class enrollment increasing to capacity at the end of the five-year period. The Sioux Falls market is saturated with nursing programs (USD, SDSU, Augustana, University of Sioux Falls, Southeast Technical College and several new niche providers), so recruiting the best will be intentional, and may take time to build class size to capacity.

All other assumptions are consistent with current USD policies, including the RCM budget methodology.

ENROLLMENT ASSUMPTIONS

ENROLLMENT ASSUMPTIONS						
ENROLLMENT	FY23	FY24	FY25	FY26	FY27	
Student FTE						
USD - SF Campus Enrollment	199	219	239	252	266	
Undergraduate Nursing Enrollment	103	119	135	151	167	
CRNA Enrollment	-	10	24	42	52	
Total USD-SF Enrollment	302	348	398	445	485	





UNIVERSITY OF
SOUTH DAKOTA

Sioux Falls

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

REVISED

AGENDA ITEM: 10 – G

DATE: June 22-23, 2022

SUBJECT

Expanded Alcohol Sales (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:14](#) – Sale of Alcoholic Beverages at Institutions

[SDCL § 35-2-6.1](#) – State educational institutions--License to operate on campus
prohibited--Exceptions

BACKGROUND / DISCUSSION

The Board previously discussed expanding alcohol sales at its [March 2022](#) meeting. At that time, the Board directed staff to conduct additional due and bring back a proposal to consider on the topic at a future meeting. As noted in March, this conversation was prompted by a letter from the Student Federation and interest from student government on each of the six campuses.

After consultation with the six campuses and conducting a review of the various approaches utilized by campuses across the country, the proposed revisions to BOR Policy 6:14 were developed to provide the institutions with the flexibility to authorize periodic retail sales of alcohol in general admission areas of performing arts and athletic events, subject to the requirements set forth in Section 3.B.2.

IMPACT AND RECOMMENDATION

The proposed revisions to BOR Policy 6:14 would provide the institutions with the flexibility to allow for periodic retail sales of alcohol in general admission areas of performing arts and athletic events.

Staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 6:14 – Alcohol Sales

DRAFT MOTION 20220622_10-G:

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 6:14, as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Sale of Alcoholic Beverages at Institutions

NUMBER: 6:14

1. Background

- A. South Dakota Codified Law (“SDCL”) 35-2-6.1 prohibits the issuance of a license to sell alcoholic beverages on the campus of any state educational institution. However, SDCL 35-2-6.1 contains two exceptions to this blanket prohibition.
 - 1. The first exception allows the issuance of an alcoholic beverage license to engage in the periodic retail sale of malt beverages or wine for consumption on-site at a location and time, authorized by the Board of Regents, that involves the performing arts, intercollegiate athletics, fund raising, a reception, a conference, or an occasional or scheduled event at a facility used for performing arts, intercollegiate athletics, events, or receptions.
 - 2. The second exception allows the issuance of a special events license for a special event authorized by the Board of Regents that involves the performing arts, intercollegiate athletics, fund raising, a reception, a conference, or an occasional or scheduled event.
- B. The two exceptions to the blanket prohibition requires authorization by the Board of Regents. Therefore, the authority to use an alcoholic beverage license or a special events license at an event occurring on any property owned, leased, or operated by the Board of Regents, or on the campus of any state educational institution governed by the Board of Regents, is contingent on compliance with all Board policies, including this policy, and is limited by the terms and conditions contained in this policy.
- C. This policy allows, but does not require, the sale of beer and wine at certain events and locations as specifically authorized by, and under the express terms of, this policy.

2. Definitions

- A. For purposes of this policy, the term “Alcoholic Beverages” means beer and wine.
- B. For purposes of this policy, the term “Institutional Facilities” means any property owned, leased, or operated by the Board of Regents, or on the campus of any state

educational institution governed by the Board of Regents.

- C. For purposes of this policy, the term “Permit” means an authorization from the chief executive officer of the institution to procure an alcoholic beverage license for periodic retail sales or a special events license.
- D. For purposes of this policy, the term “Permitted Event” means a specifically designated event, a series of specifically designated periodic events, and special events.
- E. For purposes of this policy, the term “Vendor” means the contracted entity authorized by the institution to procure and obtain an alcoholic beverage license or a special events license that will supply and sell the Alcoholic Beverages at a Permitted Event.

3. Conditions for the Sale of Alcoholic Beverages at Institutions

- A. The Board of Regents expressly authorizes the chief executive officer of each institution to determine whether to grant a Permit to procure an alcoholic beverage license or a special events license. The grant of any such Permit shall be determined by the chief executive officer of the institution in accordance with the provisions set forth in this policy and not as a matter of right to any other person or party. In doing so, the chief executive officer of the institution must ensure that the decision to allow the sale of alcoholic beverages is consistent with this policy, applicable law, and the proper image and mission of the institution. Permits shall be conditioned upon the issuance of the appropriate license to sell alcohol by the local authority as required by South Dakota law and in compliance with law and policies.
- B. The delegation of authority to the chief executive officer of the institution to issue Permits to procure an alcoholic beverage license for periodic retail sales or a special events license are subject to the following terms and conditions:
 - 1. A Permit may be granted only for a Permitted Event. Each Permitted Event shall be defined by (1) the activity planned, (2) the area or location in which the activity will take place, and (3) the period of time during which the activity will take place.
 - a. The area or location in which the activity will take place must be defined with particularity and must encompass a ~~restricted~~-space or area suitable for properly controlling the sale, possession, and consumption of Alcoholic Beverages.
 - b. The time period for the activity must be a single contiguous time period for a separate defined occurrence (e.g., a dinner, a conference, a reception, a concert, a sporting competition within the ~~donor-defined~~ areas, etc.). A series of events may only be permitted in conformity with the state and local licensing regulations. An event that lacks a pre-determined end time shall not be a Permitted Event.

- c. The area or location of the Permitted Event, the ~~restricted~~ space or area designated therein for sale, possession, and consumption of Alcoholic Beverages, and the applicable time periods for the Permitted Event must each be set forth in the Permit and in the application for a Permit.
- d. The application for a Permit must require the submission of a plan that addresses security.

2. Except as otherwise allowed by paragraph 3.B.3 below, any Permit issued for performing arts or student athletic events (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring on Institutional Facilities is may be: limited to specially designated box seat or loge areas to which access is controlled and limited to such patrons, and may not include the sale of alcoholic beverages in any other areas (including without limitation general admission areas); or allowed in general admission areas, subject to following conditions:

- a. The sale of alcoholic beverages may start no sooner than one hour before the scheduled start of the event and must end at least thirty minutes prior to the scheduled end of the event (e.g., end of the third quarter of a football game).
- b. The point of sale for alcoholic beverages must be separate and apart from required food service general concessions.
- c. No attendee under the age of 21 may purchase, consume, or possess alcoholic beverages. A valid ID is required to purchase, consume, or possess alcoholic beverages.
- d. A limit of two alcoholic beverages may be purchased at one time by an individual bearing a legal ID.
- e. No one who is visibly intoxicated may be served, consume, or possess an alcoholic beverage.
- f. Anyone engaged in the sale or serving of alcoholic beverages shall be trained in the following areas:
 - 1. Recognizing fake IDs and acceptable forms of identification;
 - 2. Preventing service to minors;
 - 3. Signs of intoxication; and
 - 4. Handling disorderly and/or intoxicated customers.
- g. Attendees may be ejected without refund, arrested, or refused sale or possession of alcoholic beverages for any of the following:

1. Unruly, disruptive or illegal behavior;
2. Giving alcoholic beverages to a minor;
3. Intoxication or impairment;
4. Abusive or offensive language or gestures;
5. Throwing of any objects;
6. Failure to follow instructions given by event personnel, security, and/or law enforcement; or
7. Any other conduct deemed inappropriate by event personnel, security, and/or law enforcement.

h. Adequate security personnel shall be in place to monitor attendee behavior and ensure compliance with this policy and applicable law.

i. There must be at least one alcohol free zone, of comparable viewing to alcohol zones, designated and appropriately marked for the event where no alcoholic beverage may be sold, consumed, or possessed.

2.3. A separate pre-game Permit may be issued for a Permitted Event that occurs in conjunction with student athletic events under the following terms and conditions:

- a. The area must be for the Permit holder to entertain guests for home sporting events. Attendance is limited to adult patrons and guests who have received a personal written invitation and must not be open to access by the general public.
- b. The Permitted Event must be conducted during pre-game only, last no more than three-hours, and end no later than at beginning of the sporting event.
- c. The Permitted Event must be conducted in a secured area surrounded by a fence or other method to control access to and from the area. There must be no more than two (2) entry points manned by security personnel where identification is checked to verify age ~~and special colored wrist bands are issued. A color-coded wrist band system must identify attendees and invited guests, as well as those of drinking age.~~ No one under the legal drinking age shall be admitted into the alcohol service and consumption area of ~~a~~ the Permitted Event. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no Alcoholic Beverages leave the area.
- d. For pre-game Permitted Events held in specially designated box seat or loge areas, adult patrons and guests may be accompanied by youth for whom they are responsible, but only if such youth are, at all times,

under the supervision and control of such adult patrons. Only patrons who hold tickets to seats in those areas shall be allowed into the area during games.

~~3.4.~~ A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for a Permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.

~~4.5.~~ The serving of Alcoholic Beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving Alcoholic Beverages only. Food must be available at the Permitted Event, and consumption of Alcoholic Beverages and food cannot be the sole purpose of a Permitted Event. Non-alcoholic beverages must be as readily available as Alcoholic Beverages at the Permitted Event.

~~5.6.~~ ~~In no event shall the general public or any participants of a~~ If a Permitted Event includes the periodic retail sale of Alcoholic Beverages, the general public or any participants of the Permitted Event are not be allowed to bring Alcoholic Beverages into the Permitted Event or leave the defined area where possession and consumption is allowed while in possession of an Alcoholic Beverage.

~~6.7.~~ Upon receipt of a Permit from the chief executive officer of the institution, the Permit holder or the Vendor may procure the applicable license to sell Alcoholic Beverages in accordance with the approved Permit.

~~7.8.~~ The Permit shall set forth the time at which sale, service, possession and consumption of Alcoholic Beverages will be permitted, which times shall be strictly enforced. Service and sale of Alcoholic Beverages shall stop at a time in advance of the time of closure of the Permitted Event sufficient to allow an orderly and temperate consumption of the balance of the Alcoholic Beverages then in possession of the participants of the Permitted Event prior to closure of the Permitted Event.

~~8.9.~~ The Permit holder and the Vendor shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any Alcoholic Beverage or allowed to consume any Alcoholic Beverage at the Permitted Event.

- a. The Permit holder must provide proof of insurance coverage including liquor legal liability in the amounts and coverage limits sufficient to

meet the needs of the institution. The default coverage limit shall be \$1,000,000 minimum coverage per occurrence, but the institution may approve a different coverage limit in writing and list such limit in the Permit. The insurance must list the Permit holder, the Vendor, the institution, the Board of Regents, and the State of South Dakota as additional insureds. Proof of insurance must be provided to the institution in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.

- b. The Permit holder and the Vendor must indemnify the institution, the Board of Regents and the State of South Dakota for any and all claims that may arise that are related to the sale or consumption of Alcoholic Beverages at the Permitted Event.
- c. For purposes of this section 3.B.9, when the Permit holder is an institutional employee acting within the course and scope of employment, such Permit holder will not be required to be listed in the insurance policy and will not be required to indemnify the institution, the Board of Regents, and the State of South Dakota.
- d. For purposes of this section 3.B.9, when the Vendor has its own insurance coverage including liquor legal liability in the amounts and coverage limits sufficient to meet the needs of the institution, the Permit holder's insurance coverage will not need to (i) include liquor legal liability; or (ii) list the Vendor as additional insured.

9.10. The Permit, any required local catering permit, and applicable state or local licenses to sell Alcoholic Beverages shall be posted in a conspicuous place at the defined area where Alcoholic Beverages are authorized to be sold, prior to any sale of Alcoholic Beverages. Further, the sale, service and consumption of Alcoholic Beverages shall be confined to the specific event, area, or activity identified on the Permit application. Any Alcoholic Beverages allowed at the Permitted Event shall be supplied through Vendors to ensure compliance with any food service and pouring rights agreements. In no event shall the institution supply or sell Alcoholic Beverages directly.

10.11. These terms and conditions shall apply to both institutional and non-institutional groups using Institutional Facilities.

4. Institutional Permit Process and Reporting

- A. Each institution that decides to issue Permits for Permitted Events occurring on Institutional Facilities shall maintain a policy providing for an institutional Permit process. Permission for the sale of Alcoholic Beverages shall be evidenced by issuance of a written Permit by the chief executive officer of the institution, which may be issued only in response to a completed written application. A Permit may only be issued in conformity with this policy.

- B. In addition to the terms and conditions contained in section 3, an institution may develop and apply additional more restrictive terms and conditions for the issuance of a Permit.
- C. The chief executive officer of the institution may deny any application for a Permit if s/he determines that the application for a Permit is, or having Alcoholic Beverages for sale at the event would be, inconsistent with this policy, applicable law, or the proper image and mission of the institution.
- D. Each year by August 1, the chief executive officer of the institution, or designee, shall prepare an annual fiscal year report of institutional Permits approved by the chief executive officer of the institution during the last fiscal year and transmit the report to the Executive Director. This report will contain the following information about the Permitted Event: (1) the date, (2) a brief description of the event, (3) the Permit holder, (4) the Vendor, (5) the Institutional Facility used, and (6) descriptions of any alcohol-related incidents.

SOURCE: BOR, June 2016

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – H (1)

DATE: June 22-23, 2022

SUBJECT

Research Park Reports

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL chapter 5-29](#) – Research Parks

BACKGROUND / DISCUSSION

The USD Discovery District, Research Park at SDSU and DSU-SOAR 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: 10 – H (2)

DATE: June 22-23, 2022

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 three terms set to expire in 2022, which are currently occupied by Russell Olson, Paul Hanson, and Kevin Schieffer. The Board of Directors recommends and requests Tim Rave, Michelle Bruhn, and Bobbie Tibbetts be appointed for 3-year terms to fill the vacancies caused by the expired terms. Michelle Bruhn is the Executive Vice President and Chief Financial Officer at Sanford Health and will replace Paul Hanson as the Sanford representative on the board. Tim Rave's reputation and standing precede him with this Board, and Bobbie Tibbetts is with Bender Commercial and will replace Russell Olson who has served the maximum number of terms allowed.

IMPACT AND RECOMMENDATION

The Board of Directors recommends and requests the Member (BOR) take the following action:

- Appoint Tim Rave, Michelle Bruhn and Bobbie Tibbetts 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 20220622_10-H(2):

I move to appoint Tim Rave, Michelle Bruhn and Bobbie Tibbetts, to serve three-year terms on the Board of Directors of the USD Discovery District.



2022 Board of Directors

3 Year Term – Expires 2024

Mayor Paul TenHaken, City of Sioux Falls
 Kim Patrick, Sanford Health
 Mark Mickelson, Mickelson & Company

3 Year Term – Expires 2023

Bob Sutton, President & CEO, Avera Health
 Dr. Dave Kapaska, formerly Avera Health
 Deb Peters, Primacy Strategy Group
 Jim Abbott

3 Year Term – Expires 2022

Russell Olson, Sec./Treas., Heartland
 Paul Hanson, Sanford USD
 Kevin Schieffer

Ex-Officio, Voting

Sheila Gestring, Chair, University of South Dakota
 Dr. Brian Maher, SD BOR

Ex-Officio, Non-Voting

Sioux Falls Development Foundation President/CEO, Bob Mundt
 USD Vice Pres. for Research, Dr. Dan Engebretson
 USD Dean of Beacom School of Business, Dr. Venky Venkatachalam
 USD GEAR Center Director, Open
 South Dakota Board of Regents Chief of Staff & General Counsel, Nathan Lukkes
 South Dakota Governor's Office of Economic Development, Open

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – H (3)

DATE: June 22-23, 2022

SUBJECT

DSU-SOAR 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 DSU-SOAR annual meeting. The annual meeting is when the Board appoints directors to the Board of Directors of DSU-SOAR. The current makeup of the Board of Directors is set forth in Attachment I. There are two terms set to expire in 2022, which are currently occupied by David Kenley and Jim Moran, both of which are seeking reappointment for 3-year terms. The Board of Directors also recommends and requests David DeJong, DSU's new Dean of the College of Education, be appointed as an additional director. The foregoing would result in 9 (nine) members on the Board of Directors, which is within the 5-9 members authorized in the by-laws

IMPACT AND RECOMMENDATION

The Board of Directors recommends and requests the Member (BOR) take the following action:

- Reappoint David Kenley and Jim Moran to serve three-year terms on the Board of Directors of DSU-SOAR; and
- Appoint David DeJong to serve a three-year term on the Board of Directors of DSU-SOAR.

ATTACHMENTS

Attachment I – DSU-SOAR Board of Directors

DRAFT MOTION 20220622_10-H(3):

I move to reappoint David Kenley and Jim Moran and appoint David DeJong, to serve three-year terms on the Board of Directors of DSU-SOAR.

2022 DSU-SOAR Board of Directors

Terms Expire in 2024

José-Marie Griffiths

Richard Hanson

Nathan Lukkes

Pat Engebretson

Terms Expire in 2023

Dorine Bennett

Stacy Krusemark

Terms Expire in 2022

David Kenley

Jim Moran

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 10 – I

DATE: June 22-23, 2022

SUBJECT

BOR Policy 4:25 Revisions – Time and Leave Reporting (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[Senate Bill 68](#)

[SDCL § 3-6C-20](#) – Holiday benefit Eligibility

BACKGROUND / DISCUSSION

Senate Bill 68 from the 2022 legislative session amended SDCL § 3-6C-20 to revise the way in which overtime eligible employees are paid on holidays. This policy is being revised to be consistent with the new statutory language which takes effect on July 1, 2022.

Currently, the statute limits holidays to eight (8) hours, thus employees who are required to work on holidays only receive holiday pay for up to eight hours of their shift. The statutory amendment allows for an eligible employee to receive holiday pay for the greater of either eight (8) hours, or the total hours worked. The amendment also addresses this for part-time employees who receive a prorated number of hours for holidays and that has been captured in the proposed revisions. The other changes in Attachment I are revisions to formatting, there were no other substantive changes proposed in the policy.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 4:25

DRAFT MOTION 20220622_10-I:

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final readings of the proposed revisions to BOR policy 4:25, effective July 1, 2022.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Time and Leave Reporting

NUMBER: 4:25

A. PURPOSE

To identify the time and leave reporting guidelines for South Dakota Board of Regents employees.

The South Dakota Board of Regents is considered to be one employer. An employee cannot be both a “paid” employee and a “non-paid” volunteer while performing the same type of work for the same employer. All overtime must be approved prior to the hours being worked. Failure to comply with any provisions of this policy may subject the employee to disciplinary action, up to, and including termination.

B. DEFINITIONS

None

C. POLICY

1. Employees Eligible for Overtime Pay

- 1.1. Employees are determined to be eligible for overtime based on the duties and level of compensation of the individual position.
- 1.2. Employees eligible for overtime compensation shall normally be paid in a combination of cash and compensatory time.
- 1.3. Overtime will accrue at the rate of time and one-half based on a forty (40) hour workweek.
- 1.4. Employees may have their compensatory time carried forward to subsequent pay periods. However, the maximum accumulation of compensatory time is eighty (80) hours with the exception of production workers for the College of Agriculture and Biological Sciences who may accrue up to 160 hours. Compensatory time exceeding this maximum must be paid or used.
- 1.5. The Board of Regents reserves the right to pay cash, at any time, to the employee for any or all accrued compensatory hours.
- 1.6. The standard workweek shall be from 12:00 a.m. Sunday through 11:59 p.m. Saturday.

- 1.7. Overtime pay will be computed as actual hours worked in excess of 40 hours during a work week. In computing overtime, holiday hours and leave hours are not considered hours worked.

- 1.8. Supervisors and employees are expected to adjust the workweek whenever possible to avoid an overtime liability.

1.8.1.8.1. For example, if an employee works forty (40) hours in the first four days of the normal workweek, every effort should be made to adjust the work schedule within the workweek so that the employee does not work more than forty (40) hours. In this example, the employee would not report for work the last day of the workweek. Supervisors reserve the right to adjust the schedule of the employee.

- 1.9. **Leave Time:** Annual leave, compensatory time, sick leave, court and jury leave, paid family leave, bereavement leave, military leave, and any other leave time will not be considered hours worked.

- 1.9.1. If approved annual leave, sick leave, or compensatory time are used in any combination with hours worked, and totals more than forty (40) hours during the work week, the leave must be reduced to bring the total hours paid to forty (40) hours for the week. If multiple types of leave have been taken in a week that requires adjustment, the adjustments should be applied in the following order:

1.9.1.1. Sick Leave

1.9.1.2. Annual Leave

1.9.1.3. Compensatory Time

- 1.9.2. If an employee works more than forty (40) hours, no leave time should be deducted from the employee's balance, with the exception of employees who have reached the maximum annual leave balance, and whose annual leave was approved prior to working the overtime.

1.9.2.1. In such situations, hours that will prevent the employee from losing the current pay period's annual leave accrual will be paid. Payment to employees with scheduled annual leave applies only to employees with maximum annual leave balances.

- 1.9.3. Employees who are on military leave, or court and jury leave will be paid the leave hours at straight time regardless of other hours worked during the week. The leave time will not be considered hours worked. The appointing authority may require employees to report to work during hours outside of the military or court and jury leave.

- 1.10. **Holiday Pay:** Holiday hours will not count as hours worked for purposes of computing overtime.

1.10.1. All overtime-eligible employees who work at least one (1) shift or are on paid leave during the calendar week in which the holiday falls are eligible for holiday pay.

1.10.2. For payroll and leave purposes, a holiday on which an employee does not work is no more than eight (8) hours.

1.10.3. An employee who is required to work on the date a holiday is observed will receive eight hours of holiday pay, or for the total number of hours worked, whichever is greater.

1.10.3.1. Eligible part-time employees shall receive prorated holiday pay.

~~1.10.2.1.10.3.1.1.~~ Eligible part-time employees who must work on the date a holiday is observed will receive either the prorated amount based upon the average hours they have worked in the previous three months, or the total hours worked, whichever is greater.

~~1.10.3.1.10.4.~~ An employee who is on leave without pay for the entire week when a holiday occurs will not receive holiday benefits.

~~1.10.4.1.10.5.~~ Employees who are newly hired and who begin work the day after the holiday will not receive the holiday pay hours.

~~1.10.5.1.10.6.~~ As provided by South Dakota law, an employee must be compensated with time off or cash reimbursement for holiday hours. An employee who is required to work on a holiday may be compensated in one of two (2) ways.

~~1.10.5.1.1.10.6.1.~~ ~~They could take~~ Take off an equal number of hours at a later date, or;

~~1.10.5.2.1.10.6.2.~~ ~~They could r~~Receive straight time paid in cash for an equal number of hours.

~~1.10.5.2.1.1.10.6.2.1.~~ For example, overtime eligible employees who work thirty-two (32) or more hours in a week when an eight (8) hour holiday is observed will be paid straight time for the “extra” hours over thirty-two (32) and up to forty (40). If an overtime eligible employee actually works more than forty (40) hours, exclusive of the eight (8) holiday hours, time and one-half (1.5x) will be paid for those hours worked over forty (40).

~~1.10.5.3. Part-time employees will receive prorated holiday pay depending upon the average number of hours they have worked in the previous three months of their appointment.~~

1.11. Administrative Leave: Administrative Leave may be authorized as directed by the Executive Director, or in accordance with BOR Policy 4:40. Administrative leave authorized for reasons that do not fall under BOR Policy 4:40 will be administered as follows for overtime eligible employees:

1.11.1. Employees may not receive more than forty (40) hours of administrative leave per week;

1.11.2. Only leave eligible employees who are scheduled to work during the period in which administrative leave is authorized are eligible for paid administrative leave;

- 1.11.3. Administrative leave may only be granted for the period authorized, not to exceed the number of hours for which the employee was scheduled to work;
- 1.11.4. Employees required to work so essential functions can be performed must report to work at prearranged worksites, unless otherwise instructed. The procedure for identifying these employees will be established by each institution. If the location has been administratively closed, those employees that are required to report to work will receive payment for the administrative leave hours (at a straight rate) plus the hours they were required to work, in all other instances employees will receive pay at their regular rate for the hours worked.
- 1.11.5. In the event that administrative leave is granted in less than an eight (8) hour increments, the leave shall be recorded for the number of hours granted, and the remainder of the day will be recorded as regular hours worked and/or the appropriate leave type.
- 1.12. **Inconvenience Pay:** Overtime eligible employees, with the exception of employees covered by law enforcement civil service, who have fulfilled both of the following conditions are guaranteed a minimum of three (3) hours pay regardless of the hours actually worked if:
- 1.12.1. The employee has completed the normal shift and left the work place; and
- 1.12.2. The employee is unexpectedly required to return to work.
- 1.12.2.1. Employees who are called in prior to the beginning of their scheduled shift and are allowed to continue working through the shift are ineligible for inconvenience pay. Only the hours actually worked are used in the computation of overtime.
- 1.12.2.2. Up to three hours of inconvenience pay hours (not actually worked) will be compensated as straight time and will not be used to calculate overtime.
- ~~1.12.2.2.~~1.12.2.2.1. For example, if an overtime eligible employee has worked for forty (40) hours, is unexpectedly called back to work, and works for one (1) additional hour, the employee is paid as follows:
- | | |
|--|----|
| Hours Worked | 41 |
| Inconvenience pay hours at straight time | 2 |
- 1.12.2.3. If the employee is on-call and the on-call hours are compensable as hours worked, inconvenience pay is not required.
- 1.12.2.4. Inconvenience pay does not apply if the employee is not required to actually leave their residence for the work site.
- ~~1.12.2.4.~~1.12.2.4.1. For example, employees who can deal with a problem on the phone without leaving their residence are ineligible for inconvenience pay. However, the time spent at their residence dealing with the problem is considered hours worked.

- 1.13. **On-Call Time:** Employees may be required to report to work in their off hours on short notice. If calls to perform work are so frequent or the readiness for work conditions are so restrictive that the employee is not free to use the intervening periods effectively for his or her own benefit, the time must be considered hours worked.
- 1.13.1. Time spent on-call is considered hours worked if the employee is required to remain on the employer's premises or at a location specified by the employer.
 - 1.13.2. When employees are called out on a job assignment, only the time actually spent working is considered as hours worked.
 - 1.13.3. Inconvenience pay for up to three hours may be required.
 - 1.13.4. Employees who live at the work site are ineligible for inconvenience pay.
 - 1.13.5. If an employee is issued an electronic communication device, the issuance does not qualify on its own as compensable on-call time.
- 1.14. **Electronic Access:** Except with prior approval, overtime eligible employees may not access Board of Regents electronic systems, or e-mail while they are not at work. Use of remote e-mail or other electronic systems is an obligation to compensate. If an overtime eligible employee does utilize e-mail or other electronic systems remotely, they are required to record their time and enter it into the timekeeping system.
- 1.15. **Job Related Training:** Attendance at conferences, workshops, meetings, or classes is considered hours worked if the State pays travel expenses, registration fees, or tuition or if the employee is not required to take annual leave or leave without pay or to adjust the work schedule.
- 1.15.1. Reduced tuition allowed by SDCL 3-20 does not constitute proof of job relatedness for purposes of determining whether such training should be considered hours worked.
 - 1.15.2. This policy applies to any training for which the State pays, including night classes and continuing education at universities or adult education classes sponsored by high schools, unless all of the following conditions are met.
 - 1.15.2.1. Attendance is outside of the employee's regular working hours;
 - 1.15.2.2. Attendance is in fact voluntary and not directed by management;
 - 1.15.2.3. The course, lecture or meeting is not directly related to the employee's job; and
 - 1.15.2.4. The employee does not perform any productive work during such attendance.
 - 1.15.2.4.1. If all of the criteria are met, the training need not be considered hours worked.
- 1.16. **Travel Time:** Time spent in travel will be considered hours worked.

- 1.16.1. Layovers at airports where the employee is not free to pursue personal interests is also included as time spent in travel and considered as hours worked.
- 1.16.2. Actual meeting time outside of the normal work schedule is also considered hours worked.
- 1.16.3. Hours in which employees are free to do as they please and time spent relaxing and sleeping are not considered hours worked.
- 1.16.4. Social activities at conferences outside of normal working hours are not considered working time unless the employee has been directed by management to attend the activity for the purpose of hosting guests or fulfilling a work-related function.

~~1.16.4.~~1.16.4.1. For example, if management has directed an employee to coordinate and host a banquet as part of the institution's obligation at a conference, those hours are considered hours worked. If an employee chooses to attend a banquet at a conference and does not have an assigned role, the hours are not compensable.

- 1.17. **Record Keeping:** All overtime eligible employees will complete accurate records of hours worked and leave time taken. The records will reflect the date, number of hours worked, and leave time taken for each pay period.

2. Employees Ineligible for Overtime

Employees who are exempt from the overtime requirements of the FLSA are ineligible for compensatory time.

- 2.1. **Leave Time:** Employees who are ineligible for overtime compensation are expected to be available to the public, co-workers and subordinates to provide assistance and guidance on policy problems and questions.
 - 2.1.1. Employees who are ineligible for overtime are not required to take annual, sick, paid family leave, bereavement leave, military, or court and jury leave for absences of less than a full day except as may be applicable when annual, sick, or paid family leave is used as family medical leave. If the employee is absent from the job for a full day during the pay period, some type of leave must be taken, unless prior approval for a leave of absence is obtained.
 - 2.1.2. Employees must continue to obtain approval from their supervisor prior to an absence from work.
 - 2.1.3. Managers are expected to set the normal working hours and approve time away from the job for employees ineligible for overtime, regardless of whether leave must be taken.
 - 2.1.4. Employees and managers should keep in mind when requesting and approving time away from the job that such employees are compensated not for the amount of time spent on the job, but rather for the general value of services performed.

- 2.1.5. Before time away from the job is approved, managers and employees are expected to ensure that the needs of the public and other state employees who rely on them can reliably be met.
- 2.2. **Holiday Pay:** Overtime ineligible employees who work at least one shift or are on paid leave during the calendar week in which the holiday falls are eligible for holiday pay. For payroll purposes, a holiday is no more than eight (8) hours.
 - 2.2.1. An employee who is on leave without pay for the entire week when a holiday occurs will not receive holiday benefits.
 - 2.2.2. Employees who are newly hired and who begin work the day after the holiday will not receive the holiday pay hours.
- 2.3. **Administrative Leave:** Administrative Leave may be authorized as directed by the Executive Director, or in accordance with BOR Policy 4:40. Administrative leave authorized for reasons that do not fall under BOR Policy 4:40 will be administered as follows for employees ineligible for overtime.
 - 2.3.1. Only leave eligible employees who are scheduled to work during the period in which administrative leave is authorized are eligible for paid administrative leave.
 - 2.3.2. Administrative leave may only be granted for the period authorized, not to exceed the number of hours for which the employee was scheduled to work;
 - 2.3.3. Employees required to work so essential functions can be performed must report to work at prearranged worksites, unless otherwise instructed. The procedure for identifying these employees will be established by each institution;
 - 2.3.4. When administrative leave is granted in less than eight (8) hour increments and an employee is absent for the entire day, they will not receive administrative leave for the partial day and must report the appropriate leave type for the workday.
- 2.4. **Recordkeeping:** All employees will submit complete accurate leave records. The records will reflect the date and type of leave time taken for each pay period.

FORMS / APPENDICES:

None

SOURCE:

BOR December 1998; BOR August 2001; BOR June 2003; BOR May 2008; BOR October 2016; BOR June 2020.