BOARD OF REGENTS MINUTES OF THE MEETING June 24, 2020

Contents

| 1 4 | 1 01 1 | 1070 |
|--|---|---|
| 1-A | Approval of the Agenda | 1072 |
| 1-B | Declaration of Conflicts | 1072 |
| 1-C | Approval of the Minutes – Meeting on May 21, 2020; June 3, 2020; and June 12, 2020 | 1072-1073 |
| 1-D | Reports of Individual Regent Activities | 1073 |
| 1-E | Reports from Individual Presidents and Superintendents | 1073 |
| 1-F | Report from Student Federation | 1073 |
| 1 - G | Appointment of the SDBOR Executive Director | 1073 |
| 2. INFO | RMAL BUDGET HEARINGS | |
| 2-A | SDSU/CES/AES | 1074; 1098-1107 |
| 2-B | SDSBVI & SDSD | 1074 |
| 2-C | USD/Law School/SSOM | 1074-1075; 1108-1115 |
| 2-D | SDSMT | 1075; 1116-1120 |
| 2-E | DSU | 1075-1076; 1121-1130 |
| 2-F | NSU | 1076; 1131-1134 |
| 2-G | BHSU | 1076; 1135-1144 |
| 3. PUBL | IC COMMENT PERIOD | 1076-1077 |
| | | |
| | NT AGENDA | |
| CONSE | | |
| CONSE | NT AGENDA | 1078; 1145-1146 |
| CONSE! | NT AGENDA ic and Student Affairs | 1078; 1145-1146 1078; 1147-1158 |
| CONSEI Academi 4-A | NT AGENDA ic and Student Affairs Resolution of Recognition – USD | - |
| CONSEL Academia 4-A 4-B(1) | NT AGENDA ic and Student Affairs Resolution of Recognition – USD New Program Requests – NSU – BSEd in Social Science | 1078; 1147-1158 |
| CONSEL Academia 4-A 4-B(1) | NT AGENDA ic and Student Affairs Resolution of Recognition – USD New Program Requests – NSU – BSEd in Social Science New Program Requests – SDSU – Minor in Commodity Risk Management New Program Requests – SDSU – Professional Program | 1078; 1147-1158 |
| CONSEI Academi 4-A 4-B(1) 4-B(2) | NT AGENDA ic and Student Affairs Resolution of Recognition – USD New Program Requests – NSU – BSEd in Social Science New Program Requests – SDSU – Minor in Commodity Risk Management New Program Requests – SDSU – Professional Program in Veterinary Medicine New Program Requests – SDSU – PhD in Mechanical | 1078; 1147-1158 1078; 1159-1166 |
| CONSEI Academi 4-A 4-B(1) 4-B(2) 4-B(3) 4-B(4) | NT AGENDA ic and Student Affairs Resolution of Recognition – USD New Program Requests – NSU – BSEd in Social Science New Program Requests – SDSU – Minor in Commodity Risk Management New Program Requests – SDSU – Professional Program in Veterinary Medicine New Program Requests – SDSU – PhD in Mechanical Engineering | 1078; 1147-1158 1078; 1159-1166 1078; 1167-1183 1078; 1184-1201 |
| CONSEI Academi 4-A 4-B(1) 4-B(2) 4-B(3) | NT AGENDA ic and Student Affairs Resolution of Recognition – USD New Program Requests – NSU – BSEd in Social Science New Program Requests – SDSU – Minor in Commodity Risk Management New Program Requests – SDSU – Professional Program in Veterinary Medicine New Program Requests – SDSU – PhD in Mechanical Engineering New Program Requests – SDSMT – PhD in Electrical | 1078; 1147-1158 1078; 1159-1166 1078; 1167-1183 1078; 1184-1201 |
| CONSEI Academi 4-A 4-B(1) 4-B(2) 4-B(3) 4-B(4) 4-B(5) | NT AGENDA ic and Student Affairs Resolution of Recognition – USD New Program Requests – NSU – BSEd in Social Science New Program Requests – SDSU – Minor in Commodity Risk Management New Program Requests – SDSU – Professional Program in Veterinary Medicine New Program Requests – SDSU – PhD in Mechanical Engineering New Program Requests – SDSMT – PhD in Electrical Engineering | 1078; 1147-1158 1078; 1159-1166 1078; 1167-1183 1078; 1184-1201 1078; 1202-1223 |
| CONSEI Academi 4-A 4-B(1) 4-B(2) 4-B(3) 4-B(4) | ic and Student Affairs Resolution of Recognition – USD New Program Requests – NSU – BSEd in Social Science New Program Requests – SDSU – Minor in Commodity Risk Management New Program Requests – SDSU – Professional Program in Veterinary Medicine New Program Requests – SDSU – PhD in Mechanical Engineering New Program Requests – SDSMT – PhD in Electrical Engineering New Program Requests – SDSMT – PhD in Electrical Engineering New Certificate Requests – BHSU – Human Resources | 1078; 1147-1158 1078; 1159-1166 1078; 1167-1183 1078; 1184-1201 |
| CONSEI Academi 4-A 4-B(1) 4-B(2) 4-B(3) 4-B(4) 4-B(5) | ic and Student Affairs Resolution of Recognition – USD New Program Requests – NSU – BSEd in Social Science New Program Requests – SDSU – Minor in Commodity Risk Management New Program Requests – SDSU – Professional Program in Veterinary Medicine New Program Requests – SDSU – PhD in Mechanical Engineering New Program Requests – SDSMT – PhD in Electrical Engineering New Program Requests – SDSMT – PhD in Electrical Engineering New Certificate Requests – BHSU – Human Resources (Undergrad) New Certificate Requests – NSU – Trust and Financial | 1078; 1147-1158 1078; 1159-1166 1078; 1167-1183 1078; 1184-1201 1078; 1202-1223 |
| CONSEI Academi 4-A 4-B(1) 4-B(2) 4-B(3) 4-B(4) 4-B(5) 4-C(1) 4-C(2) | ic and Student Affairs Resolution of Recognition – USD New Program Requests – NSU – BSEd in Social Science New Program Requests – SDSU – Minor in Commodity Risk Management New Program Requests – SDSU – Professional Program in Veterinary Medicine New Program Requests – SDSU – PhD in Mechanical Engineering New Program Requests – SDSMT – PhD in Electrical Engineering New Program Requests – SDSMT – PhD in Electrical Engineering New Certificate Requests – BHSU – Human Resources (Undergrad) New Certificate Requests – NSU – Trust and Financial Advising (Graduate) | 1078; 1147-1158 1078; 1159-1166 1078; 1167-1183 1078; 1184-1201 1078; 1202-1223 1079; 1224-1231 1079; 1232-1237 |
| CONSEI Academia 4-A 4-B(1) 4-B(2) 4-B(3) 4-B(4) 4-B(5) 4-C(1) | ic and Student Affairs Resolution of Recognition – USD New Program Requests – NSU – BSEd in Social Science New Program Requests – SDSU – Minor in Commodity Risk Management New Program Requests – SDSU – Professional Program in Veterinary Medicine New Program Requests – SDSU – PhD in Mechanical Engineering New Program Requests – SDSMT – PhD in Electrical Engineering New Program Requests – SDSMT – PhD in Electrical Engineering New Certificate Requests – BHSU – Human Resources (Undergrad) New Certificate Requests – NSU – Trust and Financial | 1078; 1147-1158 1078; 1159-1166 1078; 1167-1183 1078; 1184-1201 1078; 1202-1223 1079; 1224-1231 |

| 4-C(4) | New Certificate Requests – SDSU – Academic Advising (Graduate) | 1079; 1244-1255 |
|--------|---|----------------------|
| 4-C(5) | New Certificate Requests – SDSU – Phlebotomy (Undergrad) | 1079; 1256-1261 |
| 4-C(6) | New Certificate Requests – USD – Geospatial Analysis (Undergrad) | 1079; 1262-1272 |
| 4-C(7) | New Certificate Requests – USD – Geospatial Analysis (Graduate) | 1080; 1273-1283 |
| 4-C(8) | New Certificate Requests – USD – Child & Adult Advocacy Studies (Graduate) | 1080; 1284-1313 |
| 4-D(1) | New Specializations Requests – SDSU – Food Animal Health Specialization (BS in Animal Science) | 1080; 1314-1321 |
| 4-D(2) | New Specializations Requests – SDSU – Veterinary Medicine Specialization (MS in Biological Science) | 1080; 1322-1327 |
| 4-D(3) | New Specializations Requests – USD – Mental Health (Occupational Therapy, OTD) | 1080; 1328-1332 |
| 4-D(4) | New Specializations Requests – USD – Neuroscience & Rehabilitation (Occupational Therapy, OTD) | 1080-1081; 1333-1337 |
| 4-D(5) | New Specializations Requests – USD – Pediatrics (Occupational Therapy, OTD) | 1081; 1338-1342 |
| 4-D(6) | ` ' ' | 1081; 1343-1347 |
| 4-E(1) | New Site Requests – NSU – As in Business Administration (Huron) | 1081; 1348-1356 |
| 4-E(2) | New Site Requests – SDSU – BA in Geography (online) | 1081; 1357-1363 |
| 4-E(3) | New Site Requests – SDSU – BS in Geographical Information Sciences (online) | 1081; 1364-1371 |
| 4-F(1) | Accelerated Program Requests – SDSU – Professional Program in Veterinary Medicine | 1081-1082; 1372-1374 |
| 4-F(2) | Accelerated Program Requests – USD – BS in Biology – Human Dynamics Specialization | 1082; 1375-1378 |
| 4-G | Intent to Plan Request – SDSU – MS in Professional Science Master's | 1082; 1379-1387 |
| 4-H | Site Termination Requests - SDSU | 1082; 1388-1394 |
| 4-I | Inactive Status and Program Termination Requests – BHSU, NSU, DSU, SDSU, & USD | 1082; 1395-1418 |
| 4-J | Agreements on academic Cooperation - SDSMT | 1083; 1419-1423 |
| 4-K | Articulation Agreements – SDSU | 1083; 1424-1548 |
| 4-L | Guaranteed Admission Agreement – SDSU & NSU | 1083; 1549-1554 |
| 4-M | Dual Degree Program Agreement – SDSU & Presentation College | 1083; 1555-1562 |
| 4-N | MOU – NSU & Huron Community Campus | 1083; 1563-1565 |
| 4-O | BOR Policies 2:17 and 2:18 – Honorary Degrees | 1083-1084; 1566-1574 |
| | (Second Reading) | |

| Budget a | and Finance | |
|-----------------|--|----------------------|
| 4-P | FY21 Fee M& R Projects | 1084; 1575-1576 |
| 4-Q | FY21 General Funds M&R Allocations and Projects | 1084; 1577-1580 |
| INFORM | IATION ITEMS – NO BOARD ACTION NECESSARY | 7 |
| 4-R | BOR Meeting Calendar Modification | 1084; 1581 |
| 4-S | Interim Actions | 1084; 1582-1583 |
| 4-T | Program Review Reports | 1084; 1584-1585 |
| 4-U | Capital Projects List | 1084; 1586-1590 |
| 4-V | Reduced Tuition Annual Report | 1084; 1591-1596 |
| 4-W | Building Committee Report | 1084; 1597 |
| Academ | ic and Student Affairs | |
| 5-A(1) | BOR Policy Revisions – BOR Policy 4:10 – Tenure and Continuing Appointments (First Reading) | 1085; 1598-1608 |
| 5-A(2) | BOR Policy Revisions – BOR Policy 4:11 – Rank Promotion (First Reading) | 1085-1086; 1609-1624 |
| 5-A(3) | BOR Policy Revisions – BOR Policy 4:13 – Faculty Evaluations (First Reading) | 1086; 1625-1629 |
| 5-A(4) | BOR Policy Revisions – BOR Policy 4:38 – Statement Concerning Faculty Expectations (First Reading) | 1086-1087; 1630-1639 |
| 5-B | Title IX Policy Changes | 1087-1088; 1640-1655 |
| 5-C | Program Productivity Review | 1088; 1656-1664 |
| 5-D | Center for the Prevention of Child Maltreatment Annual Report | 1088-1089; 1665-1685 |
| 5-E | Presentation on Hunt Institute Conference | 1089; 1076-1077 |
| Budget : | and Finance | |
| 6-A | Revised USD FY21 HEFF M&R Projects | 1089; 1686-1690 |
| 6-B | SDSU Barn Renovations Preliminary Facility Statement | 1090; 1691-1698 |
| 6-C(1) | BOR Policy Revisions – BOR Policy 4:1 – General Terms and Appointments (First Reading) | 1091; 1699-1707 |
| 6-C(2) | BOR Policy Revisions – BOR Policy 4:15 – Medical Leaves and Leaves of Absence (Second Reading) | 1091-1092; 1708-1719 |
| 6-C(3) | BOR Policy Revisions – BOR Policy 4:25 – Time and Leave Reporting (First and Final Reading) | 1092; 1720-1728 |
| 8. | Report and Actions of Executive Session | 1093-1094 |
| • | Secretary's Report | 1095-1097 |
| ADJOUI | RN | 1094 |

BOARD OF REGENTS MINUTES OF THE MEETING June 24, 2020

The South Dakota Board of Regents met on June 24, 2020, via teleconference, with the following members present:

John Bastian, President
Jim Morgan, Vice President
Pam Roberts, Secretary
Brock Brown, Regent
Randy Schaefer, Regent
Kevin Schieffer, Regent
Barb Stork, Regent
Jim Thares, Regent
Joan Wink, Regent

Also present during all or part of the meeting were Jay Perry, System Vice President of Academic Affairs; Nathan Lukkes, Board of Regents General Counsel; Kayla Bastian, System Director of Human Resources; Heather Forney, System Vice President of Finance & Administration; Janelle Toman, System Director of Communications; Joelle Lien, System Associate Vice President of Academic Affairs; Molly Weisgram; 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; Tim Downs, NSU President; Sheila Gestring, USD President; Claudean Hluchy, SDSBVI Interim Superintendent; Kim Wadsworth, SDSD Superintendent; and other members of the Regental system, public and media.

WEDNESDAY, JUNE 24, 2020

Regent Bastian called the meeting to order at 9:00 a.m. and declared a quorum through roll call.

He welcomed new Regent Brock Brown and invited him to make his introduction. Regent Brown said he is originally from Lake Norden and is a rising junior at South Dakota State University, where he is majoring in History with a Teaching Specialization and minoring in Political Science.

1-A Approval of the Agenda

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

ROLL CALL:

Brown – AYE

Roberts – AYE

Schaefer - AYE

Schieffer – AYE

Stork-AYE

Thares – AYE

Wink - AYE

Morgan - AYE

Bastian – AYE

Motion passed.

1-B Declaration of Conflicts

There were no declared conflicts.

1-C Approval of the Minutes – Meeting on May 21, 2020; June 3, 2020; and June 12, 2020

IT WAS MOVED by Regent Thares, seconded by Regent Schaefer, to approve the minutes of the meetings on May 21, 2020; June 3, 2020; and June 12, 2020.

ROLL CALL:

Brown - AYE

Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork - AYE

Thares – AYE

Wink - AYE

Morgan – AYE Bastian – AYE

Motion passed.

1-D Reports of Individual Regent Activities

No reports

1-E Reports of Individual Presidents and Superintendents

No reports

1-F Report from Student Federation

Student Federation Chair, Hannah Neumiller, explained that the universities each have a COVID-19 task force and student governments are participating in university campaigns encouraging safe behaviors.

1-G Appointment of the SDBOR Executive Director

IT WAS MOVED by Regent Schieffer, seconded by Regent Stork, to appoint Dr. Brian Maher as the Executive Director and Chief Executive Officer of the South Dakota Board of Regents effective July 6, 2020.

ROLL CALL:

Brown - AYE

Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork - AYE

Thares – AYE

Wink - AYE

Morgan - AYE

Bastian-AYE

Motion passed.

Dr. Maher expressed his appreciation for the appointment and welcomed Regent Brown to the Board of Regents as well. He explained that he will get started on July 6 and will be visiting the campuses and meeting with each individual regent in the coming weeks. He very much looks forward to the work ahead and feels that together we can do very good and important things for the state of South Dakota.

2. Informal Budget Hearings

2-A SDSU/CES/AES

President Barry Dunn provided a summary of the SDSU's priorities, which include remodeling of Berg Hall for the precision agriculture project, academic recovery and regeneration post COVID-19 programming, programming around extension of broadband and rural technology (SDSU Extension), and equipment for prevision ranching (SDSU Ag Experiment Station).

The regents discussed the COVID-19 recovery programming and considered whether it could be a system-wide request that could fit within the Cares Act money that was allocated to South Dakota.

2-B SDSBVI & SDSD

Interim SDSBVI Superintendent Claudean Hluchy said there are no requests from the SDSBVI at this time, but she gave some updates about the school. The school has successfully provided remote learning for its typical in-person summer programming. Although they've been successful at providing remote opportunity, she said everyone is very much looking forward to on-campus instruction in the fall. She said the students have had a very difficult year as they had a shortened on-campus fall due to the move to the new school and then shortened on-campus time this spring due to COVID. She said that a new superintendent, Dan Trefz, will begin his position on July 1.

SDSD Superintendent Kim Wadsworth said SDSD has also had an interesting year since it moved into its new location in the fall and then had to deal with early release in spring due to COVID. She noted that the school was able to pivot effectively because it had already been using some remote learning through Zoom for a few years. She said the campus and audiology clinics will be opening next week. Lastly, she noted that the school does not have a budget request for this budget cycle.

2-C USD/Law School/SSOM

President Sheila Gestring shared information about efficiency measures and other efforts implemented by USD in recent years.

She provided a summary of USD's priorities, which included a request to upgrade equipment and software in its Animal Resource Center to allow cGLP studies of candidate compounds and to acquire and validate cGMP-compliant equipment for the production of vaccines.

As for the Sanford School of Medicine's request, Dr. Mary Nettleman, dean of the medical school, explained that the medical school does not have any requests for this budget cycle. She provided an update on medical school instruction since the COVID-19 pandemic. She shared information about admittance rates, tuition, workforce contribution, board scores, and graduation rates of the medical school.

USD Law School Dean Neil Fulton shared information about the law school's increasing bar passage and explained that bar preparation will become a continuous process (i.e. includes early warning system, directing to supplemental coursework if necessary, and bolstering pre-orientation programming). He also said it is the goal of the school to populate the legal structure of South Dakota communities and, to that end, is working with the state bar for strategic planning regarding the geographic needs of graduates. He shared other opportunities they have created for their law students to get real-world experience in the legal community and legislative process.

In response to a question by Regent Morgan, Dean Fulton said the school saw a slightly lower number of applications due to COVID and that the applicants' credentials fell slightly as well. He anticipates an incrementally larger pool next school year, and he feels that USD may look more favorable to potential students because they can stay closer to home and the placement rate is so positive.

2-D SDSMT

President Jim Rankin explained the rationale for SDSMT's number one request: the mineral industries building. He described some creative funding approach for how to get this building built sooner than later. The second request was for renovation funds for the Ascent building on campus as well as possible funds to add a classified facility for additional research capabilities into the building.

2-E DSU

President José-Marie Griffiths thanked President Nettleman for her epidemiology expertise shared with the presidents as the universities have made plans for the fall in light of the COVID-19 pandemic.

She described DSU's budget proposals, which included accelerating pathways to cybersecurity careers (i.e. expand to a South Dakota Cyber Academy throughout the state) and expand DSU's capacity to supply the cyber workforce by hiring additional faculty. In both requests, the additional recruited students as a result would be anticipated to pay for the on-going expenses after two years.

In response to Regent Stork's question about technical college and industry contributions, President Griffiths said that there is proven interest from industry. Provost Moran said that DSU has done a lot of work to establish articulation agreements with the technical colleges and then it depends on instructor expertise at both the technical colleges and within the high schools.

Regent Stork said if the true need is to hire faculty to expand capacity, then we need an examination of where the additional fifty students (those needed to cover the cost of two additional faculty members) will come from.

Regent Thares said it would be helpful to find an industry partner to help fund part of this, DSU will strengthen its case.

Regent Morgan asked about competition for this kind of faculty. President Griffiths said that it would take roughly a year to hire the qualified candidates.

<u>2-F NSU</u>

President Tim Downs provided a summary of NSU's budget priorities, which included money to enhance the institution's Native American Education Center as well as the Center for Statewide E-learning to support the upgrade and expansion of its university course delivery infrastructure.

President Downs provided history on the creation of the E-Learning Center, which really serves as its own high school, co-located at NSU, aimed at providing qualified teachers for rural high schools that might not otherwise be able to attract them in certain subject areas. He stated that the E-Learning Center was a critical part of transitioning the high schools to remote learning this spring due to the pandemic.

2-G BHSU

President Laurie Nichols described the planning process involved in creating and growing the West River Health Science Center in order to meet the need of a dire workforce shortage of nurses and other healthcare providers. This includes a request of one-time dollars to help with signage, marketing and recruitment, technology infrastructure enhancements, and student support and tutoring.

In response to questions about the West River Health Science Center, President Nichols said it is anticipated to take a year and a half (i.e. three classes of nurses) to hit stride and grow to capacity.

Additionally, she described a budget request for a cohort pilot Paraeducation Program to bring the paraprofessionals on Pine Ridge and Cheyenne River Reservations. It would provide an opportunity for them to bring up their teacher credentials up. This program would build upon past programs as well as addresses some of the shortcoming of those past programs. This cohort would be completed within 2-3 years.

A copy of the Informal Budget Hearing documents can be found on pages <u>1098</u> to <u>1144</u> of the official minutes.

3. Public Comment Period

Tiffany Sanderson, Governor's Policy Advisor, shared information about the Hunt Institute Conference that she and Regent Roberts attend this winter. She said the meeting focused on how to bring education, workforce, and government together. She said the call to action in Senate Bill 55 is a good opportunity to pull these all together. She said groups involved were America Achieves, Bill and Melinda Gates, Lumina, Governor's office representatives, state departments, and several mayors from large metropolitan areas. The key take aways are connected to the Governor's vision of South Dakota being open for business and her focus on strong families and the next generation: education and workforce are the bridge to those visions. The information focused on building strong systems, making sure we have the best and brightest leading us forward, and workforce-related ideas. The thread that ties these all together are shared goals and measures, defining what we are aiming for and how are we going to measure success, and information sharing. Progress has been made because states have found ways to take massive data and take

true analysis from that data to (1) make good decisions going forward and then (2) help tell their stories. This is an opportunity to come together, refocus, and determine what's going to happen next.

Nicole Kerkenbush, chief nursing and performance officer at Monument Health, thanked President Nichols and the steering group working to create the West River Health Science Center. She said they are excited to see the efforts and quick progress made by this group. She said Monument Health are fully in support and ready to assist in any way possible.

Jennifer Anderson, SDSU Faculty Senate President, said she has received feedback from faculty members on several proposed policies. Regarding the leave policy (i.e. agenda item 6-2 *BOR Policy 4:15*), she shared a list of faculty. Kayla Bastian, System Director of Human Resources, responded to leave related to the birth of a child.

Ms. Anderson went on to express several questions regarding other policies, such as the Professor of Practice policies. Dr. Jay Perry, System Vice President of Academic Affairs, explained that the policy revisions in question are included in first readings and the feedback will be helpful in clarifying the necessary changes for the second and final readings.

CONSENT AGENDA

Regent Bastian asked Dr. Joelle Lien, System Associate Vice President of Academic Affairs, to comment on the trend concerning program proposals. Dr. Lien noted that the universities have brought forward many more new certificates, programs, and minors. In addition to these being innovative, they also are efficient in that they are leveraging their already great faculty in order to respond to workforce needs with their current resources as well as fill seats that might not have otherwise been filled.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to approve consent agenda items 4-A through 4-Q.

ROLL CALL:

Brown-AYE

Roberts – AYE

Schaefer - AYE

Schieffer – AYE

Stork-AYE

Thares – AYE

Wink - AYE

Morgan - AYE

Bastian – AYE

Motion passed.

Academic and Student Affairs

4-A Resolution and Recognition – USD

Recognize Dr. Mary Nettleman for her service to South Dakota's system of public higher education.

A copy of the Resolution and Recognition – USD can be found on pages <u>1145</u> to <u>1146</u> of the official minutes.

4-B (1) New Program Request – NSU – BSEd in Social Science

Authorize NSU to offer the BSEd in Social Science, as presented.

A copy of the New Program Request – NSU – BSEd in Social Science can be found on pages <u>1147</u> to <u>1158</u> of the official minutes.

4-B (2) New Program Request - SDSU - Minor in Commodity Risk Management

Authorize SDSU to offer a minor in Commodity Risk Management, as presented.

A copy of the New Program Request – SDSU – Minor in Commodity Risk Management can be found on pages $\underline{1159}$ to $\underline{1166}$ of the official minutes.

4-B (3) New Program Request – SDSU – Professional Program in Veterinary Medicine

Authorize SDSU to offer a non-degree Professional Program in Veterinary Medicine, as presented.

A copy of the New Program Request – SDSU – Professional Program in Veterinary Medicine can be found on pages $\underline{1167}$ to $\underline{1183}$ of the official minutes.

4-B (4) New Program Request – SDSU – PhD in Mechanical Engineering

Authorize SDSU to offer a PhD in Mechanical Engineering, as presented.

A copy of the New Program Request - SDSU - PhD in Mechanical Engineering can be found on pages $\underline{1184}$ to $\underline{1201}$ of the official minutes.

4-B (5) New Program Request – SDSMT – PhD in Electrical Engineering

Authorize SDSM&T to offer a PhD in Electrical Engineering, as presented.

A copy of the New Program Requests – SDSMT – PhD in Electrical Engineering can be found on pages <u>1202</u> to <u>1223</u> of the official minutes.

4-C (1) New Certificate Request – BHSU – Human Resources (Undergrad)

Authorize BHSU to offer the new undergraduate certificate in Human Resources, on campus (Spearfish), at BHSU-Rapid City, and online.

A copy of the New Certificate Request – BHSU – Human Resources (Undergrad) can be found on pages <u>1224</u> to <u>1231</u> of the official minutes.

4-C (2) New Certificate Request – NSU – Trust and Financial Advising (Graduate)

Authorize NSU to offer a new graduate certificate in Trust and Financial Advising, both on campus and online.

A copy of the New Certificate Request – NSU – Trust and Financial Advising (Graduate) can be found on pages <u>1237</u> to <u>1237</u> of the official minutes.

4-C (3) New Certificate Request – SDSMT – Mining 360 (Graduate)

Authorize SD Mines to offer the new graduate certificate in Mining 360, on campus and through distance delivery.

A copy of the New Certificate Request – SDSMT – Mining 360 (Graduate) can be found on pages 1238 to 1243 of the official minutes.

4-C (4) New Certificate Request – SDSU – Academic Advising (Graduate)

Authorize SDSU to offer the new graduate certificate in Academic Advising, both on its Brookings campus and at BHSU-RC.

A copy of the New Certificate Request – SDSU – Academic Advising (Graduate) can be found on pages <u>1244</u> to <u>1255</u> of the official minutes.

4-C (5) New Certificate Request – SDSU – Phlebotomy (Undergrad)

Authorize SDSU to offer the new undergraduate certificate in Phlebotomy, oncampus and through distance delivery.

A copy of the New Certificate Request – SDSU – Phlebotomy (Undergrad) can be found on pages <u>1256</u> to <u>1261</u> of the official minutes.

4-C (6) New Certificate Request – USD – Geospatial Analysis (Undergrad)

Authorize USD to offer the new undergraduate certificate in Geospatial Analysis.

A copy of the New Certificate Request – USD – Geospatial Analysis (Undergrad) can be found on pages $\underline{1262}$ to $\underline{1272}$ of the official minutes.

4-C (7) New Certificate Request – USD – Geospatial Analysis (Graduate)

Authorize USD to offer the new graduate certificate in Geospatial Analysis.

A copy of the New Certificate Request – USD – Geospatial Analysis (Graduate) can be found on pages <u>1273</u> to <u>1283</u> of the official minutes.

4-C (8) New Certificate Request – USD – Child & Adult Advocacy Studies (Graduate)

Authorize USD to offer the new graduate certificate in Child & Adult Advocacy Studies through distance delivery.

A copy of the New Certificate Request – USD – Child & Adult Advocacy Studies (Graduate) can be found on pages 1284 to 1313 of the official minutes.

4-D (1) New Specialization Request – SDSU – Food Animal Health Specialization (BS in Animal Science)

Authorize SDSU to offer Food Animal Health as a specialization in the B.S. in Animal Science, as presented.

A copy of the New Specialization Request – SDSU – Food Animal Health Specialization (BS in Animal Science) can be found on pages <u>1314</u> to <u>1321</u> of the official minutes.

4-D (2) New Specialization Request – SDSU –Veterinary Medicine Specialization (MS in Biological Sciences)

Authorize SDSU to offer Veterinary Medicine as a specialization in the M.S. in Biological Sciences, as presented.

A copy of the New Specialization Request – SDSU –Veterinary Medicine Specialization (MS in Biological Sciences) can be found on pages <u>1322</u> to <u>1327</u> of the official minutes.

4-D (3) New Specialization Request – USD – Mental Health (Occupational Therapy, OTD)

Authorize USD to offer the specialization in Mental Health in the Doctor of Occupational Therapy as presented.

A copy of the New Specialization Request – USD – Mental Health (Occupational Therapy, OTD) can be found on pages <u>1328</u> to <u>1332</u> of the official minutes.

<u>4-D (4) New Specialization Request – USD – Neuroscience & Rehabilitation (Occupational Therapy, OTD)</u>

Authorize USD to offer the specialization in Neuroscience & Rehabilitation in the Doctor of Occupational Therapy as presented.

A copy of the New Specialization Request – USD – Neuroscience & Rehabilitation (Occupational Therapy, OTD) can be found on pages <u>1333</u> to <u>1337</u> of the official minutes.

4-D (5) New Specialization Request – USD – Pediatrics (Occupational Therapy, OTD)

Authorize USD to offer the specialization in Pediatrics in the Doctor of Occupational Therapy as presented.

A copy of the New Specialization Request – USD – Pediatrics (Occupational Therapy, OTD) can be found on pages **1338** to **1342** of the official minutes.

4-D (6) New Specialization Request – USD – Rural/Underserved (Occupational Therapy, OTD)

Authorize USD to offer the specialization in Pediatrics in the Doctor of Occupational Therapy as presented.

A copy of the New Specialization Request – USD – Rural/Underserved (Occupational Therapy, OTD) can be found on pages **1343** to **1347** of the official minutes.

4-E (1) New Site Request – NSU – AS in Business Administration (Huron)

Approve NSU's new site proposal to offer the AS in Business Administration at the Huron Community Campus.

A copy of the New Site Request – NSU – AS in Business Administration (Huron) can be found on pages $\underline{1348}$ to $\underline{1356}$ of the official minutes.

4-E (2) New Site Request – SDSU – BA in Geography (online)

Approve SDSU's new site proposal to offer the BA in Geography online.

A copy of the New Site Request – SDSU – BA in Geography (online) can be found on pages $\underline{1357}$ to $\underline{1363}$ of the official minutes.

4-E (3) New Site Request – SDSU – BS in Geographical Information Sciences (online)

Approve SDSU's new site proposal to offer the BS in Geographic Information Sciences online.

A copy of the New Site Request – SDSU – BS in Geographical Information Sciences (online) can be found on pages <u>1364</u> to <u>1371</u> of the official minutes.

<u>4-F (1) Accelerated Program Request - SDSU - Professional Program in Veterinary Medicine</u>

Approve SDSU's proposal to offer an accelerated Bachelor of Science (BS) in Animal Science – Food Animal Health Specialization.

A copy of the SDSU's Accelerated Program Request can be found on pages <u>1372</u> to <u>1374</u> of the official minutes.

<u>4-F (2) Accelerated Program Request – USD – BS in Biology – Human Dynamics Specialization</u>

Approve USD's proposal to offer an accelerated Bachelor of Science (BS) in Biology – Human Dynamics Specialization.

A copy of the USD's Accelerated Program Request can be found on pages <u>1375</u> to <u>1378</u> of the official minutes.

4-G Intent to Plan Request – SDSU – MS in Professional Science Master's

Authorize SDSU to develop a program proposal for a Professional Science Master's, as presented.

A copy of the Intent to Plan Request – SDSU – MS in Professional Science Master's can be found on pages 1379 to 1387 of the official minutes.

4-H Site Termination Requests – SDSU

Approve SDSU's requests to terminate the CCSF delivery sites for their AA in General Studies, BGS in General Studies, and BS in Interdisciplinary Studies programs, as presented.

A copy of SDSU's Site Termination Requests can be found on pages <u>1388</u> to <u>1394</u> of the official minutes.

4-I Inactive Status and Program Termination Requests – BHSU, NSU, DSU, SDSU, & USD

Approve BHSU, DSU, NSU, SDSU, and USD's respective requests to terminate the Digital Humanities Graduate Certificate (DSU), Curriculum & Instruction (M.Ed.) – Career & Technical Education Specialization (SDSU), Curriculum & Instruction (M.Ed.) (SDSU), Educational Administration (M.Ed.) (SDSU), Nutrition & Exercise Science (M.S.) (SDSU), Nursing (M.S.) (SDSU), Wildlife and Fisheries Sciences (M.S.) (SDSU), Experiential Learning Certificate (SDSU), Inclusion and Equity Minor (SDSU), Peace and Conflict Studies Minor (SDSU), and M.Ed. in Principal Preparation (BHSU, NSU, SDSU, USD) programs; and inactivate the MS in Sociology (SDSU), PhD in Sociology (SDSU), BSEd in Physical Education (USD), Latin Minor (USD), and PhD in Biological Sciences – Bioinformatics Specialization (USD) programs, as presented.

A copy of the Inactive Status and Program Termination Requests – BHSU, NSU, DSU, & USD can be found on pages <u>1395</u> to <u>1418</u> of the official minutes.

4-J Agreement on Academic Cooperation – SDSMT

Approve the South Dakota School of Mines and Technology's agreement on academic cooperation with Escuela Técnica Superior de Ingenieros de Minas y Energía (Universidad Politécnica de Madrid).

A copy of the Agreement on Academic Cooperation – SDSMT can be found on pages <u>1419</u> to <u>1423</u> of the official minutes.

4-K Articulation Agreements – SDSU

Approve South Dakota State University's articulation agreements with Lake Area Technical Institute and Southeast Community College, as presented.

A copy of SDSU's Articulation Agreements can be found on pages <u>1424</u> to <u>1548</u> of the official minutes.

4-L Guaranteed Admission Agreement – SDSU & NSU

Approve the Guaranteed Admission Agreement between South Dakota State University and Northern State University, as presented.

A copy of Guaranteed Admission Agreement – SDSU & NSU can be found on pages <u>1549</u> to <u>1554</u> of the official minutes.

4-M Dual Degree Program Agreement – SDSU & Presentation College

Approve South Dakota State University's dual program agreement with Presentation College, as presented.

A copy of Dual Degree Program Agreement – SDSU & Presentation College can be found on pages <u>1555</u> to <u>1562</u> of the official minutes.

4-N MOU Amendment – NSU and Huron Community Campus

Approve the Memorandum of Understanding Amendment between Northern State University and Huron Community Campus, as presented.

A copy of the MOU Amendment – NSU & Huron Community Campus can be found on pages <u>1563</u> to <u>1565</u> of the official minutes.

4-O BOR Policies 2:17 and 2:18 – Honorary Doctorate Degrees (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 2:17 and BOR Policy 2:18, as presented in Attachments I and II.

A copy of BOR Policies 2:17 and 2:18 can be found on pages <u>1566</u> to <u>1574</u> of the official minutes.

Budget and Finance

4-P FY21 Fee & M&R Projects

Approve the M&R Fee requested projects for FY21 as listed in Attachment I.

A copy of the FY21 Fee & M&R Projects can be found on pages <u>1575</u> to <u>1576</u> of the official minutes.

4-Q FY21 General Funds M&R Allocations and Projects

Approve the General Fund M&R requested projects for FY21 as listed in Attachment I.

A copy of the FY21 General Funds M&R Allocations and Projects can be found on pages <u>1577</u> to <u>1580</u> of the official minutes.

<u>Informational Items - No Board Action Necessary</u>

4-R BOR Meeting Calendar

A copy of the BOR Meeting Calendar can be found on page 1581 of the official minutes.

4-S Interim Actions

A copy of the Interim Actions can be found on pages <u>1582</u> to <u>1583</u> of the official minutes.

4-T Program Review Reports

A copy of the Program Review Reports can be found on pages <u>1584</u> to <u>1585</u> of the official minutes.

4-U Capital Projects List

A copy of the Capital Projects List can be found on pages <u>1586</u> to <u>1590</u> of the official minutes.

4-V Reduced Tuition Annual Report

A copy of the Reduced Tuition Annual Report can be found on pages <u>1591</u> to <u>1596</u> of the official minutes.

4-W Building Committee Report

A copy of the Building Committee Report can be found on page 1597 of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

5-A (1) BOR Policy Revisions – BOR Policy 4:10 – Tenure and Continuing Appointments (First Reading)

Dr. Jay Perry, System Vice President for Academic Affairs, explained that as a result of the elimination of collective bargaining after the passage of Senate Bill 147 during the 2020 Legislative Session, BOR Policy 4:10 is being revised to reflect changes needed once the university faculty collective bargaining agreement with the Council of Higher Education expires at the end of June. The proposed revisions are detailed in Attachment I of the item.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to approve the first reading of the proposed revisions to BOR Policy 4:10, as presented in Attachment I of the agenda item.

ROLL CALL:

Brown – AYE

Roberts – AYE

Schaefer - AYE

Schieffer – AYE

Stork - AYE

Thares – AYE

Wink - AYE

Morgan – AYE

Bastian – AYE

Motion passed.

A copy of the revisions to BOR Policy 4:10 – Tenure and Continuing Appointments (First Reading) can be found on pages $\underline{1598}$ to $\underline{1608}$ of the official minutes.

5-A (2) BOR Policy Revisions – BOR Policy 4:11 – Rank and Promotion (First Reading)

As a result of the elimination of collective bargaining after the passage of Senate Bill 147 during the 2020 Legislative Session, BOR Policy 4:11 is being revised to reflect changes needed once the university faculty collective bargaining agreement with the Council of Higher Education expires at the end of June. The proposed revisions are detailed in Attachment I of the item.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to approve the first reading of the proposed revisions to BOR Policy 4:11, as presented in Attachment I of the agenda item.

ROLL CALL:

Brown - AYE

Roberts – AYE

Schaefer - AYE

Schieffer – AYE Stork – AYE Thares – AYE Wink – AYE Morgan – AYE Bastian – AYE

Motion passed.

A copy of the revisions to BOR Policy 4:11 - Rank and Promotion (First Reading) can be found on pages $\underline{1609}$ to $\underline{1624}$ of the official minutes.

5-A (3) BOR Policy Revisions – BOR Policy 4:13 – Faculty Evaluations (First Reading)

As a result of the elimination of collective bargaining after the passage of Senate Bill 147 during the 2020 Legislative Session, BOR Policy 4:13 is being revised to reflect changes needed once the university faculty collective bargaining agreement with the Council of Higher Education expires at the end of June. The proposed revisions are detailed in Attachment I of the item.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to approve the first reading of the proposed revisions to BOR Policy 4:13, as presented in Attachment I of the agenda item.

ROLL CALL:

Brown – AYE Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork – AYE

Thares – AYE

Wink - AYE

Morgan – AYE

Bastian – AYE

Motion passed.

A copy of the revisions to BOR Policy 4:13 – Faculty Evaluations (First Reading) can be found on pages <u>1625</u> to <u>1629</u> of the official minutes.

<u>5-A (4) BOR Policy Revisions – BOR Policy 4:38 – Statement Concerning Faculty Expectations (First Reading)</u>

As a result of the elimination of collective bargaining after the passage of Senate Bill 147 during the 2020 Legislative Session, BOR Policy 4:38 is being revised to reflect changes needed once the university faculty collective bargaining agreement with the Council of Higher Education expires at the end of June. The proposed revisions are detailed in Attachment I of the item.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to approve the first reading of the proposed revisions to BOR Policy 4:38, as presented in Attachment I of the agenda item.

ROLL CALL:

Brown – AYE Roberts – AYE Schaefer – AYE Schieffer – AYE Stork – AYE Thares – AYE Wink – AYE Morgan – AYE Bastian – AYE

Motion passed.

A copy of the revisions to BOR Policy 4:38 – Statement Concerning Faculty Expectations (First Reading) can be found on pages **1630** to **1639** of the official minutes.

5-B Title IX Regulation Changes & Draft Board Policy

Nathan Lukkes, Board of Regents General Counsel, stated that on May 6, 2020, the Department of Education issued the long awaited final Title IX rules, which are set to go into effect on August 14, 2020. He said the final rules require an abundance of changes to BOR Policy, the most notable of which are revisions to the Title IX procedures currently covered by BOR Policies 3:4 and 1:18.

He provided an overview of the substantive changes, required by the final Title IX rules and explained that given the magnitude of the changes, adjusting the framework within the existing policies would prove problematic given the inter-related nature of the relevant policies with other content, which is subject to differing processes.

Consequently, he said the rough policy draft set forth in Attachment I represents a standalone policy that would be applicable to all Title IX matters falling under the new rules. Once the substance of that policy is solidified, the adjustments to BOR Policies 3:4 and 1:18 will be addressed accordingly, with the final package coming back to the Board for final approval in August.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to approve the first reading of the new Sexual Harassment policy set forth in Attachment I of the agenda item.

ROLL CALL:

Brown – AYE Roberts – AYE Schaefer – AYE Schieffer – AYE Stork – AYE Thares – AYE Wink – AYE Morgan – AYE Bastian – AYE

Motion passed.

A copy of the Title IX Regulation Changes Item & Draft Board Policy can be found on pages <u>1640</u> to <u>1655</u> of the official minutes.

5-C Program Productivity Review

Dr. Jay Perry, System Vice President for Academic Affairs, explained that Attachment I of the agenda item provides the list of those programs for FY19 that have fallen below the program productivity review thresholds that were set by the Board. Earlier this month, the Board's Committee on Academic and Student Affairs reviewed more detailed institutional recommendations, and the Committee has requested that each institution provide additional financial information for each program requesting Board approval of a continuation plan. This item along with the additional information requested will be brought back to the Board in August for formal review and action.

While examples were shared as to why some under-enrolled programs should remain, regents urged the universities to provide better justification for these in the review process going forward because those that have good reason to remain need to be separated from those that are draining the system.

A copy of the Program Productivity Review can be found on pages <u>1656</u> to <u>1664</u> of the official minutes.

5-D Center for the Prevention of Child Maltreatment Annual Report

Dr. Jay Perry, System Vice President for Academic Affairs, explained that 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.

Carrie Sanderson, Director for the Center for the Prevention of Child Maltreatment, provided a summary of the activities that have occurred through the Center through 2019.

A copy of the Center for the Prevention of Child Maltreatment Annual Report can be found on pages <u>1665</u> to <u>1685</u> of the official minutes.

5-E Presentation on Hunt Institute Conference

Tiffany Sanderson, Policy Advisor to the Governor, shared this information during the public comment period of the agenda.

BUDGET AND FINANCE

6-A Revised USD FY21 HEFF M&R Projects

Adam Rosheim, USD's Vice President of Finance & Administration, explained that USD is seeking approval to update its FY21 list of M&R HEFF funded projects from the list submitted and approved at the December 2019 BOR meeting. He stated that the total HEFF allocation amount for USD has not changed from the December approval.

With the approval of Senate Bill 40 during the 2020 Legislative session, a portion of the HEFF M&R funds are needed to cover the M&R bond payment for the USD Health Sciences facility. In addition, a change in the M&R fund source designated to pay the remaining portion of the DakotaDome Renovation is necessary. At the time of the FY21 HEFF M&R submission, the remaining allocation amount for the DakotaDome Renovation project was tentatively included using funds from the FY21 General M&R project list. House Bill 1060 approved during the 2018 Legislative session granted expenditure authority from the Higher Education Facilities Fund (HEFF). For this reason, USD is submitting a revised list of projects to be funded from the FY21 HEFF M&R funds.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the revised FY21 HEFF M&R project list for USD as shown in Attachment II of the agenda item.

ROLL CALL:

Brown - AYE

Roberts – AYE

Schaefer – AYE

Schieffer - AYE

Stork - AYE

Thares - AYE

Wink - AYE

Morgan - AYE

Bastian - AYE

Motion passed.

A copy of Revised USD FY21 HEFF M&R Projects can be found on pages <u>1686</u> to <u>1690</u> of the official minutes.

6-B SDSU Barn Renovations Preliminary Facility Statement

Dean Kattelmann, SDSU's Associate Vice President of Facilities & Services, explained that SDSU requests approval of this Preliminary Facility Statement (PFS) to complete planning and construction of future renovations of The Barn. He said SDSU requests that this project replace the Visual Arts Project in the Board of Regents 2012 Capital Project Plan.

Assuming reuse of the Barn, this project would reallocate existing space within the facility that is currently unoccupied. Space occupied by Health & Nutritional Sciences and Extension Services would be vacated. Health & Nutritional Sciences and associated Extension Services would be consolidated into Wagner Hall and backfill space currently occupied by the Interior Design program. Vacated space in McFadden Biostress would be repurposed to accommodate space needs within the Plant Science, Biology & Microbiology, and Natural Resource Management Departments. The vacated First Year Studio space would be returned to general university storage space. Program requirements moved out of Grove Hall would alleviate existing overcrowding in the building.

He said the full project costs have been estimated at \$10-\$15M. The project would be funded with a combination of HEFF, other funds, and private donations. There is \$7.5 million in bonded HEFF funds that would become available in FY26 or FY27 when bonds are issued. The university requests the funding be redirected from the previously identified SDSU Visual Arts Project identified in the 2012 BOR Capital Project Plan to The Barn Renovation project.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve SDSU's Preliminary Facility Statement for the renovation of The Barn at an estimated cost of \$10-\$15M.

ROLL CALL:

Brown - AYE

Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork – AYE

Thares – AYE

Wink - AYE

Morgan - AYE

Bastian - AYE

Motion passed.

A copy of SDSU Barn Renovations Preliminary Facility Statement can be found on pages <u>1691</u> to <u>1698</u> of the official minutes.

6-C (1) BOR Policy Revisions – BOR Policy 4:1 – General Terms and Appointments (First Reading)

Kayla Bastian, Director of Human Resources, explained that due to the elimination of collective bargaining for university faculty, effective July 1, 2020, there are certain elements of the COHE agreement that now need to be implemented into BOR policy. She provided an overview of the substantive changes included in the proposed policy revisions that now address faculty contracts, whereas previously they were addressed in the COHE agreement.

IT WAS MOVED by Regent Roberts, seconded by Regent Stork, to approve the first reading of the proposed revisions to BOR Policy 4:1.

ROLL CALL:

Brown-AYE

Roberts – AYE

Schaefer - AYE

Schieffer – AYE

Stork - AYE

Thares – AYE

Wink - AYE

Morgan – AYE

Bastian-AYE

Motion passed.

A copy of BOR Policy Revisions – BOR Policy 4:1 – General Terms and Appointments can be found on pages <u>1699</u> to <u>1707</u> of the official minutes.

6-C (2) BOR Policy Revisions – BOR Policy 4:15 – Medical Leaves and Leaves of Absence (Second Reading)

Kayla Bastian, Director of Human Resources, explained that BOR Policy 4:15 is being revised to align with the Family and Medical Leave Act (FMLA), SD Codified Law (SDCL), and SD Administrative Rules (ARSD) changes related to a new paid family leave administrative rule that will take effect on July 1, 2020. In addition, there were changes made to add clarification and remove unnecessary language. The only revisions made to this policy since the December 2019 meeting are to address the new paid family leave which were approved by the Interim Rules Review Committee on June 9, 2020. She provided an overview of the substantive proposed revisions.

IT WAS MOVED by Regent Roberts, seconded by Regent Stork, to approve the second and final reading of the proposed revisions to BOR Policy 4:15, to be effective June 22, 2020, as outlined in Attachment I of the agenda item.

ROLL CALL:

Brown - AYE

Roberts-AYE

Schaefer - AYE

Schieffer – AYE

Stork - AYE

Thares-AYE

Wink - AYE

Morgan – AYE

Bastian – AYE

Motion passed.

A copy of BOR Policy Revisions – BOR Policy 4:15 – Medical Leaves and Leaves of Absence (Second Reading) can be found on pages <u>1708</u> to <u>1719</u> of the official minutes.

6-C (3) BOR Policy Revisions – BOR Policy 4:25 – Time and Leave Reporting (First and Final Reading)

Kayla Bastian, Director of Human Resources, explained that BOR Policy 4:25 is being revised to align with newly adopted Administrative Rules (ARSD) and SD Codified Law (SDCL) changes that were passed during the 2020 legislative session that become effective for Fiscal Year 2021. In addition, the policy was updated to clarify how administrative leave is authorized and paid. She noted that there were no other changes to the policy except to remove the references to personal leave and replace with the appropriate new leave types.

IT WAS MOVED by Regent Roberts, seconded by Regent Stork, 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 4:25, effective June 22, 2020, as outlined in Attachment I of the agenda item.

ROLL CALL:

Brown - AYE

Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork - AYE

Thares – AYE

Wink - AYE

Morgan – AYE

Bastian-AYE

Motion passed.

A copy of BOR Policy Revisions – BOR Policy 4:25 – Time and Leave Reporting (First and Final Reading) can be found on pages <u>1720</u> to <u>1728</u> of the official minutes.

Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Roberts, seconded by Regent Brown, that the Board dissolve into executive session at 3:00 p.m. on Wednesday, June 24, 2020, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, marketing or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business, and to consult with legal counsel; that it rise from executive session at 4:30 p.m. to report its deliberations while in executive session.

ROLL CALL:

Brown – AYE Roberts – AYE Schaefer – AYE Schieffer – AYE Stork – AYE Thares – AYE Wink – AYE Morgan – AYE Bastian – AYE

Motion passed.

The Board dissolved into Executive Session at 3:00 p.m.

The Board reconvened in Public Session at 5:30 p.m.

8-A Report and Actions of Executive Session

Regent Roberts explained that the Board dissolved into executive session at 3:00 p.m. on Wednesday, June 24th, 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 5:30 p.m. when the Board reconvened to resume the regular order of business.

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

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, 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.

ROLL CALL:

Brown - AYE

Roberts – AYE

Schaefer – ABSENT

Schieffer – AYE

Stork-AYE

Thares - AYE

Wink-AYE

Morgan - AYE

Bastian - AYE

Motion passed.

The Secretary's Report can be found on pages <u>1095</u> to <u>1097</u> of the official minutes.

ADJOURMENT

IT WAS MOVED by Regent Morgan, seconded by Regent Wink, to adjourn the meeting.

ROLL CALL:

Brown-AYE

Roberts - AYE

Schaefer – ABSENT

Schieffer – AYE

Stork-AYE

Thares - AYE

Wink - AYE

Morgan-AYE

Bastian-AYE

Motion passed.

The meeting adjourned at 5:35 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 <u>Wednesday</u>, <u>June 24, 2020</u>, in accordance with SDCL 1-25-2 to discuss matters authorized therein. Following executive session, the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL 1-25-2, but no official action on them is being proposed at this time.

Recommended Actions:

- 7-E Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.
- 7-G(1) Approve the salary adjustments and appointments as outlined in Attachment I.
- 7-G (2) Accept the System Scholarship Committee's recommended recipients and alternates for the 2020-21 Fowler, Bjugstad, and Scarborough scholarships.
- 7-G (3) Award two (2) years of prior service credit toward tenure and two (2) years of prior service credit toward promotion for Nicholas Drummond (BHSU); and award one (1) year of prior service credit toward tenure and one (1) year of prior service credit toward promotion for Anthony Krus (USD).
- 7-G (4) Accept the findings, conclusions, and order set forth in the proposed decision of the Office of Hearing Examiners, issue the Final Decision of the Board, and direct the General Counsel to proceed with noticing and/or taking any action necessary and appropriate to effectuate the same.

| NORTHERN STATE UNIVERSITY | | | | | | | |
|---------------------------|------------|-----------------------|-------------------|-------------|-------------|------------|------|
| | | | | | Previous | | |
| Name | Title | Effective Date | Job Change Reason | Salary | Salary | % Increase | |
| Jodi Casanova | Deputy CIO | 3/22/2020 | Reclassification | \$90,030.00 | \$82,131.00 | | 9.6% |

CAMPUS JUSTIFICATION: Reclassified as the Deputy CIO to assist our CIO with the daily management of the Net Services department. Jodi took on the management of an additional department within net services. She has also increased responsibility for security of all NSU computer systems.

| | SD SCHOOL OF MINES & TECHNOLOGY | | | | | | |
|----------------|---------------------------------|-----------------------|-------------------|-------------|-------------|------------|-------|
| | | | | | Previous | | |
| Name | Title | Effective Date | Job Change Reason | Salary | Salary | % Increase | |
| Douglas Parrow | Chief of CP & Dir Cmps Safety | 3/22/2020 | Reclassification | \$60,000.00 | \$47,729.00 | | 25.7% |
| Douglas Parrow | Chief of CP & Dir Cmps Safety | 3/22/2020 | 8 | · | \$47,729.00 | | |

CAMPUS JUSTIFICATION: Position reclassified as Chief of Public Safety. This is the result of planned transition of our safety officers to law enforcement officers. Doug is the first employee that has been reclassified to law enforcement thus far. Doug's increase and reclassification is in line with other SDBOR and market salary data.

| SOUTH DAKOTA STATE UNIVERSITY | | | | | | | |
|-------------------------------|-------------------------------------|-----------------------|-------------------------------------|----------------|---------------|------------|---------|
| | | | | | Previous | | |
| Name | Title | Effective Date | Job Change Reason | Salary | Salary | % Increase | |
| David Clay | Distinguished Professor | 3/22/2020 | Sal Adj-Unusual Circumstance | \$124,910.00 | \$114,910.00 | | 8.7% |
| CAMPUS JUSTII | FICATION: Increase was provided for | or retention purpo | oses. | | | | |
| ~ . ~ . | | 1/22/222 | | | | ı | 1.5.507 |
| Seth Conley | Coordinator-Sioux Falls Recrui | 4/22/2020 | Reclassification | \$45,000.00 | \$38,598.00 | | 16.6% |
| CAMPUS JUSTII | FICATION: Position was reclassified | to a new pay gra | ade and an internal equity adjustme | ent was provid | ed. | | |
| | | | | 1 | | | |
| Donna Dunn | Prof l Acad Adv & Curiclm Mngr | 4/22/2020 | Change Salary Rate/Pay Grade | \$51,348.00 | \$46,848.00 | | 9.6% |
| CAMPUS JUSTIE | FICATION: Position has taken on per | rmanent addition | al duties and was reclassified into | a higher pay g | rade. | | |
| | I | 1/22/2020 | | T #54.506.55 | D 40 50 6 2 5 | 1 | 10.00/ |
| Janine Haaland | Associate Registrar | | Reclassification | \$54,536.55 | \$49,586.25 | | 10.0% |
| CAMPUS JUSTII | FICATION: Position was reclassified | from a CSA pos | ition to NFE. | | | | |
| Hanna Holmquist | Advisor/Coordinator Student Sv | 4/22/2020 | Change Salary Rate/Pay Grade | \$51,373.00 | \$48,465.00 | | 6.0% |
| CAMPUS JUSTII | FICATION: Internal equity adjustmen | nt. | | | | | |
| Brock Thompson | Head Coach-Women's Soccer | 3/22/2020 | Change Salary Rate/Pay Grade | \$75,000.00 | \$65,000.00 | | 15.4% |
| CAMPUS JUSTIF | FICATION: Increase was provided for | r retention purpo | oses. | | | | |

| Holly Buetler | Financial & Data Specialist | 3/22/2020 | Permanent Additional Duties | \$73,810.00 | \$67,100.00 | 10.0% | |
|--|-----------------------------|-----------|-----------------------------|-------------|-------------|-------|--|
| CAMPUS JUSTIFICATION: Increase was provided for permanent additional duties. | | | | | | | |

| | | | | | Previous | | |
|---|------------------------------|-----------------------|-----------------------------|-------------|-------------|------------|-------|
| Name | Title | Effective Date | Job Change Reason | Salary | Salary | % Increase | |
| Hailie Warren | Public Relations Officer | 4/22/2020 | Permanent Additional Duties | \$75,000.00 | \$65,000.00 | | 15.4% |
| CAMPUS JUSTIFICATION: Restructuring of position resulting in additional duties. | | | | | | | |
| Wenzhao Wei | Research Assistant Professor | 4/22/2020 | Change in Appointment Type | \$51,584.00 | \$46,637.85 | | 10.6% |

SOUTH DAKOTA BOARD OF REGENTS

FY22 Informal Budget Hearings

AGENDA ITEM: 2 DATE: June 24, 2020

SUBJECT

FY22 Institutional Budget Priorities

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 4-7-7 – Annual Budget Estimates Submitted by Budget Unit

BACKGROUND/DISCUSSION

Each institution will individually present their two 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 FY22 budget request that will be approved at a special July Board meeting.

| FY22 Informal Budget Hearings | Wednesday, June 24, 2020 |
|-------------------------------|--------------------------|
| SDSU/CES/AES | 9:15 - 10:00 am |
| SDSBVI & SDSD | 10:00 – 10:20 am |
| Break | 10:20 – 10:30 am |
| USD/Law School/SSOM | 10:30 am – 11:15 am |
| SDSM&T | 11:15 am – 11:35 am |
| DSU | 11:35 am – 11:55 am |
| Lunch | 11:55 am – 1:00 pm |
| NSU | 1:00 – 1:20 pm |
| BHSU | 1:20 – 1:40 pm |

ATTACHMENTS

Attachment I – FY22 Institution Informal Budget Briefing Attachment II – FY22 Institution Budget Priorities Summary



SOUTH DAKOTA STATE UNIVERSITY

FY22 Informal Budget Request Narrative

South Dakota State University South Dakota Board of Regents June 10, 2020

The submission for the FY22 Informal Budget discussion includes priorities in the areas of research, student success, rural prosperity and workforce development.

RESEARCH INVESTMENT | PRIORITY #1

PRECISION AGRICULTURE - BERG AGRICULTURAL HALL REMODEL

One-time funds \$2,000,000

As the nation's first university to offer both a major and minor in precision agriculture, South Dakota State University leads the way in the field. This expertise and experience help South Dakota industries lead the way in the use of precision technology and data.

SDSU graduates will be the leading innovators for optimizing production across highly variable lands. The request is for \$2 million toward completing funding to renovate Berg Agricultural Hall in conjunction with construction of the Raven Precision Agriculture Center.

Berg Agricultural Hall dates from 1953. Its advanced age presents challenges for employee environmental health and safety, research integrity and overall productivity. Completing the remodel will strongly position SDSU to continue growing its leadership position in precision agriculture research and innovation.

Total project cost for the renovation of Berg Agricultural Hall is \$10.5 million.

- SDSU has identified \$6.5 million in M&R to the Berg Agricultural Hall capital project.
- · Philanthropic fundraising has raised \$2 million toward completion of this project.
- This request seeks \$2 million of one-time state general funds toward completing the project funding.



STUDENT SUCCESS | PRIORITY #2

JACKS ON TRACK - ACADEMIC RECOVERY & REGENERATION POST COVID-19

One-time funds \$380,940

COVID-19 has disrupted life and learning in South Dakota on multiple levels and continues to do. It is unknown how many students were 'lost' during the initial stay-at-home period, meaning they were out of contact with their school or university. The Sioux Falls school district estimates this was the case for approximately 13% of its students during spring 2020 and more cases are assumed throughout the state. Students are experiencing many issues that impact their preparation for higher education and their ability to join the workforce.

To combat this disruption, South Dakota State University, in partnership with the state's K-12 education system, proposes the Jacks on Track program. JOT will help high school and college students overcome losses in learning that occurred during the pandemic and provide an avenue for addressing the personal and social concerns that also impact their career development. At the same time, the program enhances the learning and educational experiences of graduate and preprofessional students who are preparing for life and careers in a changed world. They will gain expertise in developing relationships and creating teaching/learning environments in a culture that requires both high-tech and high touch.

Recent reports indicate the 'COVID Slide' could result in students returning to school in fall 2020 with only 70% of expected learning gains in reading, and an even larger disruption in mathematics gains, with predictions of only 50% in expected learning (NWEA, April 21, 2020). Even before COVID-19, 30-40% of South Dakota college students needed remediation in mathematics and/or English.

High school students will begin the Jacks on Track program during the spring semester of their senior year. They will complete a hybrid model summer academy and receive support services throughout their freshman year and beyond, as necessary. Concurrently, second-semester college freshmen may also be referred to JOT by their academic advisors or faculty. All students identified to participate in JOT will complete two brief assessments: School Motivation and Learning Strategies Inventory and the Self-Directed Search. The first assessment will help identify strengths and weaknesses in learning styles and abilities as well as emotional preparation and commitment to learning. The second is a classic instrument designed to help students align their career interests and aptitudes. These assessments as well as math and reading scores will help place students in the LeaP program or Well-being Academy, or both.





JOT LeaP (Learning Partnerships) Program for Math and Reading

- Undergraduate and graduate students will serve as mentors/tutors in small group or one-on-one meetings.
- The focus will be on the science of learning, study skills, motivation and resilience.
- The ALEKS PPL will be used for math placement and assessment. LeaP Math will begin during spring semester of the senior year in high school and continue through the summer and college freshman year.
- · LeaP Reading will begin during summer at New Student Orientation and continue through the freshman year.
- Behavioral coaching with LeaP students may continue through years two and three.

JOT Well-being Academy

- · Graduate students in CHRD coach JOT students in one-on-one and in small groups.
- The focus of coaching appointments will be on well-being, resiliency and student development, including academic, personal/ social and career development.
- CHRD coaches will serve as referral sources for the University Counseling Center if undergraduates need more comprehensive mental health services.
- Coaching will follow a motivational interviewing model, where the focus is on eliciting behavior change and increasing motivation by reviewing and resolving contradictory thoughts and ideas.

What is the Financial Structure of this Future Budget Item?

The following one-time expenditures allow the Jacks on Track program to start and provide support for academic recovery and regeneration post-COVID-19:

| Item | Approximate Cost |
|--|---------------------|
| 3 M.S. graduate assistants, 12-month, 49% time | \$90,000 |
| 4 CHRD GAs, 9-month, 49% time | \$96,608 |
| 3,000 ULA hours at \$15/hour (math) | \$45,000 |
| Student teacher stipends 45@\$1,000 | \$45,000 |
| 1 Ph.D. GA academic year coordinator (math) | \$25,000 |
| Faculty summer coordinator, 15 weeks at 50% (math) | \$10,000 |
| Faculty time to coordinate with course and programs (math) | \$10,000 |
| Data management and analysis (M.S. GA and faculty lead) | \$15,000 |
| ALEKS PPL at \$40/student | \$5,000 |
| External funding for READ 201 (1credit) & 202 (1 credit) (allows students to take courses for \$40/credit) | \$4,550 |
| Faculty time to coordinate with course and programs (CHRD) | \$15,000 |
| Motivational interviewing training | \$10,000 |
| Assessment materials (SMALSI & SDS) | \$9,782 |
| Total | \$380,940 |

SDSU EXTENSION | PRIORITY #3

RURAL PROSPERITY AND WORKFORCE DEVELOPMENT

One-time funds \$100,000

While explaining the Connect South Dakota Initiative to expand broadband connectivity infrastructure in the state, Gov. Kristi Noem said the internet holds the potential to connect South Dakotans to their neighbors locally and to their businesses globally. In 2017, the USDA Task Force on Agriculture and Rural Prosperity highlighted e-Connectivity as the first of five key indicators of rural prosperity. The report states:

e-Connectivity for Rural America: In today's information-driven global economy, e-connectivity is not simply an amenity—it has become essential. E-connectivity, or electronic connectivity, is more than just connecting households, schools and health care centers to each other as well as the rest of the world through high-speed internet. It is also a tool that enables increased productivity for farms, factories, forests, mining and small businesses. E-connectivity is fundamental for economic development, innovation, advancements in technology, workforce readiness and an improved quality of life. Reliable and affordable high-speed internet connectivity will transform rural America as a key catalyst for prosperity. (https://www.usda.gov/sites/default/files/documents/rural-prosperity-report.pdf)

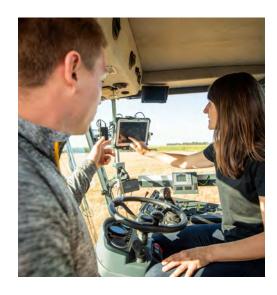
During the 2019 South Dakota Legislative Session, Gov. Noem highlighted her intent to expand broadband access to rural sectors of South Dakota, a critical need to support workforce development and economic prosperity for rural areas of the state.

While the installation of broadband technology infrastructure to rural places across South Dakota is a challenge, the ability to understand and use the technology in strategic ways is another. In anticipation, SDSU Extension proposes the Extension Broadband and Rural Technology program. This program will educate rural communities and its citizens about e-connectivity while providing innovative strategies for engaging the technology to build rural capacity. This program emphasizes workforce development and the engagement of broadband technologies through a remote work certification program entitled the Rural Online Initiative. Training modules lead to either a master remote work professional (employee) certificate or a master remote work leader (employer) certificate.

This one-time funding request would be used to establish the training modules and certification program and then train identified SDSU Extension personnel in the program. These staff members will then deliver the program across South Dakota.

ONE-TIME FUND UTILIZATION:

Program development: \$70,000
Training & travel expenses: \$15,000
Curriculum supplies: \$15,000
Total: \$100,000





SDSU AGRICULTURE EXPERIMENT STATION | Priority #4

PRECISION RANCHING

One-time funds \$453,200

South Dakota State University is positioned to be a global leader in precision ranching by developing grazing technologies while adding value and improving work-life balance for South Dakota's 12,000 beef producers. SDSU will create techniques that will fine-tune the role of beef cattle in a natural range ecosystem.

The South Dakota Agricultural Experiment Station will lead research and technology development to help measure cattle nutrient intake on an individual animal basis, monitor greenhouse gas emissions and remotely monitor and predict forage quantity and quality. Precision ranching research can help augment range beef cattle production through improving efficiency, welfare and range management, while providing ecosystem benefits and enhancing ranch sustainability.

Proposal:

The SDSU Precision Ranching Initiative would integrate technology into the SDSU Cottonwood Field Station to serve as a hub for precision ranching research. It will use precision livestock technologies such as monitoring devices to measure animal intake and movement, virtual fencing to better enable rotational grazing strategies, and drones to help manage forage quality. Mobile technologies would enable integration of precision ranching methods at additional sites, such as the West River Research Farm near Sturgis, for added livestock cover crop grazing work. The Cottonwood Field Station is the home to a long-term grazing trial in which pastures have historically been maintained at low-density stocking rates, average-density stocking rates and high-density stocking rates. The Cottonwood Field Station, with 80 years

| Equipment | Cost |
|---|-----------|
| Virtual fencing | \$65,000 |
| Animal intake monitoring systems | \$222,000 |
| Methane and carbon dioxide measuring systems | \$165,000 |
| Range/forage condition monitoring drone equipment | \$1,200 |
| Total | \$453,200 |

of recorded pasture stocking density data, provides comparisons related to a changing environment that has seen drought, flooding and rising ambient temperatures. Given the increasingly changing environmental conditions in the Northern Great Plains, SDSU is positioned to be at the forefront of precision ranching by generating new knowledge and enabling producers and landowners to nimbly respond and adapt to changing conditions.

In addition to supporting South Dakota beef producers, the investment in precision livestock technology would enhance the existing curriculum and experiences for SDSU undergraduates in the precision agriculture program, and create a new niche for students interested in pursuing careers in the beef production and related industries.



South Dakota State University

FY21 Informal Budget Hearings Base and One-time Budget Priorities

| Base Funding | | | | | | | | | | | | | |
|----------------------------|--------|----|------|-------|----|------|---------------------|---|-----|-------|---------------|---------|-----|
| Description | Salari | es | Bene | efits | Tr | avel | Contract Service | | Sup | plies | pital sets | Total | FTE |
| | | | | | | | | | | | | | |
| Total Base Funding Request | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ - | \$ - | - |

| One-Time Funding | | | | | | | | | | | | | | |
|---|----|----------|----|----------|----|--------|----|------------------------|----|---------|-------|---------------|---------------|-----|
| Description | | Salaries | | Benefits | | Travel | | ontractual Services | S | upplies | | pital sets | Total | FTE |
| SDSU Proper - Jacks on Track | \$ | 346,271 | \$ | 9,888 | \$ | - | \$ | 15,000 | \$ | 9,782 | \$ | - | \$ 380,940 | - |
| SDSU Proper - Precision Ranching | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ 45 | 3,200 | \$ 453,200 | - |
| SDSU Extension - Rural Prosperity and Workforce | | | | | | | | | | | | | | |
| Development | \$ | 55,000 | \$ | 15,000 | \$ | 15,000 | \$ | - | \$ | 15,000 | \$ | - | \$ 100,000 | - |
| | | | | | | | | | | | | | \$ - | - |
| Total One-Time Funding Request | \$ | 401,271 | \$ | 24,888 | \$ | 15,000 | \$ | 15,000 | \$ | 24,782 | \$ 45 | 3,200 | \$ 934,140 | 0.0 |

| | One-Time Funding (Precision Ranching Initiative Detail) | |
|----------------------------|---|---------------------------------|
| Equipment | Purpose | Cost |
| Virtual Fencing | GPS-enabled, solar-charged collar that is placed around each cow's neck. 3-way interaction between | \$10,000 for base station; |
| | collars, base station in field, and a software subscription. Software enables users to "draw" their | \$250/collar * 150 hd cows + 60 |
| | pastures. These boundaries transmit to a base station, which pushes the virtual fence to the collars. | hd heifers + 10 hd bulls = |
| | | \$55,000; Total = \$65,000 |
| SmartFeed | SmartFeed is a portable, self-contained system designed to measure total daily feed intake from | \$12,000/system * 6 = \$72,000 |
| (C-Lock, Inc., Rapid City) | individual animals on range. The system is flexible to accept different types of feed, supplements, | |
| | etc. for a wide variety of research trials. This system can be used in conjunction with the portable | |
| | Smart-Scales which measure body weight of animals on-range (6 Smart-Scales already employed at | |
| | Cottonwood station). Data used to determine individual intake and feeding behavior. | |
| GreenFeed | GreenFeed system measures gas fluxes of methane and carbon dioxide from individual animals in the | \$82,500/system * 2 systems = |
| (C-Lock, Inc., Rapid City) | field. It can also aggregate emissions data from individual animals for herd averages. Units are | \$165,000 |
| | mobile. Data used to determine feed efficiency and also for environmental impact assessment. | |
| Super SmartFeed | Super SmartFeed is an in-pasture portable feeder that can control animal intake on an individual | \$75,000/system * 2 systems = |
| (C-Lock Inc., Rapid City) | basis. The system is flexible to accept different types of feed or supplement, and can | \$150,000 |
| | include/exclude individual animals, set maximum intake/entry times for individual animals, etc. to | |
| | allow for precise animal management for research trials. | |
| Drones | Drones are used to monitor range/forage conditions (quantity + quality). SDSU already has ample | \$200/battery * 6 = \$1,200 |
| | number of drones. Request is for additional drone batteries for extended use. | |
| Total | | \$ 453,200 |

South Dakota State University **FY21 Informal Budget Hearings Capital Project Priorities**

| Capital Project Request | | | | | | |
|---------------------------------------|----|-----------|---------|---------|---------------------------|--------------|
| Description | (| General | Federal | Private | Other (provide detail) | Total |
| Berg Ag Hall | \$ | 2,000,000 | | | | \$ 2,000,000 |
| Total Capital Project Funding Request | \$ | 2,000,000 | \$ - | \$ - | \$ - | \$2,000,000 |

FY2022 INFORMAL BUDGET HEARINGS SUMMARY



EFFICIENCIES

COVID-19



Due to COVID-19, USD took immediate action to preserve more than \$4.13 million in cash through savings on travel, professional development, vacancies and other operating expenditures.



USD is taking a conservative approach to the repair and replacement of large capital technology and learning assets and only addressing critical needs in FY21.

REPRIORITIZATIONS

- ▶ Prior to COVID-19 and in response to declining enrollment trends, USD identified sources for a \$1.15 million budget reduction representing 1% of USD's general and tuition budget for FY21.
- ▶ USD's Information Technology Services and Purchasing departments have led many system-wide partnerships, including cybersecurity purchases, product selection and licensing strategies. Examples include:
 - Microsoft365-\$150,000 savings over three years
 - Adobe Creative Cloud- \$20,000 savings over three years
 - DUO multi-factor authentication- \$400,000 savings over three years
- USD has led other system-wide collaborations that resulted in a more efficient use of resources, including:
 - Shared IT support between USD and SDSU in Rapid City, saving each campus ½ FTE
 - Security Awareness software KnowBe4
 - Email encryption
- ▶ USD's Human Resources department created a time savings of 500 hours per year by digitizing its hiring process.
- Since July 2019, USD has produced \$827,723 in student savings through its new online bookstore vendor, Akademos.
- USD achieved significant savings by transitioning its Pierre Bachelor of Science in Nursing program to Lake Area Technical Institute's Associate of Science in Nursing program.
- ▶ USD's Office of Research created a time savings of 400 hours per year by automating grants reporting.
- USD's Office of Academic Affairs eliminated a half-time advisor position, saving \$41,793 and benefits.

- ▶ USD canceled a multi-year EAB Academic Performance Solutions contract for \$93,372 in FY20.
- ▶ USD consolidated its graduate dean position into an existing associate provost position, producing an annual savings of \$50,000.
- ▶ In partnership with USD, the USD Foundation expects to save \$70,000 annually by moving to an opt-in print subscription for The South Dakotan alumni magazine. These savings will be redirected to efforts to advance the university, including scholarship expansion.
- ▶ USD's second reorganization of the Community College for Sioux Falls resulted in an additional savings of \$465,952 and 3.0 FTE.





USD SPENDING IS LOW

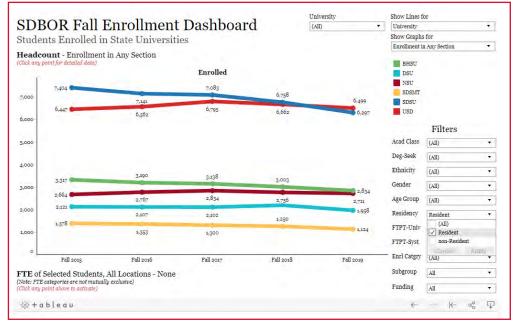
| Institution | Law School | Medical School | FY2018 Total Degrees Awarded | FY2018 Core Expenditures | FY2018 Core Expenditures per Degree |
|---|------------|----------------|---------------------------------|-----------------------------|-------------------------------------|
| Southern Illinois University-Carbondale | Yes | Yes | 4,553 | \$760,410,836 | \$167,013 |
| University of Idaho | Yes | No | 2,407 | \$367,806,659 | \$152,807 |
| University of Mississippi | Yes | Yes | 5,700 | \$795,567,042 | \$139,573 |
| University of Missouri-Kansas City | Yes | Yes | 3,501 | \$326,476,159 | \$93,252 |
| University of Montana | Yes | No | 2,808 | \$296,339,687 | \$105,534 |
| University of North Dakota | Yes | Yes | 3,250 | \$420,650,639 | \$129,431 |
| University of Rhode Island | No | No | 4,146 | \$421,632,787 | \$101,696 |
| University of Vermont | Yes | Yes | 2,998 | \$609,648,000 | \$203,352 |
| University of South Dakota | Yes | Yes | 2,095 | \$194,531,109 | \$92,855 |

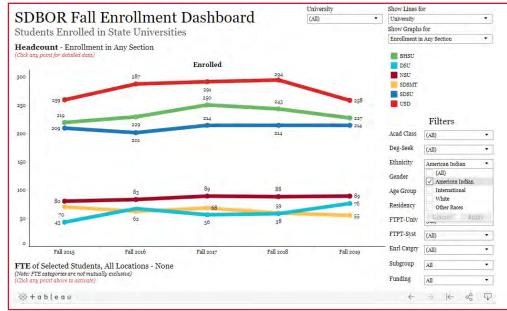
Source: SDBOR Peer Analysis Dashboard

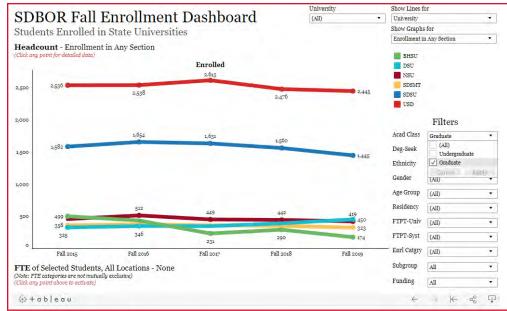
LEADING THE STATE IN:

- RESIDENT ENROLLMENTS
 - NATIVE AMERICAN ENROLLMENTS
- GRADUATE ENROLLMENTS











The COVID-19 pandemic has revealed critical weaknesses in the United States' ability to discover and develop treatments and vaccines rapidly. Candidate treatments and vaccines are first proven in pre-clinical animal trials conducted under current Good Laboratory Practices (cGLP). Those that pass this first bar move into Phase 1 clinical trials to demonstrate their safety in humans and must be manufactured following current Good Manufacturing Practices (cGMP).

The University of South Dakota requests \$355,000 to upgrade equipment and software in its Animal Resource Center to allow cGLP studies of candidate compounds and to acquire and validate cGMP-compliant equipment for the production of vaccines.

This one-time investment will support \$3 million in USD-proposed infectious disease research. Additionally, it will partner with local businesses in their efforts to develop COVID-19 treatments. Finally, it will provide a long-lasting training ground for both undergraduate and graduate students as they prepare for careers in biotechnology and medical product development.

CLASS OF 2023:

- ▶ 836 applications were received, and 207 interviews were granted
- ► The new class includes 71 students, all of whom have South Dakota residency status or strong South Dakota roots. 46% are women.
- Students currently in medical school come from 68 South Dakota high schools

TUITION AND DEBT:

Annual tuition and fees are \$34,332 per year, which is at the 26th percentile nationally

GRADUATION QUESTIONNAIRE (A NATIONAL QUESTIONNAIRE TAKEN BY ALL U.S. GRADUATING MEDICAL STUDENTS):

Students rate SSOM teaching faculty above the 90th percentile nationally on multiple key measures including:

- Respecting other specialties
- Showing empathy/compassion
- Respecting patient dignity and autonomy
- Actively listening to patients
- Graduates were more resilient and reported less burnout and less exhaustion than their peers. USD SSOM is rated above the 90th percentile for treating students well.

WORKFORCE:

- ▶ 80% of 2020 SSOM graduates plan to practice in South Dakota compared to 0.3% of other medical schools' graduates.
- ▶ 98th to 100th percentile nationally for graduates who practice in a rural area.
- Over 98% of graduates got matched with a residency position (25% in South Dakota)

BOARD SCORES:

- ▶ 100% of 2020 SSOM graduates passed all three national board examinations prior to graduation.
- Internal Medicine residents scored at the top of the nation in their in-training exams.

GRADUATION RATES:

- ► The SSOM four-year graduation rate is 94.3%. Six-year graduation rate for SSOM is 97%.
- The graduation rate for Native American students is the same as for non-Native students.







Sanford School of Medicine Students Respond to COVID-19:

SSOM medical students engaged in multiple activities to help South Dakota during the spring, including a PPE drive that netted thousands of N-95 masks, gowns and gloves which were delivered to South Dakota hospitals. Other projects included 3D-printed masks, setting up a babysitting/errand service for providers on the front lines, designing a working machine to sterilize N-95 masks for re-use, and volunteering to serve in the hospitals of South Dakota.



SCHOOL OF LAW

USD's School of Law provides the backbone of the legal profession and the judicial system in South Dakota. USD has achieved great momentum and prestige since 2019 and continues to demonstrate leadership in the field; with law firms looking to hire more highly qualified South Dakota law graduates, the university is well positioned to be successful as one of the best value law schools in the country. In 2019, accomplishments by USD's School of Law included the following:

- Achieving 86% bar passage rate for Class of 2019
- Achieving 92% placement for the Class of 2019, 88% in jobs that require or prefer bar passage
- Serving the state in a leadership capacity; all but two state court judicial clerkships were filled by USD School of Law graduates
- Welcoming the largest incoming class in a decade, with 152/3.6 medial LSAT/undergraduate grade point average
- Adding pre-orientation sessions on academic success, what to expect in law school and legal analysis
- Adopting Academic Excellence Workshops for 1L students to boost doctrinal understanding and learning skills and an Early Warning Program to mandate participation for academically atrisk students





WEARE SOUTH DAKOTA





SD Mines FY22 Capital Budget Requests

ATTACHMENT I

Mineral Industries Building



A modern facility is needed to educate students in order to solve the nation's critical mineral crisis, advance the mining industry in South Dakota and make South Dakota the "mining hub" for the state and the nation.





ATTACHMENT I

Mineral Industries Building

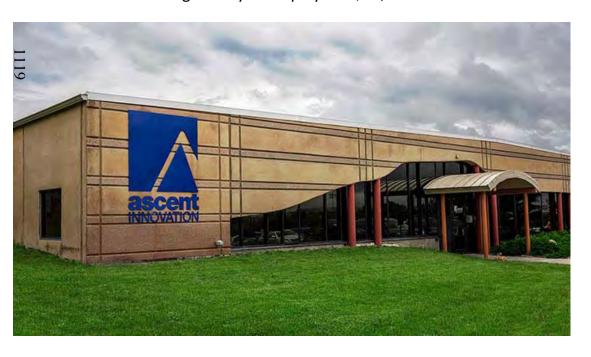
- The nation is facing a Critical Minerals Crisis as identified by President Trump's 2017 Executive Order.
- This new building is needed to educate students in new, revolutionary mining industry technologies to solve the crisis.
- The state constitution says one university must teach mining and metallurgical engineering. This building is needed to satisfy that mission along with Geology & Geological Engineering.
- This will be a state-of-the-art facility for teaching, research, and innovation.
- The current building lacks electrical power, HVAC, and does not have the space needed to meet the needs of the modern Mining curriculum.
- Renovating the current building is nearly as expensive as a new building.

Ascent Building



The current Ascent Innovation Center is located on SDSMT campus.

- 16 companies in existing space
- 35 Mines interns work there earning an average of \$18/hr.
- Average salary of employees: \$83,000







ATTACHMENT I

Why Purchase the Ascent Building?

- Rapid City owns the Ascent Building and is now constructing a new facility off campus that will link the innovation going on in the Municipality with SD Mines. Their expansion allows Mines to flex its own innovation muscle and help the city create a stronger innovation climate.
- This 40,000 sq ft building will enable the University to expand its incubator and accelerator programs and thus integrate the Mines innovation curriculum with real life businesses that are creating exciting new technology.

•



DAKOTA STATE UNIVERSITY

Advancing South Dakota's Workforce

2022 Informal Budget Request Board of Regents June 2020



Expanding Pathways to Cyber Careers

Through a South Dakota

Cyber Academy

PURPOSE

Modelled after the South Carolina Governor's School for Science and Mathematics¹ and the North Carolina School for Science and Mathematics², this proposal is to expand the current DSU pilot Cyber Academy program to high school students across the state. The Cyber Academy is designed to offer South Dakota high school juniors and seniors exposure to educational and career opportunities in cyber-related fields, multiple developmental pathways to those career fields, opportunity to accelerate degree progression through the dualcredit program, and earn stackable, credit-bearing and other credentials. The Academy supports three educational and workforce development pathways: (a) Traditional - students are likely to go on to four-year university curricula; (b) Technical - students are likely to enroll in Technical College curricula; and (c) Apprentice - students go directly to an apprentice/residency experience in industry.



The Academy will provide three benefits for the growing/emerging cyber workforce in South Dakota:

- (1) graduates will demonstrate 21st century work and life skills,
- (2) will produce collaboration and partnerships with employers and other institutions (K-12, Technical Colleges, for example) to address new expressions of work, workforce training and economic development, and
- (3) will work effectively across political, geographic, economic and cultural boundaries to nurture vocational and societal relevance in our young people.

DSU ACADEMY PILOT PROGRAM

In Fall 2019, DSU implemented the first BOR-approved Academy program with the Sioux Falls School District. The content focus of the Academy is Computer and Cyber Sciences. In 2020, the BOR approved a second program, focused on Cyber Leadership and Intelligence, for a Fall 2020 start with the Madison Central School District. Both programs offer high school juniors and seniors the opportunity to take up to 30 dual or concurrent credits. One difference between the Academy program and other dual credit programs is that 21 of the credits are in courses included in disciplinary majors leaving 9 credits for General Education courses. The rationale for this program design is to introduce students to courses that will carry directly into various

¹ South Carolina Governor's School of Science and Mathematics was established in 1988 as a residential school. The School now has virtual programs that reach across the state.

² The North Carolina School of Science and Mathematics was established in 1980 as the first public residential high school in the U.S. In 2008 the introduced its online program extending opportunities across the state.

Majors which, in turn, may encourage students to remain in South Dakota for their college education³. The designs of the Academy programs are depicted in Figures 1 and 2.

Figure 2:

Figure 1:





In its first year, the Academy offered three courses (5 sections) and attracted 55 and 56 Sioux Falls high school students in the Fall and Spring semesters, respectively. The courses even attracted 13 sophomores and 10 freshmen. These students were not able to enroll in dual credit, however, since that is limited to juniors and seniors who meet university admission standards. Overall, 16.2% of the credit hours taken were for dual credit. DSU has started a scholarship fund for Academy scholarships. Some of the sophomores and freshman are delaying taking the courses until their junior or senior year so they can receive dual credit. Meanwhile, DSU has continued to be approached by other high schools interested in participating in the Academy.

Expanding to a South Dakota Cyber Academy

The rationale for expanding the Cyber Academy is to open opportunity for earlier exposure to cyber careers to high school students whose high schools may lack the resources to offer related specialized courses, and to earn stackable credits and credentials that will attract students and facilitate multiple pathways towards those careers. There are three expansion opportunities proposed: geographic, academic program, and program enhancements.

Geographic Expansion

The long-term vision is to offer the academy programs throughout the state which, in turn, could promote cyber workforce and economic development in many communities statewide. Projecting enrollment data from DSU's programs in Sioux Falls and

³ In YR 57% of South Dakota student taking dual-credit courses left the state for their college education.

Harrisburg we anticipate the that between 550 and 750 juniors and seniors in public high schools in South Dakota would be interested in the Academy. Potential students should not be disadvantaged by distance from DSU and Madison. We proposed a phased approach to this expansion and this current proposal envisions expansion to 200/300 students.

The two currently approved academies are delivered through a combination of face-to-face instruction and online instruction. Geographic expansion would shift the delivery to exclusively online instruction with both synchronous and asynchronous components.

Figure 3:

Academic Program Expansion

We propose to add a third Academy program focus for implementation in Fall of 2021: Artificial Intelligence. This program would be identical in structure to the two existing academies and would introduce high school students to yet another career opportunity as demand for Al workers grows exponentially. The early draft of a proposed program is depicted in Figure 3 and will be submitted for BOR approval as discussions with school districts reach a formal request.

Program Enhancements

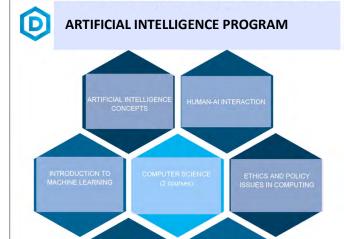
Enhancements to the current programs include:

- Laptop enhancement: Students whose high schools do not have a laptop program will be provided with a DSU leased laptop. This will ensure that all academy students will be participating with equitable resources.
- Mentoring enhancement: Three levels of mentorship will be provided to each student cluster⁴: Faculty mentorship will be provided by the DSU faculty teaching the courses; Student/Near Peer mentorship from DSU juniors and seniors; Professional mentorship from DSU alumni and others working in relevant cyber careers.
- Summer Camp enhancement: DSU will host a 10 to 14 day residential camp in Madison at the Beacom Institute of Technology and the Madison CyberLabs. During the residency, one
 - 3-credit course will be offered. Enrichment activities will be included, such as guest speakers to address both educational and workforce opportunities, site visits, hands-on experiences in the Madison CyberLabs; participation in relevant competitions; career planning, resume development and different working environments.
- Credentials enhancement: In addition to earning stackable academic credits towards certificates and degrees, Academy students completing the program will earn digital badges from DSU. These badges will not be credit-bearing but a validated indicator of accomplishment, skill and quality. At this point we envision digital badges in Computer Science, Cyber Security, Network Services and Hardware, Digital Forensics, Cyber Leadership, Artificial Intelligence.

STUDENT OUTCOMES

- 1. Students who complete the academy will have completed the 1st (Freshman) year of a four-year university curriculum in Computer and Cyber Sciences, or Cyber Leadership and Intelligence.
- Students who complete the academy programs will have the set of skills necessary for entry level jobs in cybersecurity, computer science, computer network development and security, software development, digital forensics and artificial intelligence.

⁴ The cluster could be defined by high school, by geographic area, etc.





- 3. Students who complete the academy will be well qualified for a variety of industry apprenticeships, internships and other educational/work arrangements.
- 4. Students who complete the academy will have earned 75% of the coursework required for a relevant Certificate, which is stackable into the Associate Degree and beyond.
- 5. Students who complete the academy will receive Digital Badges which are validated indicators of accomplishment, skill, and quality in the program area of the academy.
- 6. The creation of the academy will provide substantial regional leadership in workforce development in the areas of computer and cyber sciences.

PROPOSED BUDGET

This proposal requests funds to enhance the existing academy programs over a two-year period: \$982,010 for faculty salaries and benefits.

Expanding DSU's Capacity to Supply the Cyber Workforce

NEED AND OPPORTUNITY

Dakota State University offers undergraduate and graduate degree programs (including PhDs) in a variety of cyberrelated fields including computer science, cyber operations, cyber defense, software engineering, cyber leadership and intelligence, health information technology, information systems, computer game design, and digital arts and technology. The past two decades have seen a steady increase in enrollment in these disciplines and impressive placement rates (100% for most degrees; 99% overall average placement rate for all DSU graduates). There are four key indicators of workforce need and South Dakota/DSU opportunity that show how important it is to expand DSU's capacity to develop a skilled cyber workforce for South Dakota.





These indicators are:

- 1) U.S. labor market projections for cyber-centric jobs are soar-
- 2) The federal government continues to advance national technology priorities, with associated funding, that directly correlate with DSU's nationally-recognized top-flight cyber degree programs;
- 3) The Federal government and Silicon Valley⁵ now understand that they will never be able to meet their cyber workforce needs and grow their businesses if they confine their endeavors to the east or west coasts of the country. They are ready to support the development of a cyber innovation hub in the heartland of the U.S.; and
- 4) The present pandemic has accelerated the migration of jobs from office-based to remote online work, creating access to the global job market from almost anywhere in the country and most importantly, almost any place in South Dakota.

ADD references - Endless Frontiers Act list of technologies, Ro Khanna's Big Idea: Bringing Silicon Valley Jobs to Rural America



1) Cyber-Centric Labor Market Projections Continue to Rise

The U.S. Bureau of Labor Statistics (BLS)⁶ develops projections for the number of jobs that will make up the U.S. labor market. The projections for jobs in the cyber sector have continued to grow. The BLS projects that from 2018 through 2028 there will be a 12% increase in the number of jobs in cyber-related occupations. This is more than double the 5% average increase anticipated for all other occupations over the same time period. The projected increases are even higher for some of DSU's strongest academic programs:

Cybersecurity: 32%

Software development: 31%Computer Science/AI: 27%Web Development: 15%

In addition to these growth projections, the BLS forecasts that there will be an average of 652,900 job vacancies a year in cyber-related occupations through 2028. The categories of occupations that the BLS forecasts may have more employment growth than cyber-related jobs have far lower annual wages. For example, the median annual wage for computer and information technology occupations was \$88,240 in May 2019. The median annual wage for all occupations is \$39,810. The median annual wage for Health Care Support and Personal Care occupations is projected to increase by 36% between now and 2028. However, the median annual



wage for these jobs in May 2019 was \$28,470, close to \$60,000 less per year than the cyber-related jobs. Therefore, it makes far more sense to make it possible for individuals to achieve the education necessary for jobs in the cyber sector.

Dakota State University has a significant opportunity to build and expand the pool of graduates to fill these rapidly increasing and high-paying cyber jobs. Furthermore, a growing supply of cyber-qualified graduates will serve as an accelerant for economic development through growth of the existing South Dakota workforce, as well as expansion through new start-ups or attraction of businesses and government agencies to locate workforces in South Dakota. Every one cyber job added to a community creates 6 additional jobs within that community.

2) U.S. National Technology Priorities

Recent activities by the White House, Congress and the National Science Board, among others, have indicated a set of national technology priorities to support cyber innovation and national security. Three of those priorities fall directly into DSU's areas of focus: cybersecurity, data science/management⁷, and artificial intelligence⁸. We anticipate significant Federal funding opportunities for student scholarships and internships, and faculty research and development. This proposal aims to strengthen DSU's position to be in a competitive position to obtain some of these funds over the next few years.

3) NEED FOR CYBER INNOVATION IN THE HEARTLAND

The Federal government and Silicon Valley⁹ have recently come to the conclusion that they cannot expect their workforces to migrate to the east and west coasts. There is a rapidly growing movement looking for ways to establish regional innovation

⁶ Bureau of Labor Statistics Occupational Outlook Projections. Bls.gov/ooh/occupation-finder.htm

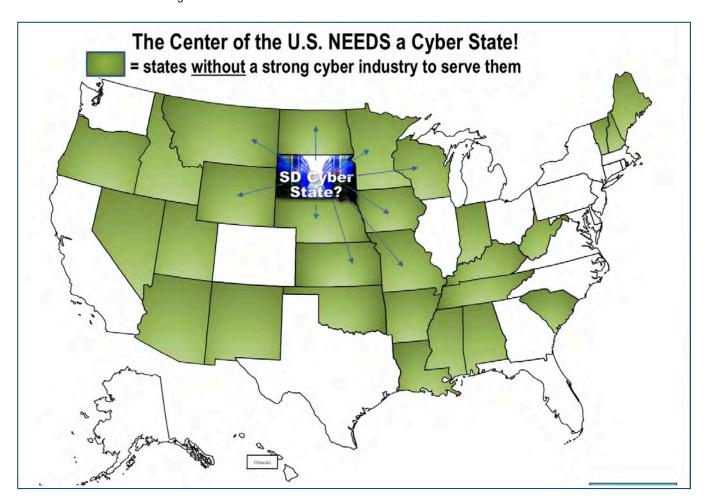
⁷ DSU's College of Business and Information Systems offers programs that include data management, and data analytics (jointly with SDSU).

⁸ DSU has a degree minor in AI and is currently preparing a degree major in AI.

⁹ ADD references - Endless Frontiers Act list of technologies, Ro Khanna's Big Idea: Bringing Silicon Valley Jobs to Rural America



hubs, especially in our nation's heartland. 10 Dakota State's academic programs, MadLabs, and Cyclops Lab make South Dakota a strong contender to form a regional innovation hub in cyber security, artificial intelligence and data science with other institutions in the state and region.



4) Increasing Migration to Online Work

One of the outcomes of the current coronavirus pandemic is that in less than two months COVID-19 caused 63% of the U.S. workforce to transition to remote work almost overnight, perhaps the largest global shift ever in working practices. And multiple businesses and organizations report that the switch resulted, for the most part, in very minimal drops in productivity. Research firm Global Workplace Analytics estimated in a 2018 report that 4.3 million people in the US worked remotely, representing just 3.2% of the country's workforce. In a March 2020 poll of 375 executives by MIT Technology Review Insights, over twothirds reported that more than 80% of their workforce is now working remotely. 11 At the same time, the first phase of the battle to contain COVID-19 has left 42 million to 54 million net jobs vulnerable to reductions in hours or pay, temporary furloughs, or permanent layoffs.¹² While the IT industry has had a growing proportion of remote workers, this is now likely to accelerate, giving South Dakotans greater opportunities to work for government and industry without leaving the state.

10 National Science Board, Vision 2030, May 2020 has as a goal to "expand the Geography of innovation." The Endless Frontiers Act introduced in the Senate, May 2020 proposes \$10 billion for the establishment of 10-15 regional innovation hubs the address 10 critical tech-

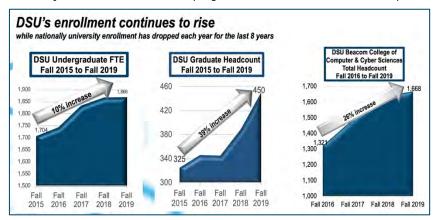
¹¹ https://www.technologyreview.com/2020/04/30/1000888/covid-19-and-the-workforce-critical-workers-productivity-and-the-future-of-ai/

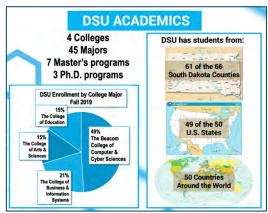
https://www.pewresearch.org/fact-tank/2020/05/06/telework-may-save-u-s-jobs-in-covid-19-downturn-especially-among-college-gradu-

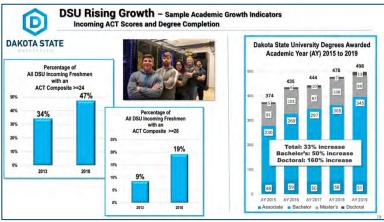


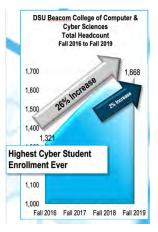
DAKOTA STATE'S GROWTH TRAJECTORY – A POSITION OF STRENGTH TO SUCCESSFULLY PURSUE THIS OPPORTUNITY

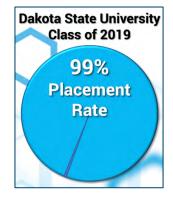
Over the last five years, DSU has developed and implemented strategic advances that have created a growth trajectory for the university in enrollment, academic programs, R&D, and economic development.



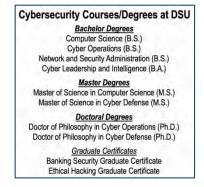








DSU Master's and
Doctoral Degree
Graduates'
Placement Rate
Class of 2019



THE PATH FORWARD

Dakota State University and especially the Beacom College of Computer and Cyber Sciences have reached capacity in terms of current faculty. Competition for faculty, especially cyber faculty is fierce across the U.S. and around the world. DSU now has the advantage of two recently completed facilities housing cyber education and cyber research activities: the Beacom Institute of Technology and the Madison CyberLabs/Cyclops Lab. These world-class, state-of-the-art facilities and the activities



they support can serve as strong attractors for faculty. When combined with the opportunities for faculty to participate in the development and growth of the cyber industry in South Dakota and extend partnership opportunities within and beyond state boundaries these attractors can propel South Dakota forward to be recognized as a key cyber state.

Adding more faculty to teach in the cyber priority areas identified above will allow DSU to recruit and enroll more students. The timing of this proposal fits well with the construction of a new 122-bed residence hall on campus that will open for Fall 2021.

This proposal is for funding of two additional faculty members for two years to teach in cybersecurity and/or artificial intelligence as we introduce a new B.S. in Artificial Intelligence (anticipated for Fall 2021). The two faculty should generate an additional 50 students which will generate sufficient revenue to cover the faculty going forward.

PROPOSED BUDGET

Two Beacom College faculty for 2 years: \$651,200 – salary, benefits, moving expenses, some start-up costs.

Northern State University and Center for Statewide E-learning

FY22 Budget Request



Native American Education Center

Northern State University is requesting funds to create a Native American Education Center that would be housed in NSU's Beulah Williams Library. The new center would combine a new cultural center with the existing American Indian Circle Program to create a dynamic interactive learning environment for both NSU students and the regional community. This request ties directly to the Board of Regent's strategic goals: Priority #1 – Student Success (Total Degrees, American Indian Degrees, Retention Rates, Graduation Rates, and Remediation Rates). This proposal builds on our current momentum to strengthen our recruitment to graduation efforts for our American Indian students.

Existing Circle Program services include academic advising from time of acceptance to graduation, peer mentoring, academic and cultural workshops, federal and tribal financial aid and scholarship workshops, and academic recognition. The Circle Program is currently housed in an administration building, well away from student traffic. To bring this program and its services closer to students, this proposed Education Center would move the Circle Program to the Beulah Williams Library, which is next to the Student Center and residence halls.

Together with the Circle Program, this proposed education center adds the critical components of cultural presentation and interaction to create a new and innovative learning center for students and the regional community. This new education center combines Circle Program services with cultural programming that supports the larger Native/Indigenous community. By leveraging library and community resources, this education center would display historical and current Native voices and culture including oral history and interviews, artwork, an interactive kiosk, and other networked stations, along with programming that includes events such as speakers, artist talks and installations, and conversations with leading Indigenous intellectuals.

This request provides the onetime funds to establish this new education center. Ongoing costs would be covered by NSU's current funding of Circle Program staff and library space, along with creating a new donor program focusing on Native alumni and the broader community. It creates a new and innovative learning environment in the beautiful existing space in NSU's Beulah Williams Library, one that will help NSU's Native students thrive, giving them the sense of community they need to successfully earn their degree and become part of South Dakota's work force and contributors within their communities.

Budget

This request is for funds to cover the startup costs associated with space renovation, furniture, and technology. The education center will define a unique space in the upper northwest section of the library. The design and development team will create a formal architectural design to enclose the space. Together with the outside walls, glass walls will be added on two sides to take advantage of natural light while blocking noise. Two glass doors, embedded within a wooden gate-like entry, will be open to encourage all who wish to enter the space while allowing the option to close off the space for tutoring, meetings and webinars, and other events that might cause noise on the library's quiet floor. Artist and NSU alumni Renelle White Buffalo will be a center feature of this grand entrance along with raised lettering that names the space. The team will also build two private office spaces to the northeast side of the center in order to house the American Indian Circle Program staff. To make the new space inviting and functional, furniture will be purchased that will provide the flexibility common in the learning commons environment, as well as to imbue the space with the essence of Native American community and culture.

Budget Request: \$200,000

Construction: \$105,000

Furniture and artwork: \$35,000

Technology-TV smart board, interactive learning

kiosk, two computers, printer: \$60,000

Center for Statewide E-learning and University Course Delivery Infrastructure

The Northern State University Center for Statewide E-learning has been delivering courses to South Dakota high school students since 2001. In the 2019-20 academic year, NSU E-learning delivered high school courses to 1,961 students from 104 school districts.

The courses supported by NSU IT include the delivery of online courses, hybrid courses, and full synchronous videoconference courses through the Dakota Digital Network to high school students all across South Dakota, including Native American students on reservations. During the 2019-2020 school year, DDN and hybrid courses included 13,101 videoconference sessions for a total of 10,415 videoconference hours. Every videoconference session is securely live streamed and recorded for later viewing by students. NSU IT schedules all of the DDN videoconference bridge connections through BIT DDN, in addition to providing live status monitoring and technical support to all 22 teachers daily. Thirteen (13) of the teachers teach directly from their homes located throughout the

To allow for efficiencies, ensure our infrastructure is robust enough to handle the delivery of courses and improve retention of NSU general education courses, we propose to upgrade the video recording and livestream system while also combining the live monitoring system into one, state of the art location. Further, NSU intends to incorporate the same technologies into fifteen existing general education classrooms. These technologies will allow students to review classroom instruction at their leisure or participate remotely should the need arise, including any future needs to vacate campus due to a defined emergency.

NSU is recognized in Board of Regents Policy (1:10:6) to have a special emphasis on E-Learning in the University curriculum and service. This proposal would strengthen our E-Learning capacity within

the University. We expect that the ability to livestream and record general education courses will enhance student academic success and improve student retention and graduation rates. Higher education is moving in the direction of providing more flexible teaching modalities to students, and this support would allow Northern to stay at the forefront of this trend. Not only will this technology support student learning at Northern, but students who have learned at NSU will have the experience to go out as elementary and secondary teachers with more tools in their toolbox to promote flexible learning within the special geographic context of the State of South Dakota. Improving our options for flexible instructional modalities is especially critical during the COVID-19 pandemic. During COVID, and afterwards, this investment in the instructional technology of NSU will pay dividends for creating more flexible learning options for University students.

Video Recording and Livestream System

This system will be migrated to a new platform to reduce maintenance of the system and to increase the overall scalability of the system. This change will also allow NSU to move to Audio-Visual over Internet, a more current solution for connecting E-learning studios back to livestream systems. This network change will require NSU to upgrade network equipment to ensure there is a 10Gb signal path between E-learning studios and university classrooms to the recording and livestream systems.

Monitoring System

The monitoring system will be expanded to allow technicians to monitor all live sessions and ensure sessions are trouble-free. This project will also require funds to renovate an existing space in order to accommodate the video recording, livestream and monitoring systems. Currently these systems are in different locations, resulting in inefficiencies of staff time. Consultation services will also be obtained to ensure the best performance of the new systems.

Center for Statewide E-learning and University Course Delivery Infrastructure Budget Request: \$468.850

|] | Budget Request: \$468,850 | | | | |
|---|--|-------------|--|------------------------|-----------------|
| | Item | Quantity | Item Cost | Total Cost | |
| | Two Video Walls (consisting of six televisions each) | 12 | \$1,500 | \$18,000 | |
| | Encoders and decoders | 31 | \$2,000 | \$62,000 | |
| | Matrox remote recorders | 23 | \$2,100 | \$48,300 | |
| | 48-port 10 gig switch with multicast and license | | | \$25,000 | |
| | Video stream multiviewer appliance | | | \$5,000 | |
| | Monitoring station PC | | | \$1,500 | |
| | Shure Ceiling Microphone Array | 15 | \$3,200 | \$48,000 | |
| | DSP | 15 | \$2,300 | \$34,500 | |
| | PoE Camera | 15 | \$2,850 | \$42,750 | |
| | Network Lines | 61 | \$300 | \$18,300 | |
| | Transceivers | | | \$6,500 | |
| | Fiber | | | \$5,000 | |
| | Network consulting | | | \$4,000 | |
| | Multimedia consulting | | | \$5,000 | |
| | Room renovations | 800 sq. ft. | \$175 | \$140,000 | |
| | Furniture | | | \$5,000 | |
| | | | | Unleast VOUR POTENTIAL | |
| | The state of the s | | THE RESERVE OF THE PARTY OF THE | | and the same of |
| | | 1134 | | | ili Julian |
| | | | | | |

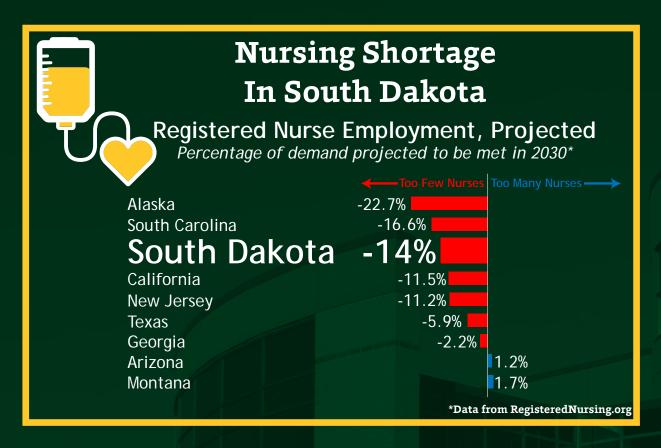
BLACK HILLS STATE UNIVERSITY

FOCUSING ON WORKFORCE DEVELOPMENT

FY22 BUDGET REQUEST



Health Care in South Dakota







Hospitals are sources of private-sector jobs

Each hospital job supports about two additional jobs, with every dollar spent by a hospital supporting roughly \$2.30 of additional business activity.*

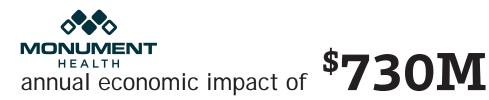
*South Dakota Association of Healthcare Organizations

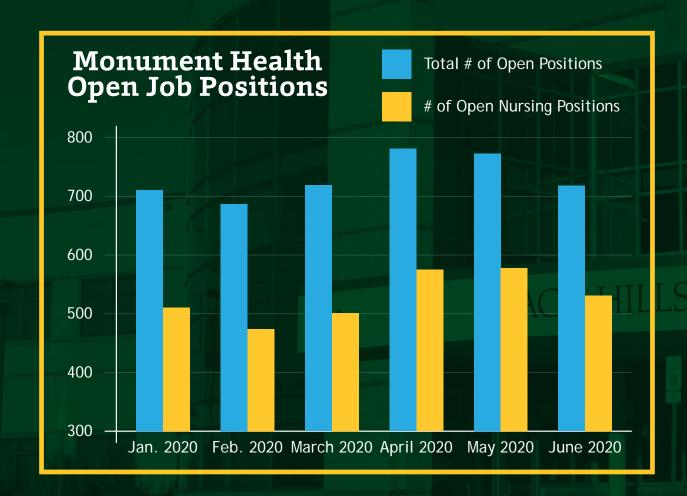
Health Care in Western S.D.

The health care sector in the Black Hills region employs more than

8,000 people*

*CityData.com







From: Rep. Chris Karr - Lead Co-Chair, Joint Committee on Appropriations Sen. John Wilk - Co-Chair, Joint Committee on Appropriations

Letter of Intent Regarding the Operation of the West River Health Science Center (WRHSC)

The immediate goal of this Center will be to greatly expand the pipeline of students who wish to pursue a health-science career, particularly nursing. The Center will focus on recruitment, academic advising and admission into the program that is best for that student, no matter who offers the degree.

Therefore, the JCA requests BHSU provide a document during the 2021 legislative session presenting at a minimum the following:

- Number of new students into health-related degrees as a result of the Center's operations;
- New applicants as a result of the Center's operations;
- How WRHSC is collaborating with other health care entities; and
- A financial operating statement for the Center.

West River Health Science Center (WRHSC)

Mission/Purpose:

- Visibility and exposure of nursing education options in Rapid City and Black Hills Region
- Coordinated recruitment and marketing---creating a pipeline
- Recruit local and regional students into nursing programs
- Increased enrollment capacity in both nursing programs

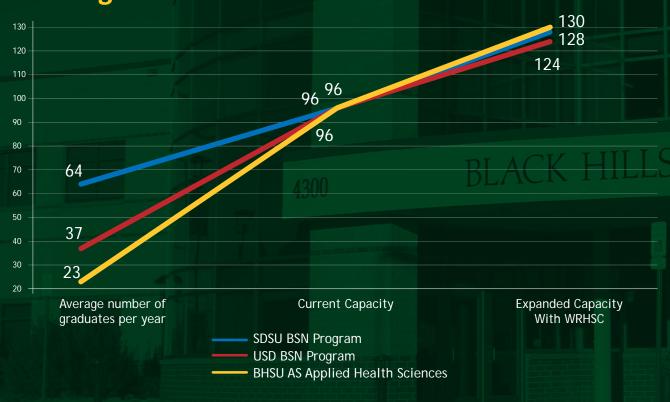


- · Greater success in filling a dire workforce need
- One-stop center for students interested in enrollment in nursing/health science
- Create more of a "campus feel" for students including availability of student services

Outcomes:

- Create a pathway of applicants who are qualified to enter a Regental BSN nursing program in Rapid City
- · Leverage student support systems to ensure student retention and success
- Create a pipeline of nursing graduates who meet the workforce needs in the Black Hills region

Meeting the need for Nurses



West River Health Sciences Center Budget:

| One- | lime | Funds | |
|------|------|-------|--|
| | | | |

| Facility enhancements to create |
|---|
| the WRHSC and signage |
| Marketing and recruitment |
| Technology infrastructure enhancements \$26,000 |
| Student support and tutoring |

TOTAL: \$90,000

In-Kind Contributions

| Academic Coordinator position \$79,509 |
|--|
| Operating funds |
| Marketing |
| Academic professional advisors |
| (SDSU, USD, BHSU) |
| Tutoring and testing services \$24,520 |
| Classrooms and student support space |
| Technology |
| Office space |

TOTAL In-Kind: \$249,131

Severe Teaching Shortage S.D. Indian Reservations These quotes were taken from a 3-part newspaper series written by Nick Lowrey from SD News Watch. CVSTEMATIC FAILURE NATIVE AMERICAN CUDCE OF

South Dakota Schools

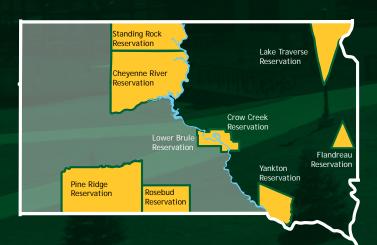
OF STUDENTS -ARE-NATIVE

AMERICAN

ARE

NATIVE **AMERICAN**

Schools on the reservations have ongoing difficulty filling teaching positions with certified educators.



DEVASTATING LATER-IN-LIFE CONSEQUENCES.. GENERATIONAL POVERTY, HIGH UNEMPLOYMENT, SUBSTANCE ABUSE, HIGH INCARCERATION RATES AND REDUCED LIFE EXPECTANCY.

MOST SCHOOLS IN SOUTH DAKOTA DO NOT HAVE MANY. IF ANY. NATIVE AMERICAN TEACHERS, RESEARCH HAS SHOWN THAT HAVING EVEN ONE MINORITY TEACHER IN A SCHOOL CAN BOOST ARNING FOR ALL STUDENTS THAT MINORITY GROUP.

YEARS. "FOR SO MANY EVERYONE CAME IN AND TOLD US HOW WE WERE TO EDUCATE OUR KIDS. HAVE BEGUN TO STAND UP AND

HEY T O

- Juliana White Bull-Taken Alive, head of the state Office of Indian Education

BECAUSE THERE IS SO MUCH ROOM TO GROW, INCREMENTAL IMPROVEMENTS TO GRADUATION RATES. EMPLOYMENT RATES AND COLLEGE ATTENDANCE COULD MAKE A

BIG IMPACT ON NATIVE COMMUNITIES. FINANCIALLY AND

- Sara Pierce director of education equity at the West River nonprofit advocacy group NDN Collective

ONE STEP IN THE RIGHT DIRECTION

WOULD BE TO CREATE SCHOOL ENVIRONMENTS UNAPOLOGETICALLY INDIGENOUS. IN OTHER WORDS, SHE SAID, SCHOOLS NEED TO DO A BETTER JOB OF CREATING AN ENVIRONMENT WHERE NATIVE AMERICAN STUDENTS CAN CELEBRATE AND BE PROUD OF WHO THEY ARE

> - Sara Pierce. director of education equity at the West River nonprofit advocacy group NDN Collective

Cohort Pilot Paraeducation Program West River Reservation Schools

- Modeled after previous successful paraeducator programs
 - o 2016 legislation to create Paraprofessional tuition scholarship program through BHSU & Sinte Gleska
 - o 2005-2008 SD DOE Training of Site Bound Rural Paraeducators with BHSU, Montana State--Billings and Casper College
- Provide a tuition assistance scholarship program to working paraprofessionals in schools primarily on Pine Ridge and Cheyenne River reservations
- Participants will enroll in BHSU for up to three consecutive years or until attainment of a bachelor's degree in Elementary/Special Education with teacher licensure
- Prior learning credit assessment; course work offered via zoom or on-line; field experiences and student teaching occurs at the student's school district
- 20-25 graduates are expected through this program who will continue working while they learn



Parapro Program Budget:

| \sim | | _ | |
|--------|-----|------|---|
| ()no | Ima | Lund | C |
| One- | | | |
| | | | |

Instructional Support:\$160,000Tuition for 20 students:\$96,000Computer Technology:\$20,000

TOTAL: \$276,000



ATTACHMENT II

FY20 Informal Budget Hearings Budget Priorities

FY22 Informal Budget Hearings Institutional Budget Priorities

Base Funding

| Description | <u>Salaries</u> | Benefits | <u>Travel</u> | Contractual Services | <u>Supplies</u> | Capital <u>Assets</u> | <u>Total</u> | <u>FTE</u> |
|----------------------------|-----------------|-----------------|---------------|-------------------------|-----------------|--------------------------|--------------|------------|
| Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | 0.0 |
| Total Base Funding Request | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | 0.0 |

One-Tme Funding

| O O | | | | | | | | |
|---|-----------------|-----------------|---------------|-----------------|-----------------|---------------|--------------|------------|
| | | | | Contractual | | Capital | | |
| <u>Description</u> | Salaries | Benefits | <u>Travel</u> | Services | Supplies | <u>Assets</u> | <u>Total</u> | FTE |
| BHSU West River Health Sciences Center | \$0 | \$0 | \$0 | \$90,000 | \$0 | \$0 | \$90,000 | 0.0 |
| BHSU Parapro Program | \$160,000 | \$0 | \$0 | \$96,000 | \$20,000 | \$0 | \$276,000 | 0.0 |
| DSU Cyber Academy | \$546,000 | \$111,200 | \$0 | \$127,560 | \$197,250 | \$0 | \$982,010 | 0.0 |
| DSU Supplying the Cyber Workforce | \$480,000 | \$111,200 | \$0 | \$40,000 | \$20,000 | \$0 | \$651,200 | 0.0 |
| NSU Native American Education Center | \$0 | \$0 | \$0 | \$0 | \$95,000 | \$105,000 | \$200,000 | 0.0 |
| NSU Center for Statewide E-Learning | \$0 | \$0 | \$0 | \$9,000 | \$319,850 | \$140,000 | \$468,850 | 0.0 |
| SDSU Jacks on Track | \$346,271 | \$9,888 | \$0 | \$15,000 | \$9,782 | \$0 | \$380,941 | 0.0 |
| SDSU - AES Precision Ranching | \$0 | \$0 | \$0 | \$0 | \$0 | \$453,200 | \$453,200 | 0.0 |
| SDSU - Extension Rural Prosperity and Workforce Development | \$55,000 | \$15,000 | \$15,000 | \$0 | \$15,000 | \$0 | \$100,000 | 0.0 |
| USD Upgrade equipment & software in Animal Resource Center | \$0 | \$0 | \$0 | \$100,000 | \$30,000 | \$225,000 | \$355,000 | 0.0 |
| Total | \$1,587,271 | \$247,288 | \$15,000 | \$477,560 | \$706,882 | \$923,200 | \$3,957,201 | \$0 |
| | | | | | | | | |
| Total One-Time Funding Request | \$1.587.271 | \$247,288 | \$15.000 | \$477,560 | \$706.882 | \$923.200 | \$3.957.201 | 0.0 |

Capital Project Request

| <u>Description</u> | <u>General</u> | <u>Federal</u> | <u>Private</u> | <u>Other</u> | <u>Total</u> |
|---|----------------|----------------|----------------|--------------|--------------|
| SDSMT Ascent Building | \$2,000,000 | \$0 | \$0 | \$3,000,000 | \$5,000,000 |
| SDSMT Mineral Industries Building | \$19,000,000 | \$0 | \$12,000,000 | \$3,000,000 | \$34,000,000 |
| SDSU Precision Agriculture - Berg Agricultural Hall Remodel | \$2,000,000 | \$0 | \$0 | \$0 | \$2,000,000 |
| Total Capital Project Request | \$23,000,000 | \$0 | \$12,000,000 | \$6,000,000 | \$41,000,000 |

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs <u>Consent</u>

AGENDA ITEM: 4 – A DATE: June 24, 2020

SUBJECT

Resolution of Recognition – USD

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The University of South Dakota wishes to recognized Dr. Mary Nettleman for her outstanding service to the higher education system in South Dakota. The staff of USD and Sanford School of Medical support this request to recognize and express appreciation to Dr. Nettleman for her dedication and contributions to the teaching and practice of medicine in the state of South Dakota.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – Special Resolution: USD – Mary Nettleman

DRAFT MOTION 20200624 4-A:

I move to recognize Dr. Mary Nettleman for her service to South Dakota's system of public higher education.



SPECIAL RESOLUTION

WHEREAS, Dr. Mary Nettleman, M.D., MS, MACP, served as the first female vice president for Health Affairs and dean of the University of South Dakota Sanford School of Medicine and will retire on August 31, 2020; and

WHEREAS, under Dr. Nettleman's leadership, the Sanford School of Medicine established the Frontier And Rural Medicine Program and expanded the class size from 56 to 71 to address medical workforce needs and increase access to medical care in rural South Dakota; and

WHEREAS, Dr. Nettleman's dedication to the highest standards of performance resulted in top national recognition for the Sanford School of Medicine as the recipient of the 2017 AAMC Spencer Foreman Award for Outstanding Community Engagement; and

WHEREAS, she is widely recognized within her profession across the state, region and nation, serving on the board of directors of the Association of Academic Medical Colleges and received the Elizabeth and Emily Blackwell Award for Outstanding Contributions to Advancing the Careers of Women in Science; and

WHEREAS, she has built the University of South Dakota Sanford School of Medicine into one of the premier medical schools in the country;

THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to recognize Dr. Mary Nettleman for her exceptional leadership and dedication to the teaching and practice of medicine in the state of South Dakota; and

BE IT FURTHER RESOLVED, that Dr. Nettleman be thanked for her service to the state of South Dakota, the South Dakota Board of Regents, the University of South Dakota and the University of South Dakota Sanford School of Medicine, and it is ordered that this Resolution be spread upon the minutes of this Board and that a copy thereof be forwarded to Dr. Nettleman.

Adopted this 24th Day of June, 2020

SOUTH DAKOTA BOARD OF REGENTS

John W. Bastian, President

Jim Morgan, Vice President

Pam Roberts, Secretary

Sheila K. Gestring, President

The University of South Dakota

Special Resolution Number 04-2020

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – B (1) DATE: June 24, 2020

SUBJECT

New Program: NSU BSEd in Social Science

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Northern State University (NSU) requests approval to offer a Bachelor of Science in Education (BSEd) in Social Science. The field of Social Science Education combines a depth of knowledge in the integrated study of history and social sciences with theoretical understanding and practical pedagogy of teaching and learning.

The proposed program will provide a path to teaching certification in multiple social science disciplines through one comprehensive major. The degree will prepare graduates for teaching a wide range of history and social science courses in middle and high school, especially in smaller and rural schools where teachers are expected to teach multiple subjects.

The Intent to Plan was approved by the Board at its April 2019 meeting.

IMPACT AND RECOMMENDATION

NSU expects that the new program will attract new students and existing NSU history or political science and history education majors.

Adding the comprehensive major will not substantially affect the current history education option. Because there is considerable overlap between the History BSEd and the proposed Social Science BSEd, a number of double majors are anticipated.

The University does not request new state resources. The program consists entirely of courses already offered. It will require no additional personnel, and it will be offered on campus.

Board office staff recommends approval of the new program.

ATTACHMENTS

Attachment I – New Program: NSU – BSEd in Social Science

DRAFT MOTION 20200624 4-B(1):

I move to authorize NSU to offer the BSEd in Social Science, 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: | Social Science |
| EXISTING OR NEW MAJOR(S): | New |
| DEGREE: | Bachelor of Science in Education |
| EXISTING OR NEW DEGREE(S): | Existing |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2020 |
| PROPOSED CIP CODE: | 13.1318 (Social Studies Teacher Education) |
| SPECIALIZATIONS: | , |
| Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they | |
| require Board approval. | |
| IS A SPECIALIZATION REQUIRED (Y/N): | No |
| DATE OF INTENT TO PLAN APPROVAL: | 4/17/2019 |
| UNIVERSITY DEPARTMENT: | History and Social Sciences |
| UNIVERSITY DIVISION: | College of Arts and Sciences |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2:9</u>, 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.

| michael Warous | 5/5/2020 |
|---|----------|
| President (or Designee) of the University | Date |

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

The Northern State University BSED in Social Science will provide a path to teaching certification in multiple social science disciplines through one comprehensive major. The degree will prepare graduates for teaching a wide range of history and social science courses in middle and high school, especially in smaller and rural schools where teachers are expected to teach multiple subjects.

The program will consist of (1) a history core, (2) a social science core including content courses in geography, American government, sociology/psychology, and/or economics, and (3) required pre-professional and professional teaching courses. The program will require no new courses. All the necessary professional education courses are offered regularly through the School of Education, and all of the content courses are regularly offered through the College of Arts and Sciences.

The field of Social Science Education combines a depth of knowledge in the integrated study of history and social sciences with theoretical understanding and practical pedagogy of teaching and learning.

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?

Northern State University's BSED in Social Science is a clear expression of its mission by providing undergraduate programs in education. The South Dakota Legislature established Northern State University to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in education and other courses or programs as the Board of Regents may determine. The South Dakota Board of Regents implements South Dakota Codified Law by authorizing graduate and undergraduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The Board approved a special emphasis on E-learning in the university curriculum and service.

Northern State University's Mission is to "provide diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts and professional education for their future endeavors, while also enriching the local and regional community." The program has been developed in response to and with feedback from superintendents in the region who would like to hire broadly-trained teachers of social sciences.

The proposed program contributes directly to BOR Strategic Plan Goal 2 (Academic Quality and Performance), Action Step 1 which calls for revising teacher preparation and educational leadership programs to better prepare professionals to work in standards-based schools that use the results of common assessments for student improvement. It also will contribute to Goal 3 (Workforce and Economic Development), Action Step 3 which calls for the development of academic programs and certificates that align with existing and future state workforce needs.

¹ Northern State University Mission Statement. SDBOR Policy 1:10:6 https://www.sdbor.edu/policy/documents/1-10-6.pdf

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

The U.S. Department of Labor states that employment of high school teachers is projected to grow 6% from 2014 to 2024, about as fast as the average for all occupations. The U.S. Department of Education Office of Secondary Education report includes social studies as one of the areas in which South Dakota has a shortage of qualified teachers. More specifically, the social sciences were one of South Dakota's TSA (Teacher Shortage Areas) every year from 2008-13 and 2015-2017.² Similar shortages were reported in the neighboring states of North Dakota.³

School principals and superintendents in South Dakota also report a need for broadly trained and certified history and social science teachers. In addition to 1.0 units in American history, state high school graduation requirements specify 0.5 units in American government and 1.5 units in social studies. Larger high schools seek to teach a wide range of electives and look to their history teachers to help meet those needs. Jason Uttermark, the Principal at Aberdeen Central High School notes:

"We have struggled in recent years getting high quality applicants in the area of Social Science beyond the specialty of History. Above and beyond the History requirements, state graduation requirements include Geography, Economics, and Government as well a Social Studies elective. We offer electives in Sociology, Psychology, Criminal Justice, American Indian Studies, and Current Events. We desperately need highly qualified teachers with a wide variety of endorsements in order to best serve our students." ⁴

Smaller South Dakota schools face even greater needs in the social sciences. The need for broadly-prepared is even greater in small schools. Andrew Johnson, PK-12 Principal at Oldham-Ramon School District, observes:

"Schools in South Dakota have an identified problem of finding qualified teachers to fill open positions; the social science field is no exception. Schools that are trying to fill open social studies positions are looking for teachers who can teach all of those subjects in that discipline. These classes include, but are not limited to, history, geography, government, psychology, sociology, economics, and philosophy."⁵

4. How will the proposed program benefit students?

Northern State University's current history education program leads to direct certification only in history. Most South Dakota schools, however, need teachers able to teach other social sciences as well, particularly geography, American government, sociology, psychology, and/or

⁴ Personal Communication, Uttermark to Joshua Hagen, Dean Northern State University College of Arts and Sciences, dated November 29, 2017.

² U.S. Department of Education Office of Secondary Education. "Teacher Shortage Areas Nationwide Listings" https://doe.sd.gov/oatq/documents/16Shortag.doc, p. 148 (accessed January 21, 2020).

³ Ibid. pp. 96 and 124-125.

⁵ Personal Communication, Andrew Johnson to Dave Grettler, Northern State University Professor of History, December 12, 2017.

economics. As principal Mike Radke at Huron High School notes "a teacher who is certified to teach all social science classes is much more likely to get a job in my school versus one who can only teach history."

Additionally, adding the social science major will allow political science, sociology, economics, and psychology BA students to more easily move into a BSED program without having to complete a full history major.

For many years, Northern had a comprehensive social sciences major that gave students multiple subject certification that made them more attractive to school districts. Changes to certification requirements under No Child Left Behind (NCLB) made it difficult to continue the comprehensive major. When the South Dakota Department of Education no longer allowed the Praxis comprehensive social sciences exam to be used to prove their "highly qualified" status, students had to take exams in each social science area where they wanted highly qualified status. For many students, this meant as many as six exams for complete certification. In 2015, the Every Student Succeeds Act (ESSA) replaced the NCLB.⁷

South Dakota state Teacher Education Certification rules were then revised to no longer require separate exams in each subject area. Students seeking certification in Secondary Intermediate Social Science (History, Political Science, Geography) now need 27 content area credits with at least 10 transcripted credits in history (with at least 3 in U.S. history), 8 credits in political science, and 8 credits in geography. After achieving a minimum GPA of 2.7 in these classes, they need to take only one exam: Praxis Exam 5081, the Social Studies General Knowledge Exam. The minimum passing score for this exam is 146.8

Teachers planning to teach AP classes will still need to pass specific content area exams. Given the overlap among American history, American government, and the other social sciences, students required to take multiple Praxis exams should be able to pass exams in any of the content areas so that they can teach AP classes if they desire.

5. Program Proposal Rationale:

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

The BSED is not a new degree for Northern State University.

B. What is the rationale for the curriculum?

The BSED in Social Science provides enough content for students to teach any social studies course likely to be offered at the secondary level. It concentrates most on history, the social science area most needed by South Dakota secondary schools. The secondary focus in on American government and geography, also areas our graduates will likely be asked to teach. Students will also have the option to take course in economics, psychology, and sociology; other subjects they may asked to teach in South Dakota high schools.

⁶ Personal Communication, Mike Radke to Joshua Hagen, Dean Northern State University College of Arts and Sciences, n.d.

⁷ Every Student Succeeds Act https://www.ed.gov/essa.

⁸ South Dakota Department of Education https://doe.sd.gov/certification/documents/Endor-InterSocialScience.pdf.

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

The primary national professional organization for social studies is the National Council for the Social Studies (NCSS). In 2017, the NCSS revised the National Standards for the Preparation of Social Studies Teachers and outlined 5 standards. Northern State University's BSED in Social Science meets both the content standards (Standard 1) and the professional education standards (Standards 2-5) through the combined coursework in history, social sciences, and professional teacher preparation. ¹⁰

The NCSS National Standards for the Preparation of Social Studies Teachers are: Standard 1: Content Knowledge. Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

Standard 2. Application of Content Through Planning. Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

Standard 3. Design and Implementation of Instruction and Assessment. Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

Standard 4. Social Studies Learners and Learning. Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Standard 5. Professional Responsibility and Informed Action. Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

⁹ National Council for the Social Studies. https://www.socialstudies.org/.

¹⁰ National Council for the Social Studies. National Standards for the Preparation of Social Studies Teachers. https://www.socialstudies.org/sites/default/files/media/2017/Nov/ncss teacher standards 2017-rev9-6-17.pdf

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

| Bachelor of Science in Education: Social Science | Credit Hours | Credit Hours | Percent |
|---|---------------------|--|---------|
| | | | |
| System General Education Requirements | 30 | | |
| Subtotal, Degree Requirements | | 30 | 25% |
| Required Support Courses (not included above) for | 45 | | |
| Teacher Certification | | | |
| Major Requirements | 41* | | |
| Major Electives | 0 | | |
| Subtotal, Program Requirements | | 86* | 71.7% |
| Free Electives | | 4 | 3.3% |
| Degree Total 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. | | *The requirements for the Major include 9 credits already incorporated into the general education. | 100% |

Required Support Courses Outside the Major (Not general education requirements)

| Prefix | Number | Course Title | Credit | New |
|--------|--------|--|--------|-----------|
| | | (add or delete rows as needed) | Hours | (yes, no) |
| EDFN | 102 | Introduction to Education | 3 | No |
| SPED | 100 | Intro to Persons w/Exceptionalities | 3 | No |
| EPSY | 302 | Educational Psychology | 3 | No |
| SEED | 296 | Field Experience | 1 | No |
| INED | 411 | SD Indian Studies | 3 | No |
| SPED | 441 | Inclusive Methods for Diverse Learners | 2 | No |
| EDFN | 475 | Human Relations | 3 | No |
| SEED | 396 | Field Experience | 1 | No |
| EDFN | 440 | Classroom Management | 2 | No |
| EPSY | 428 | Child & Adolescent Development | 3 | No |
| EDER | 415 | Educational Assessment | 2 | No |
| SEED | 496 | Field Experience | 1 | No |
| ELRN | 385 | Educational Technology | 3 | No |
| SEED | 400 | Curriculum and Instruction Middle/Sec School | 3 | No |
| SEED | 450 | 7-12 Reading and Content Literacy | 2 | No |
| SEED | 488 | 7-12 Student Teaching | 8 | No |
| EDFN | 472 | School Law and Ethics for Educators | 2 | No |
| • | | C1-4-4-1 | 15 | |

Major Requirements

| Prefix | Number | Course Title | Credit | New |
|---------|--------|--------------------------------|--------|-----------|
| | | (add or delete rows as needed) | Hours | (yes, no) |
| IDL | 190 | First Year Seminar | 2 | No |
| ECON | 201 or | Microeconomics or | 3 | No |
| | 202 | Macroeconomics | | |
| GEOG | 210 | World Regional Geography | 3 | No |
| HIST | 121 | Western Civilization I | 3 | No |
| HIST | 122 | Western Civilization II | 3 | No |
| HIST | 151 | U.S. History I | 3 | No |
| HIST | 152 | U.S. History II | 3 | No |
| POLS | 100 | American Government | 3 | No |
| PSYC or | 101 or | General Psychology or | 3 | No |
| SOC | 100 | Introduction to Sociology | | |
| | | Subtotal | 26 | |

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

courses added specifically for the major.

| | | <u></u> JJ | | |
|---------------|---------|------------------------------------|--------|-----------|
| Prefix | Number | Course Title | Credit | New |
| | | (add or delete rows as needed) | Hours | (yes, no) |
| HIST | 300-400 | Choose 2 U.S. History Courses | 6 | No |
| HIST | 300-400 | Choose 2 non-U.S. History Courses | 6 | No |
| POLS | 300-400 | Choose 2 Political Science Courses | 6 | No |
| GEOG | 300-400 | Choose 2 Geography Courses | 6 | No |
| | | Subtotal | 24 | |

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 | SEED 400 | ELRN | HIST | HIST | POLS | GEOG |
|--|----------|------|----------------------|----------------------|-------------|-------------|
| (Same as in the text of the proposal) | | 385 | 151, 152 U.S.HIST | 121, 122 Non-U.S. | 100 POLS | 210 GEOG |
| | | | 300-400 | HIST | 300-400 | 300-400 |
| | | | 300 400 | 300-400 | 300 400 | 300 400 |
| Students will be able to use the methods | | | X | X | X | X |
| of the social sciences in investigating | | | | | | |
| important questions about people and | | | | | | |
| society. | | | | | | |
| society. | | | | | | |
| Students will be able to express clearly in | | | X | X | X | X |
| writing the results of their research. | | | | | | |
| 5 | | | | | | |
| Students will be able to present course | X | X | | | | |
| content in a style appropriate to the junior | | | | | | |
| high and high school classroom. | | | | | | |
| | | | | | | |
| Students will be able to identify and | | | X | X | X | |
| explain important figures and events in | | | | | | |
| American and world history. | | | | | | |
| Student will be able to use social science | | | X | X | X | X |
| techniques and concepts in analyzing new | | | | | | |
| knowledge and current events. | | | | | | |

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

Students will take the Praxis exam(s) identified for certification by the South Dakota Department of Education. Currently, the Department of Education requires Praxis Test 5081 (Social Studies General Knowledge Exam) for the composite certification in social sciences. 11

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?

All secondary education students at Northern State University create online portfolios. They have in the portfolios lesson plans connected to a rubric, samples of their writing, and other materials useful in indicating their ability to teach effectively, use social science techniques, and express their results clearly in writing. Students will also take an exit exam in the social science content.

Students who do not demonstrate mastery in social science content are not allowed to move forward in the teacher education program. They must pass the Praxis exam before they student teach. Additional requirements for student teaching, including the right disposition for teaching are set and enforced by the Northern State University Millicent Atkins School of Education.

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

Most of the content courses are delivered via traditional face-to-face instruction. Some courses can be taken online. Student teaching experiences, are of course "hands-on" courses where students learn through doing.

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.

9. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university?

Initially, most students in the program will be adding the Social Science Education major to an existing NSU history or political science major or, in some instances, choosing the comprehensive major instead of the University's history education major. Long term, we will attract additional students to Northern State University. Justin Bartel, the professional advisor for the history majors, notes that, in talking to prospective students, the knowledge that the

¹¹ Educational Testing Service (ETS), Praxis 5081, https://www.ets.org/s/praxis/pdf/5081.pdf.

University is developing a BSED in Social Science has already attracted new students to Northern State University.

Adding the comprehensive major will not substantially affect the current history education option. Students who start in the History BA program and later decide on picking up education certification will probably still opt for the History BSED. In the past, when we offered both the history and comprehensive options, students often chose to follow both paths to build their resumes and indicate greater preparation in history. Since there is considerable overlap between the History BSED and the proposed Social Science BSED, a number of double majors are anticipated.

| | Fiscal Years* | | | | |
|---|-----------------|-----------------|-----------------|-----------------|--|
| | 1 st | 2 nd | 3 rd | 4 th | |
| Estimates | FY 21 | FY 22 | FY 23 | FY 24 | |
| Students new to the university | 10 | 10 | 10 | 10 | |
| Students from other university programs | 10 | 10 | 10 | 10 | |
| Continuing students | | | | | |
| =Total students in the program (fall) | 20 | 20 | 20 | 20 | |
| Program credit hours (major courses)** | 600 | 600 | 600 | 600 | |
| Graduates | 10 | 10 | 10 | 10 | |

^{*}Do not include current fiscal year.

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 program will be accredited through the Council for Accreditation of Educator Preparation, CAEP.

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

No exceptions requested.

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., 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 St | tart Date |
|-----------|--------|-------------|-----------|
| On campus | Yes | Fall | 2020 |
| | | | |

| - 1 | | | |
|-----|--------|--------------------------|---------------------|
| | Yes/No | If Yes, list location(s) | Intended Start Date |

^{**}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.

| an none | Off campus | No | | Choose an item. Can item. | Choose |
|---------|------------|----|--|---------------------------|--------|
|---------|------------|----|--|---------------------------|--------|

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

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 University does not request new state resources. The program consists entirely of courses already offered. It will require no additional personnel, and it involves no extra 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:

 \sqcap 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.

 \boxtimes 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: 4 – B (2) DATE: June 24, 2020

SUBJECT

New Program: SDSU Minor in Commodity Risk Management

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 minor in Commodity Risk Management on campus.

The Ness School of Management and Economics, with majors in Agricultural Business, Business Economics, Economics, Economics (B.S.) - Agricultural Economics specialization, and Entrepreneurial Studies, proposes this minor to focus on the quantitative skills needed to analyze agricultural commodities – hedging techniques, fundamental analysis, technical analysis, price forecasting, risk analysis, etc.

The proposed minor will complement current SDSU programs including Agricultural Business, Economics – Agricultural Economics Specialization, Animal Science, Agronomy, Agricultural Science, Agricultural Systems Technology, Dairy Science, Ecology & Environmental Sciences – Rangeland Ecology & Management Specialization, and Agricultural Education, Communication & Leadership.

In particular, there is an increased need for brokers and farm risk management consultants to work with producers to help them manage their risks. The proposed minor will position a student well to enter this field with confidence.

IMPACT AND RECOMMENDATION

SDSU requests no new resources and needs no new courses to offer the minor.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – Minor in Commodity Risk Management

DRAFT MOTION 20200624 5-B(2):

I move to authorize SDSU to offer a minor in Commodity Risk Management, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

| UNIVERSITY: | SDSU |
|---|--|
| TITLE OF PROPOSED MINOR: | Commodity Risk Management |
| DEGREE(S) IN WHICH MINOR MAY BE | Any |
| EARNED: | |
| EXISTING RELATED MAJORS OR MINORS: | Agricultural Business (B.S. & |
| | minor), Economics – Agricultural |
| | Economics specialization (B.S.) , |
| | Agricultural Marketing minor |
| INTENDED DATE OF IMPLEMENTATION: | 2020-2021 Academic Year |
| PROPOSED CIP CODE: | 01.0103 |
| UNIVERSITY DEPARTMENT: | Ness School of Management & |
| | Economics |
| BANNER DEPARTMENT CODE: | SSME |
| UNIVERSITY DIVISION: | Agriculture, Food & Environmental |
| | Sciences |
| BANNER DIVISION CODE: | 3F |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.8</u>, 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.

| Bany H. Dunn | | | 5/12/2020 |
|---------------------------------------|--------|------|-----------|
| President of the Unive | ersity | | Date |
| 1. Do you have a major in this field? | □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.

South Dakota State University (SDSU) requests authorization to offer a minor in Commodity Risk Management. The Ness School of Management and Economics, which currently offers

majors in Agricultural Business, Business Economics, Economics, Economics (B.S.) - Agricultural Economics specialization, and Entrepreneurial Studies, has proposed the new minor. The proposed Commodity Risk Management minor will focus on the quantitative skills needed to analyze agricultural commodities – hedging techniques, fundamental analysis, technical analysis, price forecasting, risk analysis, etc. The minor will appeal to students in a wide variety of majors including but not limited to Agricultural Business, Economics – Agricultural Economics Specialization, Animal Science, Agronomy, Agricultural Science, Agricultural Systems Technology, Dairy Science, Ecology & Environmental Sciences – Rangeland Ecology & Management Specialization, and Agricultural Education, Communication & Leadership.

The Commodity Risk Management minor directly contributes to SDSU's vision, as stated in SDSU's strategic plan *Imagine* 2023¹ – South Dakota State University will be a premier land-grant university recognized for high value, innovation, and bold impact.

Achieve Excellence Through Transformative Education

- 1. Attain academic excellence.
 - a. Develop and grow high-quality and distinct academic programs designed to meet the needs of diverse students and market demands.
- b. Promote active and innovative teaching, learning, and advising practices. The hands-on, transformative learning in the courses for the proposed minor reflects the high standards of academic excellence desired by industry partners.

Foster Innovation and Increase Research, Scholarship, and Creative Activity (RSCA)

- 2. Increase, optimize, and align the physical resources and investments for innovation, RSCA, and economic development.
- 3. Create an institutional culture of communicating and branding SDSU RSCA and its achievements, outcomes, and impacts to the full scope of stakeholder and peer communities.

Industry partners that have invested in the First Dakota National Bank (FDNB) e-Trading lab and the POET Student-Managed Agricultural Commodities Fund are highly engaged in the innovative teaching, scholarship, and research that accompanies the courses and the FDNB e-Trading Lab. These innovations will lead directly to economic development through increased risk management in the industry.

SDSU does not request new state resources.

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 Commodity Risk Management minor will utilize the resources of the FDNB e-Trading Lab to train students in all aspects of risk management of agricultural commodities, including but not limited to, the use of futures and options contracts to manage input and output price risks.

The current Agricultural Marketing minor serves two distinct audiences – those interested in commodity risk management and those interested in agribusiness sales and marketing. The Ness School of Management and Economics will divide the current minor into two distinct minors to serve these two different audiences. The existing Agricultural Marketing minor is being renamed Agribusiness Marketing, and will focus on skills needed by those entering the

¹ https://www.sdstate.edu/imagine-2023-aspire-discover-achieve

agribusiness sales industry – personal selling, general marketing, etc. The proposed Commodity Risk Management minor will focus on the quantitative skills needed to analyze agricultural commodities – hedging techniques, fundamental analysis, technical analysis, price forecasting, risk analysis, etc.

4. How will the proposed minor benefit students?

With the increased level of volatility, it is more important than ever for agricultural producers to have a solid risk management plan. It is also more difficult to implement a solid risk management plan as increased volatility makes hedging more expensive. It is important not only for agricultural producers to understand risk management, but it is also very important for the producers' industry partners to understand prudent risk management – brokers, bankers, insurance agents, input suppliers, buyers, etc.

In addition to agricultural producers, most stages of the food, fiber, and fuel supply chain can benefit – graduates going into any agribusiness that is interested in controlling costs and pricing byproducts will benefit from the 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.

Commodity risk management is two things. As a career path, it is a very specialized field that does not show up in the statistics in the Department of Labor and other sources because it is so specific. As a skill-set, it complements the career training that students will receive in many fields in the College of Agriculture, Food and Environmental Sciences, including but not limited to Agricultural Business, Economics – Agricultural Economics Specialization, Animal Science, Agronomy, Agricultural Science, Agricultural Systems Technology, Dairy Science, Ecology & Environmental Sciences – Rangeland Ecology & Management Specialization, and Agricultural Education, Communication & Leadership.

In particular, there is an increased need for brokers and farm risk management consultants to work with producers to help them manage their risks. This minor will position a student well to enter this field with confidence.

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

There are currently 145 students enrolled in the Agricultural Marketing minor. Assuming that approximately half of those students are interested in the proposed Commodity Risk Management minor, and the other half are interested in the revised Agribusiness Marketing minor, the University estimates about 72 students per year enrolled in the minor, or 18 per class, once fully implemented. Also assuming from experience that about half of the current Agricultural Marketing minor students who are interested in Commodity Risk Management will want to switch to the new catalog so they can earn the "Commodity Risk Management" credential leads to an immediate enrollment of about 27 students in the minor. Approximately 9 of these will graduate with the minor in each of the first three years.. After that, enrollment is expected to stabilize at about 18 new students enrolled in the minor per year, and about 18 students graduating with the minor per year, or about 72 students per year on average enrolled in the minor.

An indicator of demand is current enrollment in AGEC 484 Trading in Ag Futures and Options which had a cap of 18 students in the FDNB e-Trading lab that has been raised to 24 in spring 2020.

| | | Fiscal | Years* | |
|---------------------------------------|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| Estimates | FY 21 | FY 22 | FY 23 | FY 24 |
| Students enrolled in the minor (fall) | 45 | 54 | 63 | 72 |
| Completions by graduates | 9 | 9 | 9 | 18 |

^{*}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.

Today more than ever there is an increasing need for risk management in agriculture. Increased volatility stems from a variety of factors, including increasingly opaque spot markets in the livestock industry (less than 20% of cattle sales occur in the cash market across the US)²; increased production levels and variability; weather extremes such as the April blizzards and spring flooding that prevented planting on more than 3.9 million acres in South Dakota in 2019; and increased uncertainty with international trade negotiations and international events. For instance, in a recent example, the coronavirus pandemic fears during the last week of February 2020 that caused the Dow Jones Industrial Average to have its worst week since 2008 had spillover effects in the agricultural commodity markets, leading to volatility in the cattle markets at greater than 33% implied volatility – the highest levels since 2006.³ Volatility levels in cattle markets and basis levels have grown by more than 150% over the past 5 years in comparison to previous years.⁴

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

A. Distribution of Credit Hours

| Commodity Risk Management 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 | Prerequisites for Course Include credits for prerequisites in subtotal below. | Credit Hours | New (yes, no) |
|--------|--------|---------------------------------|---|-----------------|------------------|
| AGEC | 354 | Agricultural Marketing & Prices | ECON 201 | 3 | No |
| ECON | 201 | Principles of Microeconomics | | 3 | No |

² https://www.cmegroup.com/trading/agricultural/files/cattle-volatility-faq.pdf

³ https://www.barchart.com/futures/quotes/LEJ20/volatility-greeks/apr-20

 $^{{}^4\}underline{http://www.waeaonline.org/UserFiles/file/Articleno5_LiveCattleBasisIncVolatilityandRiskMgmntImplications_WilderTejeda}_\underline{Johnson_January92019.pdf}$

| Prefix | Number | Course Title | Prerequisites for Course Include credits for prerequisites in subtotal below. | Credit Hours | New (yes, no) |
|--------|--------|----------------------------|--|-----------------|---------------|
| STAT | 281 | Introduction to Statistics | MATH 103, MATH 104, MATH 102, MATH 114, MATH 115, MATH 120, MATH 121, or MATH 123 | 3 | No |
| | • | | Subtotal | 9 | |

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

Select three courses (at least 1 course must be prefixed AGEC):

| Prefix | Number | Course Title | Prerequisites for Course Include credits for prerequisites in subtotal below. | Credit Hours | New (yes, no) |
|--------|----------|---|---|-----------------|---------------|
| AGEC | 430 | Agribusiness Marketing & Prices | AGEC 354, STAT 281 | 3 | No |
| AGEC | 454 | Economics of Grain & Livestock Marketing | AGEC 354 | 3 | No |
| AGEC | 484 | Trading in Agricultural Futures and Options | AGEC 354 | 3 | No |
| AS | 285-285L | Livestock Evaluation & Marketing and Lab | AS 101 | 3 | No |
| DSCI | 453 | Risk Management – Personal and Business | (ECON 301 or ECON 431) and (STAT 281 or STAT 381 or STAT 382) | 3 | No |
| FIN | 420 | Student Managed Investment Fund | Instructor consent | 3 | No |

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

In the Commodity Risk Management minor, students will:

- Describe, illustrate, and evaluate fundamental factors impacting markets.
- Apply alternative risk management tools and strategies.
- Quantitatively evaluate risk in markets.
- Evaluate market signals, including the use of technical analysis.

| | Program Courses that Address the Outcomes | | | | | | | | |
|---|---|--------------|--------------|-------------|-------------|-------------|-----------------|-------------|------------|
| Individual Student Outcome | ECON 201* | STAT 281* | AGEC 354* | AGEC 430 | AGEC 454 | AGEC 484 | AS 285- 285L | DSCI 453 | FIN 420 |
| Describe, illustrate, and evaluate fundamental factors impacting markets. | Х | | Х | X | Х | х | | | |
| Apply alternative risk management tools and strategies. | | | Х | X | Х | х | Х | | |
| Quantitatively evaluate risk in markets. | | Х | | х | | | | X | |
| Evaluate market signals, including the use of technical analysis. | | | Х | Х | | Х | | | Х |

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.

Students will take at least one, but potentially all three of their elective classes for the minor in the FDNB e-Trading Lab (four of the six elective classes are taught in the Lab). Access to Bloomberg in the Lab allows the students to do in-depth market analysis, price forecasting, basis differential analysis, and risk calculations. These resources are typically found only in business schools and not available to agricultural business students. This minor builds the unique program around this rich resource. The three foundational, required courses are taught in a traditional lecture format, with some hand-on experiential learning built into AGEC 354.

11. Delivery Location

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

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

| | Yes/No | Intended Start Date |
|-----------|--------|-------------------------|
| On campus | Yes | 2020-2021 Academic Year |

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

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

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

| | Yes/No | If Yes, identify delivery methods | Intended Start Date |
|--------------------------|--------|-----------------------------------|---------------------|
| Distance Delivery | Yes | | 2020-2021 |
| (online/other distance | | | Academic Year |
| delivery methods) | | | |

50% of the Commodity Risk Management minor is available online.

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

None

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

The Commodity Risk Management minor will be offered utilizing existing resources.

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).

 \square 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

Academic Requirements

A minimum GPA of 2.0 is required for the courses in the minor.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – B (3) DATE: June 24, 2020

SUBJECT

New Program: SDSU Professional Program in Veterinary Medicine

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BOR Policy 2:1 – External Review of Proposed Graduate Programs

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a non-degree Professional Program in Veterinary Medicine, consisting of the first two years of coursework towards the Doctor of Veterinary Medicine (DVM) Degree. This new program stems from a collaboration between SDSU and the University of Minnesota-Twin Cities (UMN). Upon successful completion of the two-year professional program coursework at SDSU, students will transition to the College of Veterinary Medicine at UMN for the third and fourth years of the DVM program. The DVM Degree will be conferred by UMN.

The proposed collaboration between SDSU and UMN has sometimes been referred to as a "rural veterinary medicine program", because it is intended to particularly appeal to students interested in food animal veterinary medicine and to serve the animal health needs of rural areas where livestock numbers far exceed those of companion animals. It has also been referred to a "2+2 veterinary medicine program," because of the delivery format of two years at each institution.

The four-year DVM curriculum trains students specifically to practice veterinary medicine, though many will seek careers related to research, disease diagnosis, food safety, agrosafety/terrorism and regulatory oversight. Typically, the DVM degree is completed in four years at an accredited college of veterinary medicine.

IMPACT AND RECOMMENDATION

This proposed collaborative program in rural veterinary medicine education will build a clear and economically feasible pathway to careers in animal health. South Dakotans will

(Continued)

DRAFT MOTION 20200624 4-B(3):

I move to authorize SDSU to offer a non-degree Professional Program in Veterinary Medicine, as presented.

New Prog: SDSU Professional Program Veterinary Medicine

June 24, 2020 Page 2 of 2

have the opportunity to complete a DVM degree at a lower cost than is currently available to those attending out-of-state colleges of veterinary medicine for four years. Students can further reduce total costs and time to complete both a B.S. degree and DVM degree by participating in a proposed new specialization in the Animal Science B.S. degree at SDSU, which would allow students to use coursework from the Professional Program in Veterinary Medicine towards the B.S. in Animal Science.

A new fee will be needed to cover the additional costs associated with delivering a professional degree curriculum in accordance with the accreditation standards and student learning outcomes of the Council on Education of the American Veterinary Medical Association.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – Professional Program in Veterinary Medicine



SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS

New Professional Program

| Г | T |
|--|------------------------------------|
| UNIVERSITY: | SDSU |
| PROPOSED GRADUATE PROGRAM: | Professional Program in Veterinary |
| | Medicine |
| EXISTING OR NEW MAJOR(S): | New |
| DEGREE: | No Degree ¹ |
| EXISTING OR NEW DEGREE(S): | N/A |
| INTENDED DATE OF IMPLEMENTATION: | 2021-2022 Academic Year |
| PROPOSED CIP CODE: | 01.8001 |
| SPECIALIZATIONS: | N/A |
| 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. | |
| IS A SPECIALIZATION REQUIRED (Y/N): | No |
| DATE OF INTENT TO PLAN APPROVAL: | N/A |
| UNIVERSITY DEPARTMENT: | Veterinary & Biomedical Sciences |
| UNIVERSITY DIVISION: | College of Agriculture, Food & |
| | Environmental Sciences |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2:10</u>, which pertains to new graduate degree program requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

| Saug H Nam | 5/6/2020 |
|-----------------------------|----------|
| President of the University | Date |

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

¹ Students will receive the DVM degree from University of Minnesota.

South Dakota State University (SDSU) requests authorization to offer a non-degree Professional Program in Veterinary Medicine, consisting of the first two years of coursework towards the Doctor of Veterinary Medicine (DVM) Degree. This new program stems from a collaboration between SDSU and the University of Minnesota-Twin Cities (UMN). Upon successful completion of the two-year professional program coursework at SDSU, students will transition to the College of Veterinary Medicine at UMN for the third and fourth years of the DVM program. The DVM Degree will be conferred by UMN.

The proposed collaboration between SDSU and UMN has sometimes been referred to as a "rural veterinary medicine program", because it is intended to particularly appeal to students interested in food animal veterinary medicine and to serve the animal health needs of rural areas where livestock numbers far exceed those of companion animals. It has also been referred to a "2+2 veterinary medicine program", because of the delivery format of two years at each institution.

The four-year DVM curriculum trains students specifically to practice veterinary medicine, though many will seek careers related to research, disease diagnosis, food safety, agrosafety/terrorism and regulatory oversight. Typically, the DVM degree is completed in four years at an accredited college of veterinary medicine. Students entering DVM programs usually have completed pre-veterinary undergraduate studies in related fields such as animal science or biology. This proposed collaborative program in rural veterinary medicine education would build a clear pathway from SDSU to careers in animal health for students in a way that is economically feasible for them.

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

The proposed Professional Program in Veterinary Medicine 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 program supports the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020:

Goal 1 – Student Success

- Expand educational access.
- Increase the number of degrees awarded. (Note: Even though the students will not receive the DVM degree from SDSU, many of them are expected to complete an M.S. in Biological Sciences from SDSU).

Goal 2 – Academic Quality and Performance

• Accreditation and Program Review. The proposed program will be subject to ongoing review and meet accreditation standards of the American Veterinary Medical

²South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16 BOR1014.pdf.

Association (AVMA) Council on Education that are consistent with the first two years of requirements for the DVM degree.

• Graduate programs. Most students in the proposed program are expected to simultaneously enroll in and complete the Biological Sciences (M.S.) – Veterinary Medicine Specialization at SDSU.

Goal 3 – Research and Economic Development

- STEM education.
- Workforce development. This program will address needs for food animal veterinarians, thus supporting animal health, food safety, and biosecurity needs of South Dakota's large livestock industries.
- Students in this program will be trained in animal disease diagnostics and most are expected to directly participate in animal health research.

Goal 4 – Affordability and Accountability

- This program provides opportunity for reduced costs of veterinary school completion for a larger number of South Dakotans than is currently available.
- An anticipated separate request for a new specialization in the Animal Science B.S. degree would allow students to use up to 19 credits from the Professional Program in Veterinary Medicine to complete the B.S. in Animal Science, thus reducing total time and cost to attain both the B.S. (from SDSU) and DVM (from UMN) degrees.

The goals listed above closely align with goals and strategies of SDSU's strategic plan Imagine 2023: Aspire. Discover. Achieve.³

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

The overall employment prospects for veterinarians is very good. According to the U.S. Bureau of Labor Statistics, the projected employment growth rate from 2018-2028 for employment of veterinarians is 18%, far exceeding the average for all occupations (5%).⁴ The national average annual wage of veterinarians was \$105,240 and the national median wage was \$93,830. The 2018 average annual salary for veterinarians in South Dakota was \$100,050, exceeding that of all adjoining states.

South Dakota and the region need more veterinarians, especially those who work with large animals. Veterinarians who understand the animal health needs and are willing to serve rural areas and livestock production are needed in particular, along with those in administration, diagnostics, regulatory, public health and food safety careers. Among AVMA's member veterinarians in the US in 2018, only 5601 described their practices as exclusively or predominantly large animal, whereas 57,034 described their practices as exclusively or predominantly companion animal.⁵

4. How will the proposed program benefit students?

This proposed collaborative program in rural veterinary medicine education will build a clear pathway from SDSU to careers in animal health for students in a way that is economically

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

⁴ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Veterinarians, on the Internet at https://www.bls.gov/ooh/healthcare/veterinarians.htm (visited February 24, 2020).

⁵ https://www.avma.org/KB/Resources/Statistics/Pages/Market-research-statistics-AVMA-membership.aspx

New Professional Program: Professional Program in Veterinary Medicine

feasible for them. A larger number of South Dakotans will have the opportunity to complete a DVM degree at a lower cost than is currently available to those attending out-of-state colleges of veterinary medicine for four years. Students can further reduce total costs and time to complete both a B.S. degree and DVM degree by participating in a proposed new specialization in the Animal Science B.S. degree at SDSU, which would allow students to use coursework from the Professional Program in Veterinary Medicine towards the B.S. in Animal Science.

Students successfully completing the Professional Program in Veterinary Medicine at SDSU will seamlessly transition to the College of Veterinary Medicine at UMN where they will complete the third and fourth years of the curriculum required for the DVM degree. While at SDSU, students will receive value-added experiential training in food animal medicine, which will make these graduates especially competitive in the employment market for veterinarians serving the large livestock industries in South Dakota and the upper-plains region.

Most students in the Professional Program in Veterinary Medicine are expected to simultaneously complete the Veterinary Medicine Specialization of the M.S. in Biological Sciences at SDSU, which will give them valuable research experience and training. Research training will strengthen a veterinarian's diagnostic abilities and the additional credential will expand potential career opportunities related to animal health research and food safety.

5. Program Proposal Rationale:

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

A new degree is not proposed. Students will receive the DVM degree from University of Minnesota.

B. What is the rationale for the curriculum?

The curriculum aligns very closely with the first two years of the DVM curriculum at the UMN College of Veterinary Medicine. When combined with the subsequent curriculum of years three and four, which will be completed at UMN, the curriculum fully aligns with DVM student learning outcomes required as per accreditation standards established by the AVMA Council on Education.

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?

SDSU has been closely engaged with the UMN College of Veterinary Medicine during all phases of curriculum development. The proposed curriculum very closely aligns with that of the first two years of the DVM degree program at the University of Minnesota, including course names, descriptions, and student learning outcomes. SDSU and UMN representatives in this process are very aware of national standards and accreditation requirements set by the Council on Education of the American Veterinary Medical Association and are confident that the SDSU curriculum meets those standards.

D. Summary of the degree program:

| Professional Program in Veterinary Medicine | Credit Hours | Percent |
|---|---------------------|---------|
| Required courses, all students | 111 | 100% |
| Electives | 0 | 0% |
| Total Required for the Degree Total | 111 | |

Required Courses

| Prefix | Number | Course Title | Credit Hours | New (yes, no) |
|-----------|--------|--|-----------------|---------------|
| VET | 600 | Jackrabbit Orientation and Leadership | 2 | yes |
| V L I | 000 | Experience I (JOALE) | 2 | yes |
| VET | 601 | Microscopic Anatomy I | 2 | yes |
| VET | 602 | Integrated Biochemistry and Physiology | 7 | yes |
| VET | 603 | Anatomy I | 4 | yes |
| VET | 604 | Clinical Skills I | 2 | yes |
| VET | 605 | Professional Development I | 1 | - |
| VET | 606 | Critical Scientific Reading | 1 | yes |
| VET | 607 | Immunology | 2 | yes |
| VLI | 007 | First Semester Total | 21 | yes |
| VET | 620 | Jackrabbit Orientation and Leadership | 21 | Mag |
| VLI | 020 | Experience II (JOALE II) | 2 | yes |
| VET | 621 | Professional Development II | 2 | VAC |
| VET | 622 | Anatomy II | 3 | yes |
| VET | 623 | Clinical Skills II | 1 | yes |
| VET | 624 | Physiology II | 5 | yes |
| VET | 625 | Basic Pathology | 2 | yes |
| VET | 626 | Agents of Disease I | 4 | yes |
| VET | 627 | Preventive Medicine | 5 | yes |
| VET | 628 | | 1 | yes |
| VET | 629 | Microscopic Anatomy II Clinical Correlations I | 1 | yes |
| | 630 | | 1 | yes |
| VET | 030 | Veterinary Genetics and Genomics | | yes |
| VET | (40) | Second Semester Total | 27 5 | |
| VET | 640 | Agents of Disease II | 2 | yes |
| VET | | Pharmacology I | | yes |
| VET | 642 | Systemic Pathology | 5 | yes |
| VET | 643 | Clinical Pathology I | 3 | yes |
| VET | 644 | Clinical Skills III | 2 2 | yes |
| VET | 645 | Clinical Epidemiology | | yes |
| VET | 646 | Public Health | 2 | yes |
| VET | 647 | Small Animal Medicine I | 2 | yes |
| VET | 648 | Diagnostic Laboratory | 2 | yes |
| VET | 649 | Large Animal Medicine I | 2 | yes |
| VET | 650 | Professional Development III | 1 | yes |
| · · · · · | 660 | Third Semester Total | 28 | |
| VET | 660 | Small Animal Medicine II | 5 | yes |
| VET | 661 | Small Animal Surgery I | 3 | yes |
| VET | 662 | Large Animal Surgery I | 3 | yes |

| | | | Credit | New |
|--------|--------|--------------------------|--------|-----------|
| Prefix | Number | Course Title | Hours | (yes, no) |
| VET | 663 | Veterinary Imaging I | 4 | yes |
| VET | 664 | Pharmacology II | 2 | yes |
| VET | 665 | Clinical Skills IV | 2 | yes |
| VET | 666 | Clinical Pathology II | 3 | yes |
| VET | 667 | Avian Core | 2 | yes |
| VET | 668 | Large Animal Medicine II | 3 | yes |
| VET | 669 | Dermatology | 2 | yes |
| VET | 670 | Clinical Correlations II | 1 | yes |
| VET | 671 | Thrive Through Life | 5 | yes |
| | | Fourth Semester Total | 35 | |
| | | Subtotal | 111 | |

6. Student Outcomes and Demonstration of Individual Achievement

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

| | Program Courses that Address the Outcomes | | | |
|---|---|----------|-------------|---------|
| Individual Student Outcomes | Year 1 | Year 1 | Year 2 | Year 2 |
| | Fall | Spring | Fall | Spring |
| Demonstrate understanding of central biological | VET601 | VET622 | VET641 | VET663 |
| principles and mechanisms that underlie animal health and disease from the molecular to | VET602 | VET624 | VET643 | VET664 |
| | VET603 | VET627 | | VET666 |
| histologic to gross levels for individuals and | VET607 | VET628 | | VET667 |
| populations. | | VET629 | | VET669 |
| | | | | VET670 |
| Demonstrate knowledge of normal function and | VET603 | VET622 | VET640 | VET660 |
| behavior, pathophysiology, clinical | VET604 | VET623 | VET641 | VET661 |
| manifestations, diagnosis, treatment, and | VET607 | VET625 | VET642 | VET662 |
| management or control of important domestic and | | VET626 | VET643 | VET663 |
| foreign animal diseases. | | VET627 | VET644 | VET664 |
| | | VET629 | VET645 | VET665 |
| | | | VET646 | VET666 |
| | | | VET647 | VET667 |
| | | | VET649 | VET668 |
| | | | | VET669 |
| | | | | VET670 |
| | TARTE CO.1 | LIET (22 | TIETE CAA | VET 671 |
| Perform basic technical and surgical procedures in a variety of species. | VET601 | VET622 | VET644 | VET661 |
| | VET604 | VET623 | VET648 | VET662 |
| D 1 1 00 1 0 | TATE CO. A | L/ETCO1 | NIETE (1 1 | VET665 |
| Demonstrate understanding of food safety, | VET604 | VET621 | VET644 | VET665 |
| zoonotic disease, and public health issues. | | VET623 | VET646 | |
| | | VET627 | VET648 | |
| | VETCOC | VET629 | VETCEO | VET(70 |
| Retrieve and integrate information from medical records and the veterinary literature. | VET606 | VET629 | VET650 | VET670 |

| | Program Courses that Address the Outcomes | | | |
|---|---|------------------|------------------|------------------|
| Individual Student Outcomes | Year 1 | Year 1 | Year 2 | Year 2 |
| | Fall | Spring | Fall | Spring |
| Demonstrate professional and ethical behavior and | VET600 | VET622 | VET650 | VET670 |
| leadership toward their professional and non- | VET603 | VET626 | | |
| professional colleagues and their clients. | VET605 | VET627 | | |
| | | VET629 | | |
| Display ability and interest in lifelong learning. | | VET621 | | |
| Provide adequate patient care, demonstrating | VET604 | VET623 | VET644 | VET665 |
| ability and desire to minimize animal pain and suffering. | | | | |
| Demonstrate professional entry-level problem- | | VET629 | VET640 | VET660 |
| solving ability and critical thinking skills. | | | VET643 | VET661 |
| | | | VET647 | VET662 |
| | | | VET649 | VET666 |
| | | | VET650 | VET668 VET670 |
| Demonstrate a professional level of oral and | VET600 | VET620 | VET640 | VET670 VET670 |
| written communication skills. | VET600 VET603 | VET620 VET622 | VET646 VET646 | VE10/0 |
| written communication skins. | VET606 | VET626 | VET650 | |
| | , 21000 | VET627 | , 21000 | |
| | | VET629 | | |
| Demonstrate basic knowledge of business management and legal issues in veterinary medicine. | This outcome is covered primarily in Year 3 at UMN. | | | |

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

No national instruments are available to measure individual student achievement of the first two years of the program. UMN and SDSU are working to devise appropriate progress measurement devices prior to transfer of SDSU students to the UMN College of Veterinary Medicine.

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?

Student assessment will be based upon a combination of multiple factors.

- 1. Fact-based knowledge will be assessed through written tests and exams, in-class quizzes, and if appropriate oral examination. The University of Minnesota and SDSU will coordinate on test questions to ensure that similar material is being covered in appropriate detail between the two sites, although each school will set, administer, and grade their own examinations.
- 2. Practical skills will be assessed through oral tests and exams, as well as practical demonstration of the necessary clinical skills required to meet the standards of the University of Minnesota 3rd and 4th year curriculum, as well as National practical standards for training of veterinarians (established by the AVMA Committee on Education).

3. A joint UMN/SDSU outcomes assessment committee will be established to track student learning and success, and establish appropriateness of the training program at each institution. The UMN/SDSU outcomes assessment committee will verify preparedness of students to move between the schools based on overall student progress and completion of jointly prepared assessments that may include written and practical examinations, as appropriate to each course.

Students failing to meet standards will repeat courses as necessary or be encouraged to assess alternate degree choices for completion of the M.S. program (that does NOT lead to the 3rd year UMN 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

The courses outlined as required for the program represent a combination of didactic lecture delivery for basic science courses, practical laboratory courses (e.g. Anatomy, histology, Diagnostic Laboratory), and practical hands-on training (Anatomy, Clinical Skills, Professional Development). Course material will consist of commercially available textbooks, individualized course material produced by UMN and SDSU faculty, training videos, and hands-on practicum to establish clinical skills. Where appropriate, some course material (videos, recorded lectures) may be used for online delivery, although virtually all coursework will be considered on-campus delivery.

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?

SDSU worked closely with the UMN College of Veterinary Medicine in developing the curriculum. SDSU has also been in contact with the AVMA Council on Education, which establishes learning outcomes and conducts reviews for accreditation. Students successfully completing the two-year program at SDSU will be equally well-prepared for years three and four of the DVM curriculum at UMN as students who complete the first two years at UMN.

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 | |
| Estimates | FY 22 | FY 23 | FY 24 | FY 25 | |
| Students new to the university | 12 | 12 | 12 | 12 | |
| Students from other university programs | 8 | 8 | 8 | 8 | |
| Continuing students | 0 | 20 | 20 | 20 | |
| =Total students in the program (fall) | 20 | 40 | 40 | 40 | |
| Program credit hours (major courses)** | 960 | 2240 | 2240 | 2240 | |
| Graduates from SDSU | 0 | 0 | 0 | 0 | |
| Graduates from UMN | 0 | 0 | 0 | 20 | |

*Do not include current fiscal year.

The PPVM is a 2-year program with an anticipated class size of approximately 20 students. There will be approximately 20 students admitted to the program each year and approximately 40 students in the two classes (First-Year and Second-Year) combined. Approximately 12 of the 20 students admitted each year are expected to be new to SDSU, while about 8 are expected to have been previously or currently enrolled at SDSU as undergraduates at the time of application submission.

Students will be required to take 48 first-year credits and 62 second-year credits. Thus, total credits delivered are expected to be 20x48=960 in FY22 when there will be first-year students only. In FY23 and beyond, total credits delivered are expected to be (20x48)+(20x62)=960+1240=2200.

The proposed PPVM provides coursework for the first two years only of a four-year DVM curriculum. Students completing the PPVM curriculum will transfer to the University of Minnesota to complete the DVM requirements, and the DVM degree will be awarded by the University of Minnesota. The PPVM itself is a non-degree program, so there will be no graduates. However, most of the PPVM students are expected to enroll simultaneously in the Veterinary Medicine Specialization of the Biological Sciences M.S. at SDSU and receive the M.S. degree upon completion of the two-year dual PPVM-MS curriculum.

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 is required by and available through the Council on Education (COE) of the American Veterinary Medical Association: Accreditation Policies and Procedures of the AVMA Council on Education. The AVMA-COE has already been made aware of SDSU's intent to offer the proposed program in collaboration with UMN and to seek accreditation as appropriate.

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 | 2021-2022 Academic 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.

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

| | Yes/No | If Yes, identify delivery methods Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> . | 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 | No | NA | |
| (online/other distance | | | |
| delivery methods) | | | |

The PPVM will be available through face-to-face delivery.

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

The budget is based on the delivery of first-year and second-year courses that are required to meet accreditation standards for the DVM degree and on an anticipated enrollment of 20 students per class.

The total cost of attendance for up to six SD residents per class will be approximately the same as is currently the case for six SD residents per year attending Veterinary School at Iowa State University whose non-resident tuition differential is paid for by the state of SD. Residents of MN will pay the same amount at SDSU as do MN residents attending the UMN School of Veterinary Medicine. Residents of other states will pay approximately the same at SDSU as they would if attending the UMN Vet School.

14. Board Policy 2:1 states: "Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director." Identify five potential consultants (including contact information and short 1-2 page

CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

N/A. This is not a graduate program and it is a non-degree program. SDSU has worked very closely with the UMN College of Veterinary Medicine to ensure that the program will meet accreditation standards. The curriculum in this proposal is nearly identical to that of Year 1 and Year 2 of the DVM curriculum at UMN.

| 15. | . Is the university requesting or intending to request permission for a new fee or to | attach |
|-----|---|--------|
| | an existing fee to the program? If yes, explain. | |
| | | |

⊠ Yes □ No

Explanation (if applicable):

A new fee is needed to cover the additional costs associated with delivering a professional degree curriculum in accordance with the accreditation standards and student learning outcomes of the Council on Education of the American Veterinary Medical Association.

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

\boxtimes 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.

 \square NO,

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

17. Additional Information:

Admissions Process

Requirements and procedures for admitting students will closely follow those of the University of Minnesota DVM program:

Following screening of initial applications sent through VMCAS, selected applicants will be invited to campus for a mandatory face-to-face "Behavioral Interview". Following interviews, offers of admission will be extended to successful applicants, while a second tier of applicants may receive a wait-list offer. Applicants on the wait list may be extended offers

of admission as seats become available. Delayed admission deferments may be granted in cases of extenuating circumstances if approved by the Admissions Committee.

Admissions Requirements

GRE: Required

TOEFL: Required score of 525 paper-based, 71 Internet-based

IELTS: 5.5

- An electronic application for admission must be submitted through VMCAS.
- Official copies of all transcripts must be sent directly to VMCAS.
- Three electronic Letters of Reference must be submitted as part of the VMCAS application on behalf of the applicant. It is strongly recommended that at least one letter is written by a DVM.
- The Graduate Record Exam (GRE) must be taken no more than 5 years prior to application submission, and scores must be sent directly to SDSU.
- Specific prerequisite coursework must be completed prior to enrollment. Prerequisite courses must be equivalent to the SDSU courses indicated in this planner: Approved Preveterinary Coursework. Students from other universities will be directed to follow the comprehensive area college prerequisite guides developed by the University of Minnesota for a list of approved prerequisites.

New Professional Program: Professional Program in Veterinary Medicine

SDSU Professional Program in Veterinary Medicine

| 1. Assumptions | | 1st | 2nd | 3rd | 4th |
|---|----------------|-----------------------------|------------------|-------------|-------------|
| Headcount & hours from proposal | Г | FY21 | FY22 | FY23 | FY24 |
| Fall headcount (see table in proposal) | <u> </u> | 20 | 40 | 40 | 40 |
| Program FY cr hrs, On-Campus | _ | 960 | 2,220 | 2,220 | 2,220 |
| Program FY cr hrs, Off-Campus | | 0 | 0 | 0 | 0 |
| Faculty, Regular FTE | See p. 3 | 3.50 | 5.30 | 5.30 | 5.30 |
| Faculty Salary & Benefits, average | See p. 3 | \$101,370 | \$101,370 | \$101,370 | \$101,370 |
| 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 | 2.00 | 2.00 | 2.00 | 2.00 |
| Other Salary & Benefits, average | See p. 3 | \$97,262 | \$97,262 | \$97,262 | \$97,262 |
| 2. Budget | | | | | |
| Salary & Benefits | | | | | |
| Faculty, Regular | | \$354,795 | \$537,261 | \$537,261 | \$537,261 |
| Faculty, Adjunct (rate x number of courses) | | \$0 | \$0 | \$0 | \$0 |
| Other FTE | | \$274,524 | <u>\$274,524</u> | \$274,524 | \$274,524 |
| S&B Subtotal | | \$629,319 | \$811,785 | \$811,785 | \$811,785 |
| Operating Expenses | | | | | |
| Travel | | \$45,000 | \$50,000 | \$50,000 | \$50,000 |
| Contractual Services | | \$120,000 | \$270,000 | \$270,000 | \$270,000 |
| Supplies & materials | | \$115,300 | \$85,300 | \$85,300 | \$85,300 |
| Capital equipment | | \$40,000 | <u>\$15,000</u> | \$15,000 | \$15,000 |
| OE Subtotal | | \$320,300 | \$420,300 | \$420,300 | \$420,300 |
| Total | | \$949,619 | \$1,232,085 | \$1,232,085 | \$1,232,085 |
| 3. Program Resources | | | | | |
| Off-campus support tuition/hr, HEFF net | UG | \$412.23 | \$412.23 | \$412.23 | \$412.23 |
| Off-campus tuition revenue | hrs x amt | \$0 | \$0 | \$0 | \$0 |
| On-campus support tuition/hr, HEFF net | UG | \$298.07 | \$298.07 | \$298.07 | \$298.07 |
| On-campus tuition revenue | hrs x amt | \$330,855 | \$661,711 | \$661,711 | \$661,711 |
| Program fee, per cr hr (if any) | \$198.62 | \$220,468 | \$440,936 | \$440,936 | \$440,936 |
| Delivery fee, per cr hr (if any) | \$0.00 | \$0 | \$0 | \$0 | \$0 |
| University redirections | | \$325,000 | \$0 | \$0 | \$0 |
| Community/Employers | | \$0 | \$0 | \$0 | \$0 |
| Grants/Donations/Other | | \$75,000 | \$150,000 | \$150,000 | \$150,000 |
| Total Resources | | \$951,324 | \$1,252,647 | \$1,252,647 | \$1,252,647 |
| Resources Over (Under) Budget | | \$1,705 | \$20,562 | \$20,562 | \$20,562 |
| Provide a summary of the program costs and | resources in t | he new program _l | proposal. | | |

16

SDSU Professional Program in Veterinary Medicine

| Estimated Salary & Benefits per FTE | | Faculty | Other |
|--------------------------------------|--------|-----------|-----------------|
| Estimated salary (average) - explain | | | |
| below | | \$80,000 | \$76,400 |
| | (see | | |
| University's variable benefits rate | below) | 0.1412 | 0.1412 |
| Variable benefits | | \$11,299 | \$10,791 |
| Health insurance/FTE, FY20 | | \$10,071 | <u>\$10,071</u> |
| Average S&B | | \$101,370 | \$97,262 |

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above. Faculty salaries at \$80,000 per FTE. Explain adjunct faculty costs used in

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

Estimated salary & Benefits for 12 month Director \$127,390, Coordinator \$67,134. The average does not include 4 Grad Students totaling \$80,000 which will not have benefits, however this amount is included in the Other FTE salaries.

Summarize the operating expenses shown in the table:

table:

Operating expenses in the first year include the establishment of in-class required materials for coursework, as well as purchases for equipment and supplies. These include anesthesia equipment, anatomy supplies including cadavers and models, microscopes, and necessary multimedia teaching expenses. In addition, travel expenses to support the transportation of 20 students to the UMN Vet School week-long introductory experience, as well as travel support for required clinical experiential learning at clinical sites distant from Brookings (ie West River training facilities). Other expenses include library costs and contractual employment of clinical adjunct faculty to assist in these learning experiences which will include but are not limited to direct animal handling and procedural training to gain necessary knowledge, particularly in the "Clinical Skills" and "Clinical Correlations" courses and other indirect expenses. Travel and contractual costs will increase in future years with enrollment growth, while startup equipment and supplies costs should decrease after the first year.

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

Resources will consist of tuition, program fees and pesticide fee revenue beyond what is used for scholarships (as approved in SB43). Start-up funds will be required and will come from the University and the College of Ag, Food, & Environmental Sciences, but other funds sources for start-up are also being pursued.

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

| SDSU Professional Program in Veterinary Medicine | | | | |
|--|-------------|---------|----------|-----------------------|
| | FY20 | | | |
| Off-Campus Tuition, HEFF & Net | Rate | HEFF | Net | _ |
| Undergraduate | \$351.25 | \$40.39 | \$310.86 | Change cell on page I |
| Graduate | \$465.80 | \$53.57 | \$412.23 | to point to your net |
| Externally Supported | \$40.00 | | | |

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

| | FY20 | | | |
|---------------------------------|-------------|---------|-----------------|-----------------------|
| On-Campus Tuition, HEFF & Net | Rate | HEFF | Net | _ |
| UG Resident - DSU, NSU | \$243.30 | \$27.98 | \$215.32 | Change cell on page 1 |
| UG Resident - SDSU, USD | \$248.35 | \$28.56 | \$219.79 | |
| UG Resident - BHSU | \$254.20 | \$29.23 | \$224.97 | to point to your net |
| UG Resident - SDSMT | \$249.70 | \$28.72 | \$220.98 | |
| | | | | |
| GR Resident - DSU,NSU | \$319.40 | \$36.73 | \$282.67 | Change cell on page 1 |
| GR Resident - SDSU, USD | \$336.80 | \$38.73 | \$298.07 | |
| GR Resident - BHSU | \$328.20 | \$37.74 | \$290.46 | to point to your net |
| GR Resident - SDSMT | \$324.85 | \$37.36 | \$287.49 | |
| | | | | |
| UG Nonresident - DSU,NSU | \$342.40 | \$39.38 | \$303.02 | Change cell on page 1 |
| UG Nonresident - BHSU | \$355.70 | \$40.91 | \$314.79 | to point to your net |
| UG Nonresident - SDSU, USD | \$360.50 | \$41.46 | \$319.04 | |
| UG Nonresident - SDSMT | \$391.10 | \$44.98 | \$346.12 | |
| | | | | |
| | | | | |
| GR Nonresident - DSU,NSU | \$596.30 | \$68.57 | \$527.73 | Change cell on page 1 |
| GR Nonresident - BHSU | \$612.40 | \$70.43 | \$541.97 | to point to your net |
| GR Nonresident - SDSU, USD | \$647.55 | \$74.47 | \$573.08 | |
| GR Nonresident - SDSMT | \$652.00 | \$74.98 | \$577.02 | |
| | | | | |
| UG Sioux Falls Associate Degree | \$275.40 | \$31.67 | \$243.73 | Change cell on page 1 |
| | | | | to point to your net |
| | | | | |

Variable Benefits Rates

| | v al lable D | enems ivales | |
|---|--------------|--------------|--------------------------------------|
| _ | University | FY20 | |
| | BHSU | 14.64% | Change the benefits rate cell in the |
| | DSU | 14.36% | table on page 2 to point to the rate |
| | NSU | 14.31% | for your university. |
| | SDSM&T | 14.20% | |
| | SDSU | 14.12% | |
| _ | USD | 14.34% | |

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – B (4) DATE: June 24, 2020

SUBJECT

New Program: SDSU PhD in Mechanical Engineering

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BOR Policy 2:1 – External Review of Proposed Graduate Programs

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a Ph.D. program in Mechanical Engineering.

The program will leverage collaborative opportunities with the Ph.D. in Mechanical Engineering at the South Dakota School of Mines and Technology (SDSM&T). Collaboration will strengthen programs at both institutions and will enhance the effective use of faculty and facilities resources within the BOR system. The University will use the D2L platform, the Access Grid and the Dakota Digital Network (DDN) to share courses and augment the collaboration, but does not request authorization to deliver the entire program through distance technology.

The intent to plan for this program was waived. The program will not require the creation of any new courses.

The Executive Director waived the requirement for an external review.

IMPACT AND RECOMMENDATION

Although much of the infrastructure for this program is already in place, SDSU anticipates potential need for additional resources to make the collaborative program competitive with other similar programs in the region. SDSU anticipates graduating two (2) students per year after full implementation.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – PhD in Mechanical Engineering

DRAFT MOTION 20200624 4-B(4):

I move to authorize SDSU to offer a PhD in Mechanical Engineering, as presented.



SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS

New Graduate Degree Program

| UNIVERSITY: | SDSU |
|-------------------------------------|------------------------------|
| PROPOSED GRADUATE PROGRAM: | Mechanical Engineering |
| EXISTING OR NEW MAJOR(S): | Existing |
| DEGREE: | Doctor of Philosophy (Ph.D.) |
| EXISTING OR NEW DEGREE(S): | Existing |
| INTENDED DATE OF IMPLEMENTATION: | 2020-2021 Academic Year |
| PROPOSED CIP CODE: | 14.1901 |
| SPECIALIZATIONS:1 | N/A |
| IS A SPECIALIZATION REQUIRED (Y/N): | No |
| DATE OF INTENT TO PLAN APPROVAL: | Waived |
| UNIVERSITY DEPARTMENT: | Mechanical Engineering |
| UNIVERSITY DIVISION: | Graduate School |

University Approval

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

President of the University

10/29/2019

Date

1. What is the nature/purpose of the proposed program?

South Dakota State University (SDSU) requests authorization to offer a Ph.D. program in Mechanical Engineering. The program will leverage collaborative opportunities with the Ph.D. in Mechanical Engineering at the South Dakota School of Mines and Technology (SDSM&T). Collaboration will strengthen programs at both institutions and will enhance the effective use of faculty and facilities resources within the BOR system. The primary purposes of the proposed program are:

- 1. to provide a mechanism to improve the success of faculty research efforts and to provide expanded graduate educational opportunities for South Dakota students interested in pursuing academic or research-focused careers in mechanical engineering;
- 2. to improve the prospects for recruiting highly-qualified and productive faculty members;
- 3. to enhance the chances for success of SDSU M.E. faculty in competing for research funding;

¹ If the proposed new program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board of Regents approval.

South Dakota State University New Graduate Degree Program: Ph.D. in Mechanical Engineering

- 4. to support the development of new technologies and provide an appropriate vehicle to drive innovation and entrepreneurship through the Research Park at South Dakota State University;
- 5. to assist South Dakota's continued economic growth and diversification by preparing graduates to work in:
 - advanced manufacturing, including research and development of innovative techniques for manufacturing processes, automation, and process control
 - development of biomedical processes, equipment and systems in support of the growing high-impact regional medical industry
 - engineering of systems used in production agriculture, including technology for precision agriculture
 - renewable energy and bio-resource conversion technologies.

SDSU currently offers a Ph.D. in Agricultural, Biosystems, and Mechanical Engineering (ABME). This degree configuration has not proven attractive to qualified students with mechanical engineering backgrounds who are interested in research-based careers. This hinders recruiting of mechanical engineering students. The backgrounds of students currently enrolled in the program are a hodge-podge of unrelated disciplines, indicating that it appeals mainly to students with food or agriculture focus, or to those who want to earn a Ph.D. but for various reasons do not have other good options. It is not serving the needs of the mechanical engineering graduate program. Potential students who want to pursue a mechanical engineering graduate degree believe that it will be an unnecessary obstacle to seeking employment after graduation.

Infrastructure and expertise exist at SDSU to support research and innovation in the fields mentioned above. SDSM&T possesses complementary infrastructure and expertise. Sharing of courses would make a wider variety of subjects available to students. Collaboration between the programs would enhance the effectiveness of system resources and strengthen our competitive advantage in applying for external research funding. More and larger research proposals could be developed. Faculty and students would have expanded opportunities to participate in research. The combined resources and existing industry connections of the two institutions would also improve opportunities to attract industry R&D support and could increase the number of new companies springing from research discoveries.

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

The proposed program is consistent with the statutory mission of South Dakota State University 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, located at Brookings, in Brookings County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.

² South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16 BOR1014.pdf.

Board Policy 1:10:2 South Dakota State University Mission Statement provides: *The legislature established South Dakota State University as the Comprehensive Land Grant University to meet the needs of the State and region by providing undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine (SDCL 13-58-1).*

The Board implemented SDCL 13-58-1 by authorizing South Dakota State University to serve students and clients through teaching, research, and extension activities. The University's primary goal is to provide undergraduate and graduate programs at the freshman through the doctoral levels. The University complements this goal by conducting nationally competitive strategic research and scholarly and creative activities. Furthermore, South Dakota State University facilitates the transference of knowledge through the Cooperative Extension Service with a presence in every county and through other entities, especially to serve the citizens of South Dakota.

South Dakota State University is unique within the South Dakota System of Higher Education because of its comprehensive land grant mission. The mission is implemented through integrated programs of instruction, the Cooperative Extension Service, the Agricultural Experiment Station, and numerous auxiliary and laboratory services.

The proposed program relates directly to SDSU's mission of providing academic programs through the doctoral level in engineering. SDSU offers other Ph.D. programs in science and engineering fields, including Ph.D.s in Civil Engineering, Electrical Engineering, and Computational Science and Statistics. The University has offered the B.S. degree in Mechanical Engineering since 1884 and the M.S. degree for many decades.

The program supports the Board of Regents' Strategic Plan 2014-2020 by specifically addressing the following points (Policy 1:21)³:

Vision

- 2.1. South Dakota's population will be more highly-educated.
- 2.2. South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce.
- 2.4. The South Dakota economy will benefit from significant increases in university and associated research-derived commercialization activities.

Goals

- 3.1.1.1. Grow the number of undergraduate and graduate degrees awarded.
- 3.2.1.3. Continue to approve new graduate programs.
- 3.2.2.3. Encourage student engagement in research and service.
- 3.3.1.1. Increase grant and contract expenditures.
- 3.3.1.2. Increase the number of invention disclosures.
- 3.3.1.3. Increase the number of signed license agreements.
- 3.3.1.4. Increase the number of licenses signed with start-up companies.
- 3.3.1.5. Increase the number of graduates from STEM programs.
- 3.3.2.1. Support the universities' efforts to enhance research and development productivity through grants and contracts in key research sectors, recognizing the mission of each of the Regental universities.

³ https://www.sdbor.edu/policy/Documents/1-21.pdf

- 3.3.2.2. Expand educational opportunities in the areas of science, technology, engineering, and mathematics.
- 3.3.2.3. Contribute to the state's workforce and economic development.

The proposed Ph.D. program would also be prepared to support state initiatives related to key industries: 4

- advanced manufacturing
- bioscience
- value-added agriculture

The proposed program is consistent with 'Imagine 2023: Aspire. Discover. Achieve. A Strategic Plan for South Dakota State University⁵, including goals: [1] Achieve Excellence Through Transformative Education and [3] Foster Innovation and Increase Research, Scholarship, and Creative Activity. Ph.D. programs are indispensable to fostering and sustaining research activity.

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.

Mechanical engineers have been a vital and growing part of South Dakota's technical workforce for decades. As the state continues to grow its economy in areas of science, technology, engineering and mathematics, the demand for post-baccalaureate engineers in the applications of mechanical engineering (biofuels, bio-processing, medical devices, renewable energy, value-added and advanced manufacturing) will continue to grow.

The SD Governor's Office of Economic Development lists bioscience, advanced manufacturing, and value-added agriculture as three of the five "key industries" for the state.⁶ This Ph.D. program would support all three of these key industries.

Current statewide demand for Ph.D. graduates is primarily with research-oriented academic institutions and with research and development firms engaged in energy and value-added product development. Various state and federal agencies also employ Ph.D. graduates.

As the demand for high-technology solutions to problems in biosciences, manufacturing and value-added processing continues to grow, mechanical engineers with graduate degrees will be needed to conduct the research necessary to transform innovative concepts into economically viable devices and systems.

Data on hiring and employment projections for graduates of specific M.S. and Ph.D. programs is scant. Most of the information is reported by discipline, with B.S., M.S. and Ph.D. graduates aggregated in a single category. There is however good evidence that employers are increasingly seeking new employees with advanced degrees. The National Association of Colleges and Employers Job Outlook 2017 Spring Update⁷ reported that more than half of the employers surveyed planned to hire master's graduates and that there was a

⁴ https://sdreadytowork.com/key-industries/

⁵ https://www.sdstate.edu/imagine-2023-aspire-discover-achieve

⁶ https://sdreadytowork.com/key-industries/

⁷ https://www.naceweb.org/job-market/trends-and-predictions/job-outlook-the-degrees-and-majors-most-in-demand/

significant jump in the percentage of respondents hiring graduates with doctoral degrees. The percentage of respondents planning to hire graduates with doctoral degrees went from 15.7 in 2016 to 25.8 in 2017. In the same survey, 75.9% of the respondents were hiring engineering graduates, with more than half of all new hires having engineering degrees.

At the national level, the U.S. Bureau of Labor Statistics projects growth of 4% in the number of mechanical engineering jobs over the period 2018-28.8 The U.S. BLS estimated 2018 employment in mechanical engineering positions at 312,900. According to the U.S. BLS, job prospects may be best for those with training in the latest software tools, particularly for computational design and simulation. Individuals with graduate degrees will be uniquely positioned to take advantage of those prospects.

The South Dakota Department of Labor projects a total increase in mechanical engineering employment of 17% over the 10-year period 2016-2026. This is nearly twice the projected national 10-year percentage increase. Nearly half of all mechanical engineers are employed in the manufacturing sector.¹¹ Besides South Dakota, the strongest regional demand for SDSU M.E. graduates is in the state of Minnesota. The Minnesota Department of Employment and Economic Development rates the current demand for mechanical engineers as "High" and estimates the expected 10-year openings (new plus replacement) at 5,255 in Minnesota.¹²

4. How will the proposed program benefit students?

The program will provide students with depth of knowledge that will allow them to investigate new applications and new concepts to advance the state of the art in the discipline. It will also provide them with practical training and experience in the scientific methods needed to conduct reliable experiments and to apply and properly validate engineering models of physical systems. Critical thinking and communication skills developed in the program will prepare students for leadership roles. Overall, the knowledge and skills gained will prepare them for life-long careers in highly desirable research and development positions.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale¹³

This is not a new degree.

B. What is the rationale for the curriculum?

The proposed program at SDSU closely follows the SDSM&T program in order to facilitate an optimum level of collaboration between the institutions. The curriculum for

⁸ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Mechanical Engineers, on the Internet at https://www.bls.gov/ooh/architecture-and-engineering/mechanical-engineers.htm (visited October

⁹ https://www.bls.gov/ooh/architecture-and-engineering/mechanical-engineers.htm#tab-6

¹⁰ https://www.southdakotaworks.org/vosnet/Default.aspx, Labor Market Information Center, Virtual labor market data system, search: Mechanical Engineers

¹¹ https://data.bls.gov/projections/nationalMatrix?queryParams=17-2141&ioType=0

¹² https://apps.deed.state.mn.us/lmi/cpt/Overview

¹³ "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

the SDSM&T Ph.D. was originally modeled after the Ph.D. in M.E. program at the University of Minnesota, and this remains an appropriate model. It provides for a balance of coursework and dissertation credits and meets the objective of allowing for both flexibility of individual plans of study and ability to develop depth of expertise. The curriculum includes a core course that can be selected from that offered by either institution and allows for the student to select courses offered by either institution to complete the plan of study.

The proposed program will allow the institutions to share courses and faculty expertise. The collaboration will also expand access to experimental and laboratory resources by making these resources at each institution available to a wider group of students and researchers. This approach will make optimal use of the State's investments in the public university system. The curriculum provides maximum flexibility to accommodate the numerous and constantly evolving areas of specialty while also providing the ability to develop depth of expertise in a particular branch of application.

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?

Leading graduate programs in mechanical engineering were reviewed in developing this proposal. The structure and content of the proposed program is very similar to that of these well-established programs. Specific programs consulted include:

- University of Minnesota, Ph.D. in Mechanical Engineering¹⁴
- Iowa State University, Ph.D. in Mechanical Engineering¹⁵
- Colorado State University, Ph.D. in Mechanical Engineering¹⁶

D. Summary of the degree program:

| Ph.D. in Mechanical Engineering | Credit Hours | Percent |
|-------------------------------------|---------------------|---------|
| Required courses, all students | 3 | 4.2% |
| Dissertation | 36 | 50% |
| Electives** | 33 | 45.8% |
| Total Required for the Degree Total | 72* | 100% |

^{*}Students may apply up to 24 credits of coursework and up to 6 research credits from a previous M.S. degree to the Ph.D. requirements, subject to approval by the student's graduate advisory committee. The 6 research credits transferred must be ME 798 or equivalent.

Required Courses

| Prefix | Number | Course Title | Credit Hours | New (yes, no) |
|--------|--------|---------------------------------|-----------------|---------------|
| ME | 790 | Seminar | 2 | No |
| GSR | 601 | Research Regulations Compliance | 1 | No |

¹⁴ https://onestop2.umn.edu/pcas/viewCatalogProgram.do?programID=7008

^{**}All electives must be approved by the student's graduate advisory committee. Up to 12 credits of elective coursework can be taken from other disciplines.

¹⁵ http://www.me.iastate.edu/graduate-program/degrees-and-programs/phd-degree/

¹⁶ https://www.engr.colostate.edu/me/ph-d/

| ME | 898D | Dissertation | 36 | No |
|----|------|--------------|----|----|
| | | Subtotal | 39 | |

Elective Courses

The following list of graduate level courses are offered at either SDSU or SDSM&T.

| | | | Credit | New |
|----------|----------|--|--------|-----------|
| Prefix | Number | Course Title | Hours | (yes, no) |
| EM | 522 | Theory of Elasticity | 3 | No |
| EM | 523 | Theory of Plasticity | 3 | No |
| EM | 624 | Theory of Plates and Shells | 3 | No |
| EM | 731 | Advanced Fluid Mechanics | 3 | No |
| EM | 741 | Finite Element Analysis | 3 | No |
| ME | 502 | Gas Dynamics | 3 | No |
| ME | 510 | Principles of HVAC Engineering | 3 | No |
| ME | 512 | Internal Combustion Engines | 3 | No |
| ME | 513 | Turbomachinery | 3 | No |
| ME | 514 | Air Pollution Control | 3 | No |
| ME | 516 | Renewable Energy Systems | 3 | No |
| ME | 517-517L | Computer-Aided Engineering | 3 | No |
| ME | 518 | Design of Thermal Systems | 3 | No |
| ME | 528-528L | Appl Finite Element Analysis | 3 | No |
| ME | 531 | Aerodynamics | 3 | No |
| ME | 532-532L | Experimental Stress Analysis | 3 | No |
| ME | 533-533L | Non-Destructive Test/Evaluation | 3 | No |
| ME | 537 | Gas Dynamics I | 3 | No |
| ME | 539-539L | HVAC Systems Design | 3 | No |
| ME | 540 | Computer-Aided Design | 3 | No |
| ME | 542 | Apps. Of Computational Fluid Dynamics | 3 | No |
| ME | 544-544L | Mechanics of Viscoelastic Solids | 3 | No |
| ME | 546 | Biomedical Applications | 3 | No |
| ME | 553-553L | Feedback Control Systems | 3 | No |
| ME | 555-555L | Adv. App. In Computational Mechanics | 3 | No |
| ME | 557 | Intermediate Dynamics | 3 | No |
| ME | 561 | Analysis and Design of Industrial Systems | 3 | No |
| ME | 612 | Transport Phenomena: Momentum | 3 | No |
| ME | 613 | Transport Phenomena: Heat | 3 | No |
| ME | 616 | Computations Transport Phenomena | 3 | No |
| ME | 618 | Conduction Heat Transfer | 3 | No |
| ME | 619 | Convection Heat Transfer | 3 | No |
| ME | 620 | Radiation Heat Transfer | 3 | No |
| ME | 623 | Advanced Mechanical Vibrations | 3 | No |
| ME | 625 | Smart Structures | 3 | No |
| ME | 673 | Applied Engineering Analysis I | 3 | No |
| ME | 680 | Advanced Strength of Materials | 3 | No |
| ME | 683 | Advanced Strength of Materials Advanced Mech System Control | 3 | No |
| ME ME | 703 | Thermo-Fluid Energy Systems | 3 | No |
| ME | 711 | Advanced Heat Transfer 1 | 3 | No |
| ME | 711 | Convection Heat Transfer | 3 | No |
| ME | 712 | Advanced Solid Mechanics | 3 | No |

| D. C. | N. I | G Tivi | Credit | New |
|--------|----------|-----------------------------------|--------|-----------|
| Prefix | Number | Course Title | Hours | (yes, no) |
| ME | 715 | Advanced Composite Materials | 3 | No |
| ME | 721 | Viscous Flow I | 3 | No |
| ME | 731 | Advanced Analytical Methods | 3 | No |
| ME | 735-735L | Modeling and Simulation | 3 | No |
| ME | 736 | Adv. Finite Element Methods | 3 | No |
| ME | 739 | Advanced Metallurgy | 3 | No |
| ME | 741 | Adv. Stress Analysis Mech. Design | 3 | No |
| ME | 745 | Advanced Machine Design | 3 | No |
| ME | 760 | Quality Control | 3 | No |
| ME | 761 | Operations Research | 3 | No |
| ME | 763 | Topics in Reliability Engr. | 3 | No |
| ME | 765 | Systems Analysis | 3 | No |
| ME | 767 | Decision Theory | 3 | No |
| ME | 770 | Continuum Mechanics | 3 | No |
| ME | 773 | Applied Engineering Analysis II | 3 | No |
| ME | 781 | Robotics | 3 | No |
| ME | 791 | Independent Study | 1-9 | No |
| ME | 792 | Topics | 1-3 | No |

6. Student Outcomes and Demonstration of Individual Achievement

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

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

Appendix A identifies the student outcomes which are intended to ensure that students are adequately prepared to enter employment in industry, government service or continue in an academic career track.

Through seminar, coursework and laboratory experiences graduates are expected to demonstrate the ability to:

- 1. Acquire and apply the knowledge and skills to make an original contribution to the mechanical engineering field.
- 2. Conduct independent research within a supportive framework.
- 3. Understand and critically evaluate the relevant engineering literature.
- 4. Communicate relevant engineering principles and theories by written, oral, and visual means.
- 5. Apply engineering principles and procedures to the recognition, interpretation, and understanding of prior and current knowledge in the field.
- 6. Exhibit an appropriate awareness of and commitment to the ethical conduct of research.

These skills will be developed through formal coursework, student seminar presentations within the program and at professional meetings, and the written dissertation.

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.¹⁷ What are the consequences for students who do not demonstrate mastery?

Mastery will be demonstrated by assessing the outcomes identified in Appendix A and adherence to the existing policies of the SDSU Graduate School's Doctor of Philosophy Degree Requirements (refer to the 2019-2020 SDSU Graduate Catalog). ¹⁸

Mastery of individual course content will be demonstrated, in part, through traditionally graded courses. Learning must also be demonstrated outside the traditional lecture/laboratory classroom. For example, admission into candidacy for the degree will be granted only upon successful completion of a comprehensive examination. These examinations are both written and oral ensuring the student has not only mastered the material but can communicate effectively in a variety of formats. To complete the degree, the student must present and defend their research, again, in both written and oral formats. The written and oral candidacy exams and the written and oral final examinations are overseen by the student's Graduate Advisory Committee. Completion of the seminar requirements, the final oral presentation of the dissertation, and the dissertation itself will be assessed using the Mechanical Engineering department's institutionally-approved doctoral program assessment rubrics. The outcomes of these assessments are reported as a part of the department's regular Academic Assessment and Evaluation reporting activities.

In accordance with SDSU Graduate School policy, students who fail to meet minimum performance standards on their first attempt are given a second chance to demonstrate mastery. The department as well as the Graduate School ensures the student has every opportunity for success. However, students who ultimately fail to demonstrate mastery of the content and skills necessary for admission to candidacy or fail to successfully defend their dissertation are given the option to complete a Master of Science degree. The Department offers the M.S. to accommodate these students. For these students, the academic rigor of completing a Master of Science degree is applied.

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 contemporary classroom lecture and laboratory technologies (including D2L) as well as Access Grid or the Digital Dakota Network (DDN) will be used.

¹⁷ What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

¹⁸ https://catalog.sdstate.edu/content.php?catoid=37&navoid=6018

South Dakota State University New Graduate Degree Program: Ph.D. in Mechanical Engineering

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 developmental consultants were engaged in developing this proposal.

The curriculum was developed with reference to the existing curriculum at SDSM&T as well as those of the University of Minnesota, Iowa State University, and Colorado State University.

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.

Three Ph.D. students who desire to complete a mechanical engineering degree are currently enrolled in the ABME Ph.D. at SDSU. These students will be redirected to the Ph.D. in Mechanical Engineering. Other students will be new to the University or will continue into the Ph.D. program after completing the M.S. in Mechanical Engineering at SDSU.

New student enrollments are initially expected to be two per year, with numbers stabilizing at around three per year by the third year of program existence. To estimate program output, data from the NSF NCSES report for four of SDSU's peer institutions (New Mexico State University, North Dakota State University, the University of Idaho and the University of Wyoming) were collected. In addition, data for the established SDSU Ph.D. in Electrical Engineering were included.²⁰ The average number of doctoral graduates for mature regional Mechanical Engineering programs is two per year. The Ph.D. program in Electrical Engineering (E.E.) at SDSU has been meeting or exceeding that number. Given these figures and the estimated enrollment in the proposed program, a projected number of doctorates awarded was developed.

| | Fiscal Years* | | | | |
|---|-----------------|-----------------|-----------------|-----------------|--|
| | 1 st | 2 nd | 3 rd | 4 th | |
| Estimates | FY 21 | FY 22 | FY 23 | FY 24 | |
| Students new to the university | 2 | 2 | 3 | 3 | |
| Students from other university programs | 3 | 0 | 0 | 0 | |
| Continuing students | | 5 | 4 | 5 | |
| =Total students in the program (fall) | 5 | 7 | 7 | 8 | |
| | | | | | |
| Program credit hours (major courses)** | 105 | 147 | 147 | 168 | |
| Graduates | 0 | 1 | 2 | 2 | |

¹⁹ Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

²⁰ Source: National Science Foundation, National Center for Science and Engineering Statistics, https://www.nsf.gov/statistics/. Institutional profiles available at https://ncsesdata.nsf.gov/profiles/. 2016 is the latest year for which data are available.

South Dakota State University New Graduate Degree Program: Ph.D. in Mechanical Engineering

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.

There is no program accreditation available for the proposed 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 Location²¹

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)?

The University does not request authorization to deliver the entire program through distance technology. SDSU and SDSM&T intend to use the D2L platform, the Access Grid and the Dakota Digital Network (DDN) to share courses and augment the collaboration.

| | Yes/No | Intended Start Date |
|-----------|--------|-------------------------|
| On campus | Yes | 2020-2021 Academic Year |

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

| | Yes/No | If Yes, methods ²² | identify | delivery | Intended Start Date |
|--|--------|-------------------------------|----------|----------|---------------------|
| Distance Delivery (online/other distance | No | | | | |
| delivery methods) | | | | | |

^{*}Do not include current fiscal year.

^{**} Assumes students are registered for 10 credit hours in the fall and spring terms and 1 credit in summer (21 credits total per year). This is the total number of credit hours generated by students in the program in the required or elective program courses. The same numbers are used in Appendix B – Budget.

²¹ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

²² Delivery methods are defined in AAC Guideline 5.5.

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? ²³

| | Yes/No | If Yes, identify delivery methods | Intended Start Date |
|--------------------------|--------|-----------------------------------|---------------------|
| Distance Delivery | Yes | D2L, Access Grid and the Dakota | 2020-2021 |
| (online/other distance | | Digital Network | Academic Year |
| delivery methods) | | | |

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

The program budget is provided in Appendix B.

Much of the infrastructure and resources necessary to offer this program is in place. The Ph.D. in Mechanical Engineering is currently offered at SDSM&T. However, additional resources would bring the collaborative programs' capabilities to a level that is competitive with other similar programs in the region. Additional faculty, graduate assistantships, and operating funds would increase faculty and student time spent on research, leading to greater success in external funding and increased startups and spinoffs from discoveries. SDSM&T is in need of funds to develop classrooms that can support distance education to participate in the program collaboration. Existing and proposed new faculty FTEs, graduate assistant FTEs, operating funds and support staff are identified in Appendix B.

Dissertation research expenses will be borne by grants and contracts awarded to participating faculty members.

14. Board Policy 2:1 states: "Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director." Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

Since this program is proposed as a collaboration with the existing Ph.D. in Mechanical Engineering program at SDSM&T, the requirement for the independent external consultants to evaluate the proposal is requested to be waived.

²³ This question responds to HLC definitions for distance delivery.

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

 \Box YES ⊠ NO

Explanation (if applicable):

The Ph.D. in Mechanical Engineering will be supported from existing program fees applied to the ME prefix.

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

 \square 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.

 \boxtimes NO,

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

17. Additional Information:

Additional Admission Requirements

GRE: Not required

TOEFL: Score of 550 paper-based, 79 Internet-based

IELTS: 5.5

1198

ATTACHMENT I

Appendix A
Ph.D. in Mechanical Engineering – Student Learning Outcomes

| | Program Courses that Address the Outcomes | | | | | | |
|---|---|------|-------|-----------|------------|---------------|--------------|
| | ME | GSR | ME | ME | Qualifying | Comprehensive | Dissertation |
| Individual Student Outcome | 790* | 601* | 898D* | Electives | Exam* | Exam* | Defense* |
| 1. Acquire and apply the knowledge and skills to make an original contribution to the mechanical engineering field. | | | X | X | X | X | X |
| 2. Conduct independent research within a supportive framework. | | | X | | | X | X |
| 3. Understand and critically evaluate the relevant engineering literature. | X | | X | X | | X | X |
| 4. Communicate relevant engineering principles and theories by written, oral, and visual means. | X | | X | X | | X | X |
| 5. Apply engineering principles and procedures to the recognition, interpretation, and understanding of prior and current knowledge in the field. | X | | X | X | X | X | X |
| 6. Exhibit an appropriate awareness of and commitment to the ethical conduct of research. | | X | X | | | X | X |

Appendix B

South Dakota State University, Ph.D. in Mechanical Engineering

| Faculty, Regular FTE See p. 3 0 0 0 0 0 0 0 0 0 | 1. Assumptions | 1st | 2nd | 3rd | 4th | |
|--|--|-----------|---------------------------------------|------------|------------|------------|
| Program FY er hrs, On-Campus Program FY er hrs, Off-Campus 105 147 147 168 168 147 147 168 168 147 147 168 168 147 147 168 168 147 147 168 168 147 147 168 168 147 147 168 168 147 147 168 168 147 147 168 168 147 147 168 168 147 147 168 168 147 147 168 168 147 147 168 168 168 147 147 168 168 168 147 147 168 168 168 147 147 168 168 168 147 147 168 168 168 168 147 147 168 168 168 148 1 | _ | | FY21 | FY22 | FY23 | FY24 |
| Program FY cr hrs, Off-Campus | Fall headcount (see table in proposal) | | 5 | 7 | 7 | 8 |
| Faculty, Regular FTE Faculty Salary & Benefits, average See p. 3 See p. 3 S110,203 S110,203 S110,203 S110,203 S110,203 S110,203 S110,203 Faculty, Adjunct - number of courses See p. 3 See p. 3 S1,000 Other FTE (see next page) Other Salary & Benefits, average See p. 3 See p. 3 S1,000 S1,000 S1,000 S1,000 Other FTE (see next page) Other Salary & Benefits See p. 3 S41,053 | Program FY cr hrs, On-Campus | | 105 | 147 | 147 | 168 |
| Faculty Salary & Benefits, average See p. 3 \$110,203 \$10,000 \$1,000 | Program FY cr hrs, Off-Campus | 0 | 0 | 0 | 0 | |
| Faculty Salary & Benefits, average See p. 3 \$110,203 \$10,000 \$1,000 | | | | | 1 | |
| Faculty, Adjunct - number of courses Faculty, Adjunct - per course See p. 3 | Faculty, Regular FTE | See p. 3 | 0.25 | 0.25 | 0.25 | 0.25 |
| See p. 3 \$1,000 \$1,000 \$1,000 \$1,000 | Faculty Salary & Benefits, average | See p. 3 | \$110,203 | \$110,203 | \$110,203 | \$110,203 |
| Other FTE (see next page) See p. 3 1.00 1.00 1.00 1.00 Other Salary & Benefits, average See p. 3 \$41,053 \$41,053 \$41,053 \$41,053 2. Budget Salary & Benefits Faculty, Regular \$27,551 \$28,604 | Faculty, Adjunct - number of courses | See p. 3 | 0 | 0 | 0 | 0 |
| Other Salary & Benefits, average See p. 3 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$27,551 < | Faculty, Adjunct - per course | See p. 3 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| Other Salary & Benefits, average See p. 3 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$41,053 \$27,551 < | Other FTE (see next page) | See p. 3 | 1.00 | 1.00 | 1.00 | 1.00 |
| Salary & Benefits Salary & Salar | | - | | | | |
| Salary & Benefits Salary & Salar | 2 Rudget | | | | | |
| Faculty, Regular \$27,551 \$27,551 \$27,551 \$27,551 Faculty, Adjunct (rate x number of courses) \$0 | | | | | | |
| Faculty, Adjunct (rate x number of courses) \$0 | • | | \$27,551 | \$27,551 | \$27,551 | \$27,551 |
| Other FTE \$41,053 \$40,004 \$68,604 \$60,000 \$0 \$0 \$0 \$0 | | | | | · · | |
| S&B Subtotal \$68,604 \$68,200 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 | | , | | | | |
| Travel \$2,000 \$2,000 \$2,000 \$2,000 Contractual Services \$0 \$0 \$0 Supplies & materials \$1,500 \$2,500 \$2,500 \$2,500 Capital equipment \$0 \$0 \$0 \$0 \$0 \$0 OE Subtotal Total \$3,500 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$73,104 \$ | S&B Subtotal | | · · · · · · · · · · · · · · · · · · · | · | · | · |
| Contractual Services \$0 \$0 \$0 Supplies & materials \$1,500 \$2,500 \$2,500 \$2,500 Capital equipment \$0 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$73,104 | Operating Expenses | | | | | |
| Supplies & materials \$1,500 \$2,500 \$2,500 \$2,500 Capital equipment \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$73,104 | Travel | | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| Capital equipment \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$73,104 <td>Contractual Services</td> <td></td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> | Contractual Services | | \$0 | \$0 | \$0 | \$0 |
| OE Subtotal Total \$3,500 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500 \$73,104 3. Program Resources Off-campus support tuition/hr, HEFF net Off-campus tuition revenue Off-campus tuition revenue Off-campus support tuition/hr, HEFF net Off-campus tuition revenue Off-campus support tuition/hr, HEFF net Off-campus tuition revenue Off-campus tuition revenue Off-campus support tuition/hr, HEFF net Off-campus sup | Supplies & materials | | \$1,500 | \$2,500 | \$2,500 | \$2,500 |
| Total \$72,104 \$73,104 \$73,104 \$73,104 3. Program Resources Off-campus support tuition/hr, HEFF net | Capital equipment | | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| 3. Program Resources Off-campus support tuition/hr, HEFF net On-campus support tuition/hr, HEFF net On-campus tuition revenue On-campus tuition reve | OE Subtotal | | \$3,500 | \$4,500 | \$4,500 | \$4,500 |
| Off-campus support tuition/hr, HEFF net GR \$399.05 \$399.05 \$399.05 \$399.05 Off-campus tuition revenue hrs x amt \$0 \$0 \$0 \$0 On-campus support tuition/hr, HEFF net GR \$288.55 \$288.55 \$288.55 \$288.55 On-campus tuition revenue hrs x amt \$30,298 \$42,417 \$42,417 \$48,477 Program fee, per cr hr (if any) \$80.55 \$8,458 \$11,841 \$11,841 \$13,532 | Total | | \$72,104 | \$73,104 | \$73,104 | \$73,104 |
| Off-campus support tuition/hr, HEFF net GR \$399.05 \$399.05 \$399.05 \$399.05 Off-campus tuition revenue hrs x amt \$0 \$0 \$0 \$0 On-campus support tuition/hr, HEFF net GR \$288.55 \$288.55 \$288.55 \$288.55 On-campus tuition revenue hrs x amt \$30,298 \$42,417 \$42,417 \$48,477 Program fee, per cr hr (if any) \$80.55 \$8,458 \$11,841 \$11,841 \$13,532 | 3. Program Resources | | | | | |
| Off-campus tuition revenue hrs x amt \$0 \$0 \$0 \$0 On-campus support tuition/hr, HEFF net GR \$288.55 \$288.55 \$288.55 \$288.55 On-campus tuition revenue hrs x amt \$30,298 \$42,417 \$42,417 \$48,477 Program fee, per cr hr (if any) \$80.55 \$8,458 \$11,841 \$11,841 \$13,532 | 9 | | | | | |
| On-campus support tuition/hr, HEFF net On-campus tuition revenue Non-campus tuition revenu | net | GR | \$399.05 | \$399.05 | \$399.05 | \$399.05 |
| net GR \$288.55 \$288.55 \$288.55 \$288.55 \$288.55 On-campus tuition revenue hrs x amt \$30,298 \$42,417 \$42,417 \$48,477 Program fee, per cr hr (if any) \$80.55 \$8,458 \$11,841 \$11,841 \$13,532 | Off-campus tuition revenue | hrs x amt | \$0 | \$0 | \$0 | \$0 |
| net GR \$288.55 \$288.55 \$288.55 \$288.55 \$288.55 On-campus tuition revenue hrs x amt \$30,298 \$42,417 \$42,417 \$48,477 Program fee, per cr hr (if any) \$80.55 \$8,458 \$11,841 \$11,841 \$13,532 | On-campus support tuition/hr, HEFF | | | | | |
| Program fee, per cr hr (if any) \$80.55 \$8,458 \$11,841 \$11,841 \$13,532 | | GR | \$288.55 | \$288.55 | \$288.55 | \$288.55 |
| | On-campus tuition revenue | hrs x amt | \$30,298 | \$42,417 | \$42,417 | \$48,477 |
| | Program fee, per cr hr (if any) | \$80.55 | \$8,458 | \$11,841 | \$11,841 | \$13,532 |
| | Delivery fee, per cr hr (if any) | \$0.00 | \$0 | \$0 | \$0 | \$0 |
| University redirections \$42,000 \$42,000 \$42,000 \$42,000 | University redirections | | \$42,000 | \$42,000 | \$42,000 | \$42,000 |
| Community/Employers \$0 \$0 \$0 \$0 | Community/Employers | | \$0 | \$0 | \$0 | \$0 |

ATTACHMENT I 17

South Dakota State University
New Graduate Degree Program: Ph.D. in Mechanical Engineering

Grants/Donations/Other \$0 \$0 \$0 \$0

Total Resources \$80,756 \$96,258 \$96,258 \$104,010

Resources Over (Under) Budget

\$8,652 \$23,154 \$23,154

\$23,154 \$30,906

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 | \$88,943 | \$40,647 |
| (see | | |
| University's variable benefits rate below) | 0.1438 | 0.0100 |
| Variable benefits | \$12,790 | \$406 |
| Health insurance/FTE, FY18 | \$8,470 | <u>\$0</u> |
| Average S&B | \$110,203 | \$41,053 |

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

The FY19 salaries of 9 people in the SDSU M.E. department were averaged to determine the average salary.

| Ex ₁ | olain | adi | unct | facu | ılty | costs | used | in | table | e: |
|-----------------|-------|-----|------|------|------|-------|------|----|-------|----|
| | | | | | | | | | | |

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

Other personnel are two Ph.D. Graduate Assistants at a base salary of \$40,647 for FY19. Graduate Assistantships are 49% time (0.5 FTE each). Fringe benefits are estimated at 1% of salary. Figures are based on the SDSU research budget template.

Summarize the operating expenses shown in the table:

Operating expenses will cover costs associated with faculty duties, including computer software and hardware, phone, copying/printing, resource materials and lab expendables. Travel support is required for attendance at conferences and to meet with funding agencies (\$2000/faculty FTE/yr). Capital equipment funds are for new and replacement research laboratory equipment.

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

The SDSU Jerome J. Lohr College of Engineering will direct \$42,000/yr in base funding to provide two 49% Ph.D. graduate assistantships (1.0 FTE total).

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

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

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

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

Variable Benefits Rates

| v al lable D | enemis ivate | 3 |
|--------------|--------------|--------------------------------------|
| University | FY19 | |
| BHSU | 14.64% | Change the benefits rate cell in the |
| DSU | 14.36% | table on page 2 to point to the rate |
| NSU | 14.31% | for your university. |
| SDSM&T | 14.20% | |
| SDSU | 14.38% | |
| USD | 14.34% | |

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – B (5) DATE: June 24, 2020

SUBJECT

New Program: SDSM&T PhD in Electrical Engineering

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:1 – External Review of Proposed Graduate Programs

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSM&T) requests approval to offer a Ph.D. program in Electrical Engineering. The program will leverage collaborative opportunities with the existing Ph.D. program in Electrical Engineering at South Dakota State University (SDSU). The proposed program supports the system strategic goals and will facilitate strong collaborations in academic, scholarly research and economic growth activities across the state of South Dakota. The primary purposes of the proposed program are:

- 1. to provide a mechanism to improve the success of faculty research efforts and to provide expanded graduate educational opportunities for South Dakota students interested in pursuing academic or research-focused careers in electrical engineering;
- 2. to improve the prospects for recruiting highly qualified and productive faculty members;
- 3. to enhance the chances for success of faculty in competing for research funding;
- 4. to support research commercialization prospects, drive innovation, and increase entrepreneurial opportunities;
- 5. to support South Dakota's economic growth by driving innovation and train graduates in the following fast growing fields:
 - power and energy systems, power electronics
 - renewable energies
 - sensing, control, and optimization for autonomous systems
 - artificial intelligence, smart automation, and robotics
 - data analytics, machine learning, and computer vision
 - wireless communications and applied electromagnetics

(Continued)

DRAFT MOTION 20200624 4-B(5):

I move to authorize SDSM&T to offer a PhD in Electrical Engineering, as presented.

1202

New Prog: SDSMT PhD in Electrical Engineering June 24, 2020

Page 2 of 2

The intent to plan for this program was waived. The program will not require the creation of any new courses.

IMPACT AND RECOMMENDATION

Although much of the infrastructure for this program is already in place, SDSM&T anticipates potential future need for additional resources needed to bring the program to a level that is competitive with similar programs in the region. Such requests would come from the university during the annual budgeting process. Additional graduate research assistantships, with competitive stipends, and operating funds (e.g., travel to funding agencies and conferences) would increase faculty and student time spent on proposals and research, leading to greater success in obtaining external funding and increased potential for startups and spinoffs from discoveries.

Sharing of courses and expertise between programs at SDSM&T and SDSU will allow for efficient use of current resources. Existing university assistantship funds will be prioritized, to the limited extent possible, to support Ph.D. students with teaching assistantships.

Faculty members will apply for external grants and contracts to support Ph.D. level graduate students and to acquire additional specialized laboratory equipment, research materials, and supplies. Due the proposal process, a time lag of 1-3 years is anticipated for effort this to yield significant resources, slowing the growth of the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSM&T – PhD in Electrical Engineering



SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS

New Graduate Degree Program

| UNIVERSITY: | SDSM&T |
|-------------------------------------|---------------------------------|
| PROPOSED GRADUATE PROGRAM: | Doctor of Philosophy (Ph.D.) in |
| | Electrical Engineering |
| EXISTING OR NEW MAJOR(S): | Existing |
| DEGREE: | Doctor of Philosophy |
| EXISTING OR NEW DEGREE(S): | Existing |
| INTENDED DATE OF IMPLEMENTATION: | 2020-2021 Academic Year |
| PROPOSED CIP CODE: | 14.1001 |
| SPECIALIZATIONS: | N/A |
| IS A SPECIALIZATION REQUIRED (Y/N): | No |
| DATE OF INTENT TO PLAN APPROVAL: | Click here to enter a date. |
| UNIVERSITY DEPARTMENT: | Electrical Engineering |
| UNIVERSITY DIVISION: | SDSM&T Academic Affairs |

University Approval

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

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

1. What is the nature/purpose of the proposed program?

South Dakota School of Mines & Technology (SDSM&T) requests approval to offer a Ph.D. program in Electrical Engineering. The program will leverage collaborative opportunities with the existing Ph.D. program in Electrical Engineering at South Dakota State University (SDSU). The proposed program supports the system strategic goals and will allow the South Dakota Regental institutions to form strong collaborations in academic, scholarly research and economic growth activities across the state of South Dakota. The primary purposes of the proposed program are:

- 1. to provide a mechanism to improve the success of faculty research efforts and to provide expanded graduate educational opportunities for South Dakota students interested in pursuing academic or research-focused careers in electrical engineering;
- 2. to improve the prospects for recruiting highly qualified and productive faculty members;
- 3. to enhance the chances for success of SDSM&T EE faculty in competing for research funding;
- 4. to support research commercialization prospects, drive innovation, and increase entrepreneurial opportunities

- 5. to support South Dakota's economic growth by driving innovation and train graduates in the following fast growing fields:
 - power and energy systems, power electronics
 - renewable energies
 - sensing, control, and optimization for autonomous systems
 - artificial intelligence, smart automation, and robotics
 - data analytics, machine learning, and computer vision
 - wireless communications and applied electromagnetics (e.g., antennas and microwaves)

Electrical Engineering fields are one of the fastest growing fields as reported in Future of Jobs Report 2018 (surveyed more than 300 global companies across 12 industries and 20 emerging economies)¹. The existing Master of Science degree in EE at SDSM&T trains graduates to meet this demand to an extent, but we are unable to train graduates to perform core research and innovation activities in these fields due to a lack of a Ph.D. program. There is also a significant interest among the prospective graduate and undergraduate students in pursuing research-based careers. Existing faculty members in EE at SDSM&T are currently funded (for research activities) by federal agencies such as a DoD, NSF, and NASA, and local industries indicating there is a strong potential to sustain the proposed Ph.D. program in the future.

Infrastructure and expertise exist at SDSM&T to support research and innovation in the fields mentioned above. SDSU possesses complementary infrastructure and expertise. Sharing of courses would make a wider variety of subjects available to students. Collaboration between the programs would allow faculty members from both the programs to compete for more and larger federal research grants. This program would attract industries to collaborate on cutting-edge research and development, which leads to increased student employment opportunities, overall job growth, and the overall growth in the state economy. With expanded capabilities, the proposed program would attract top-tier electrical engineering faculty at both SDSM&T and SDSU. The proposed program will help in broadened range of course offerings and deepening of research resources as SDSU's expertise areas of nanomaterials, sensors, power & energy systems, and computer vision complement SDSMT's expertise in controls and robotic systems (swarm intelligence and autonomous systems), applied electromagnetics and antennas, wireless communications, and power electronics.

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?

University's Mission:

The statutory mission of South Dakota School of Mines & Technology is provided in SDCL 13-60-1:

The South Dakota School of Mines & Technology, formerly the State School of Mines, located at Rapid City, in Pennington county, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in engineering and the natural sciences and other courses or programs as the Board of Regents may determine.

A Ph.D. program in Electrical Engineering is consistent with the university mission statements in the Board Policy (1:10:3 South Dakota School of Mines & Technology) to provide graduate programs of instruction in engineering, and educate scientists and engineers to address global

¹ http://www3.weforum.org/docs/WEF Future of Jobs 2018.pdf

challenges, innovate to reach our creative potential, and engage in partnerships to transform society.

The proposed program aligns with the SDSM&T's 2019-2023 Strategic Plan, particularly with the following objectives²:

- Create and maintain distinctive programs that are responsive to changing industry and societal needs
- Obtain a Doctoral Research University Carnegie classification
- Identify and pursue both government and non-governmental research funding opportunities in both fundamental and applied research
- Increase knowledge and skills in proposal preparation and promote a culture of collaboration and support
- Develop state-of-the-art facilities and information technology that bolster the research, instructional, and communication needs of the campus community

Board of Regents Strategic Goals:

The South Dakota Science & Innovation Strategy, aligned with the 2020 Vision, provides a framework for driving research and economic development within the state. Increasing the annual system research and contract expenditures will advance knowledge, enhance technology transfer and commercialization, and catalyze economic development. The Ph.D. in Electrical Engineering at SDSM&T supports the system strategic goals (Policy 1:21):

- 2.1. South Dakota's population will be more highly educated;
- 2.2. South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce;
- 2.4. The South Dakota economy will benefit from significant increases in university and associated research-derived commercialization activities;
- 3.1.1.1. Grow the number of undergraduate and graduate degrees awarded.
- 3.2.1.3. Continue to approve new graduate programs
- 3.2.2.3. Encourage student engagement in research and service.
- 3.3.1.1. Increase grant and contract expenditures.
- 3.3.1.2. Increase the number of invention disclosures.
- 3.3.1.3. Increase the number of signed license agreements.
- 3.3.1.4. Increase the number of licenses signed with start-up companies.
- 3.3.1.5. Increase the number of graduates from STEM programs.
- 3.3.2.1. Support the universities' efforts to enhance research and development productivity through grants and contracts in key research sectors, recognizing the mission of each of the Regental universities.
- 3.3.2.2. Expand educational opportunities in the areas of science, technology, engineering, and mathematics.
- 3.3.2.3. Contribute to the state's workforce and economic development.

The proposed Ph.D. program would also be prepared to support state initiatives related to key industries³:

- advanced manufacturing
- precision ag

² https://www.sdsmt.edu/About/Strategic-Plan/

https://sdreadytowork.com/key-industries/

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

The graduates of this program will find job opportunities in a various industry sectors such as automotive, aerospace, supply chain & transport, oil & gas, energy utilities, information & communications technologies, and infrastructure.

Employment of architecture and engineering occupations (including Electrical Engineering) is projected to grow 7 percent from 2016 to 2026 in the country, about as fast as the average for all occupations. About 194,300 new jobs are projected to be added in the nation. Most of the projected job growth in this group is in the engineer occupations, as their services will be in demand in various areas such as rebuilding of infrastructure, renewable energy, oil and gas extraction, and robotics (Bureau of Labor Statistics)⁴. Robotics & robotic controls is one of the key research-thrust areas in the electrical engineering department at SDSM&T and this strength will be extended to the SDSU electrical engineering program.

In the state of South Dakota, over the period 2014-2024, combined employment in the categories such as Electrical Engineering, Architecture and Engineering, Software & Applications (graduates from the proposed program fit into all three categories) is projected to grow by 12%. Specifically, the total jobs in these categories were 5723 in the year 2014 and is projected to grow to 6426 by the year 2024. Particularly in Electrical Engineering, the employment is projected to grow also by 12% across the state, i.e., 246 jobs in year 2014 to 276 jobs in year 2024. (South Dakota Dept. of Labor & Regulation)⁵.

The research thrust areas of autonomous systems, swarm intelligence, and robotics controls fits well with an occupational category called "Computer and Information Research Scientists" in Bureau of Labor Statistics (BLS). According to the BLS⁶, employment of computer and information research scientists is projected to grow 19 percent from 2016 to 2026 in the country, much faster than the average for all occupations. Electrical engineers are likely to enjoy excellent job prospects as many companies report difficulties finding these highly skilled workers.

According to the article Future of Jobs Report 2018 (surveyed more than 300 global companies across 12 industries and 20 emerging economies)⁷, it was determined that artificial intelligence, robotics and smart automation technology will bring greater economic benefits across the globe. This could contribute up to \$15 trillion to global GDP by 2030. Based on this report, Table 1 demonstrates the range of demand for the adoption of specific technologies in the U.S.A, which emerge from this proposed Ph.D. program. Robotic technology is set to be adopted by 23% to 37% of the companies surveyed for this report (world-wide), depending on industry.

⁴ https://www.bls.gov/ooh/architecture-and-engineering/home.htm

⁵ https://dlr.sd.gov/lmic/menu_projections_industry.aspx

⁶ https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm

⁷ http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf

| Technologies emerging from this Ph.D. program | Percentage of companies planning to adopt the technology in the U.S.A |
|---|---|
| Internet of things | 80% |
| Wearable electronics | 56% |
| Stationary robots | 44% |
| Autonomous transport | 43% |
| Non-humanoid land robots | 38% |
| Humanoid robots | 25% |
| Aerial and underwater robots | 22% |

Table 1: Technology adoption by industry and share of companies surveyed in the U.S.A, 2018–202s. (Future of Jobs Report 2018, World Economic Forum)⁸

4. How will the proposed program benefit students?

With a Ph.D. program in Electrical Engineering in place, the SDSM&T EE department will be more attractive to students as well as faculty from top-tier universities. From enhanced external funding support made possible by having a Ph.D. program, the department will be able to provide a greater number of research assistantships to qualified graduate students. With this research experience, the students in this program will enjoy strong job prospects as supported by the statistics mentioned in the previous section.

In addition, the EE Ph.D. program in Electrical Engineering will benefit the students at both SDSM&T and SDSU. The research thrust areas of both the departments do not overlap but are complementary. Specifically, SDSU's current research thrust areas in their EE Ph.D. program are nanomaterials, sensors, power systems, and computer vision, while SDSMT's EE thrust areas are swarm intelligence, control and autonomy, electromagnetics, flexible antennas, renewable energies, and power electronics. With each university offering graduate-level courses based on their unique strengths, when combined, the students at both universities will see a significant increase in graduate course choices. This will promote knowledge sharing between the EE departments at both the universities, helping students to efficiently conduct their studies and research/course projects. It should also improve leadership skills in the students as they could be involved in joint research projects between the universities.

5. Program Proposal Rationale:

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

No new degree is requested. SDSM&T is authorized to offer the Doctor of Philosophy (Ph.D.) degree.

B. What is the rationale for the curriculum?

The SDSM&T Ph.D. program in Electrical Engineering will closely follow the SDSU Electrical Engineering (EE) Ph.D. program to facilitate a smooth collaboration between the programs. Appendix C contains the course catalog information for the existing Ph.D. program (https://catalog.sdstate.edu/preview_program.php?catoid=37&poid=8885) in EE

⁸ http://reports.weforum.org/future-of-jobs-2018/the-future-of-jobs-across-industries

at SDSU. This curriculum provides a balance of coursework and dissertation credits and meets the objective of allowing for both flexibility of individual plans of study and ability to develop depth of expertise. The proposed program will allow the institutions to share courses and faculty expertise. The collaboration will also expand access to experimental and laboratory resources by making these resources at each institution available to a wider group of students and researchers. This approach will make optimal use of the State's investments in the public university system. Also, this curriculum allows sufficient flexibility to accommodate the continually evolving areas of research and specialization. The design and goals of the Ph.D. program are based on the existing resources and needs of the research facility, the expertise of the current and future faculty, and the design of Ph.D. programs in electrical engineering at exemplar institutions nationwide. This is explained further in section C below.

By coordinating and strengthening faculty expertise through the proposed program, the State will be better able to fully utilize and expand the intellectual capital resident in our public university system.

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

Peer institutions as well as leading graduate programs in electrical engineering in the U.S. (listed below) were studied in the course of developing this proposal. In addition, the program structure and requirements were selected to be similar to recent engineering Ph.D. programs at SDSU and SDSM&T to encourage collaboration between programs. Further, the program meets the standards set in section VIII. PhD Degree Requirements by SDSM&T Graduate Education in the academic catalog.

Colorado School of Mines
 Michigan Technological University
 New Mexico Tech
 University of Minnesota
 University of Arkansas at Fayetteville
 University of Nebraska at Lincoln
 https://electrical.mines.edu/
 https://www.mtu.edu/ece/
 https://ece.umn.edu/
 https://electrical-engineering.uark.edu/
 https://engineering.unl.edu/ece/

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

The distribution of courses within the proposed program is provided in the table below.

| Ph.D. in Electrical Engineering | Credit Hours | Percent |
|-------------------------------------|---------------------|---------|
| Required courses | 3 | 4.2% |
| Electives** | 33 | 45.8% |
| Dissertation | 36 | 50% |
| Total Required for the Degree Total | 72* | 100% |

^{*} Students may apply up to 24 credits of coursework and up to 6 research credits from a previous Master's degree to the Ph.D. requirements, subject to approval of student's graduate advisory committee and requirement that 60% of credit hours must be completed at SDSM&T.

^{**} All electives must be approved by the student's graduate advisory committee. Up to 12 credits of elective coursework can be taken from other disciplines.

Required Courses

| Prefix | Number | Course Title | Credit Hours | New (yes, no) |
|--------|--------|-----------------|-----------------|---------------|
| EE | 690 | Seminar | 2-3 | no |
| IENG | 579 | Research Ethics | 0-1 | no |
| | | Subtotal | 3 | no |

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

The following SDSM&T graduate courses are available as electrical engineering EE electives offered within the department.

| Prefix | Number | Course Title | Credit Hours | New (yes, no) |
|--------|--------|--|-----------------|---------------|
| EE | 722 | Advanced Statistical Communications | 3 | No |
| EE | 724 | Advanced Random Signals and Noise | 3 | No |
| EE | 725 | Probability and Stochastic Processes with Applications | 3 | No |
| EE | 726 | Advanced Wireless Communications | 3 | No |
| EE | 739 | Advanced Grid-Connected Power Electronics Devices | 3 | No |
| EE | 752 | Advanced Digital Control Systems | 3 | No |
| EE | 753 | Optimal Control Theory | 3 | No |
| EE | 754 | Nonlinear Control Theory | 3 | No |
| EE | 755 | Linear State Space Control | 3 | No |
| EE | 756 | Advanced Linear System Theory | 3 | No |
| EE | 757 | Intelligent Control Systems | 3 | No |
| EE | 780 | Advanced Engineering Electromagnetics | 3 | No |
| EE | 788 | Research Problems/Projects | 1-3 | No |
| EE | 791 | Independent Study | 1-9 | No |
| EE | 792 | Topics | 1-4 | No |
| EE | 612/L | High-Speed Digital Design/Lab | 3 | No |
| EE | 621 | Information and Coding Theory | 3 | No |
| EE | 622 | Statistical Communication Systems | 3 | No |
| EE | 623 | Random Signals and Noise | 3 | No |
| EE | 624/L | Advanced Digital Signal Processing/Lab | 3 | No |
| EE | 626 | Wireless Communications | 3 | No |
| EE | 633 | Power Systems Analysis I | 3 | No |
| EE | 634 | Power System Analysis II | 3 | No |
| EE | 637 | Advanced Power Electronics Motor Drives | 3 | No |
| EE | 641 | Digital Systems Design | 3 | No |
| EE | 643 | Advanced Digital Systems | 3 | No |
| EE | 644 | Fault Tolerant Computing | 3 | No |
| EE | 647/L | HDL Design/Lab | 3 | No |
| EE | 648/L | Advanced VLSI Design/Lab | 3 | No |
| EE | 655 | Linear System Theory | 3 | No |
| EE | 680 | Engineering Electromagnetics | 3 | No |
| EE | 691 | Independent Study | 1-4 | No |

| EE | 692 | Topics | 1-4 | No |
|----|-------|--|-------|----|
| EE | 500 | Research Methods | 1 | No |
| EE | 504 | Nanophotonics | 3 | No |
| EE | 521/L | Communication Systems/Lab | 4 | No |
| EE | 531/L | Power Systems/Lab | 4 | No |
| EE | 532/L | Power Electronics/Lab | 4 | No |
| EE | 535 | Power Transmission and Distribution | 3 | No |
| EE | 539 | Grid-Connected Power Electronics Devices | 3 | No |
| EE | 547 | Advanced Power Systems | 3 | No |
| EE | 548 | Power Generation | 3 | No |
| EE | 552/L | Robotic Control Systems/Lab | 3 | No |
| EE | 553/L | Feedback Control Systems/Lab | 4 | No |
| EE | 556/L | Digital Control Systems/Lab | 4 | No |
| EE | 581/L | Microwave Engineering/Lab | 4 | No |
| EE | 583/L | Antennas for Wireless Communications/Lab | 4 | No |
| EE | 591 | Independent Study | 1-4 | No |
| EE | 592 | Topics | 1-4 | No |
| EE | 592L | Special Topics: Lab Experience | 0.5-1 | No |

The following SDSU graduate courses are allowable as electrical engineering EE electives.

| DC | N | Course Title | Credit | New |
|--------|--------|--|--------|-----------|
| Prefix | Number | | Hours | (yes, no) |
| EE | 716 | Digital Fabrication: Materials and Processes | 3 | No |
| EE | 722 | Advanced Statistical Communications | 3 | No |
| EE | 731/L | Advanced Power Electronics/Lab | 4 | No |
| EE | 732/L | Modeling & Control of Power Electronic Systems/Lab | 4 | No |
| EE | 733/L | Advanced Power System Analysis/Lab | 4 | No |
| EE | 734/L | Power System Dynamics and Stability/Lab | 4 | No |
| EE | 735 | Photovoltaics | 3 | No |
| EE | 736 | Advanced Photovoltaics | 3 | No |
| EE | 737 | Organic Photovoltaics | 3 | No |
| EE | 751 | Linear Systems Theory | 3 | No |
| EE | 765 | Electric Properties of Materials | 3 | No |
| EE | 766 | Thin Films and Plasma Processing | 3 | No |
| EE | 770 | Information and Signal Processing | 3 | No |
| EE | 788 | Research Problems/Projects | 1-3 | No |
| EE | 790 | Seminar | 1 | No |
| EE | 791 | Independent Study | 1-9 | No |
| EE | 792 | Topics | 1-4 | No |
| EE | 798 | Thesis | 1-7 | No |
| EE | 691 | Independent Study | 1-4 | No |
| EE | 692 | Topics | 1-4 | No |
| EE | 536 | Photovoltaic Systems Engineering/Lab | 4 | No |
| EE | 554 | Biomedical Instrumentation and Electrical Safety | 3 | No |
| EE | 560 | Sensors and Measurements | 2 | No |

| EE | 562L | Electronic Materials Laboratory | 1 | No |
|----|------|---------------------------------|-----|----|
| EE | 575 | Digital Image Processing | 3 | No |
| EE | 591 | Independent Study | 1-4 | No |
| EE | 592 | Topics | 1-4 | No |

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? The knowledge and competencies should be specific to the program and not routinely expected of all university graduates. Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A.

The proposed Ph.D. in Electrical Engineering program objectives are to equip individuals to demonstrate the following knowledge and competencies before graduation.

- 1. Discover and disseminate knowledge relevant to the discipline of electrical engineering.
- 2. Provide leadership for increasingly complex roles in electrical engineering and industry.
- 3. Contribute to the advancement of the science of electrical engineering serving regional and national needs.
- 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. What are the consequences for students who do not demonstrate mastery?

Mastery will be demonstrated by assessing the outcomes identified in Appendix A and adherence to the existing policies of SDSM&T Graduate Education, particularly section VIII. PhD Degree Requirements (refer to the 2019-2020 SDSM&T Academic Catalog https://ecatalog.sdsmt.edu/content.php?catoid=20&navoid=4602).

The curriculum of the proposed program is rigorous. Candidates for the Ph.D. will be required to complete 72 units of credit, approved by the departmental advisor, with passing grades and a 3.0 cumulative GPA or better. Candidates will also be required to demonstrate significant accomplishments in research, resulting in the production of an acceptable dissertation, covering original research, followed by an oral examination in defense of the dissertation.

Advancement to Ph. D. candidacy will be based on satisfactory performance on a qualifying examination, coursework, and available information on research abilities and potential. The

qualifying examination normally must be completed in the first two years of the Ph.D. program.

Mastery of the material is ensured in the course of working with the departmental advisor to complete the course work and the dissertation, and via performance on the written or oral examinations.

Students who exhibit unsatisfactory performance on the qualifying examinations may appeal for a second attempt. Such appeals will be evaluated and acted upon, as appropriate, by a committee of program faculty members.

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

In the proposed Ph.D. program in Electrical Engineering, the graduate courses can be shared by SDSM&T and SDSU, distance delivery methods will be used to deliver this program using standard lecture/recitation format to multiple sites via the Access Grid or the Dakota Digital Network (DDN). Distance course offerings are currently utilized through the existing D2L platform, which will be highly utilized in the proposed program. In addition, faculty expertise located at USD, BHSU and DSU may be drawn upon when appropriate to teach specialty courses in the program or to serve on graduate dissertation committees.

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?

The graduate curriculum in electrical engineering currently exists as M.S. in electrical engineering program at SDSM&T. No external developmental consultants were engaged to assist with the development of the curriculum. However, university academic and accreditation administrators were involved in the development of the program.

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 **vear)?** If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.

Students will be new to South Dakota School of Mines and Technology. Approximately 2 students are expected to be enrolled in the first year. Thereafter, 1-2 new students on average would join the program annually. A full-time student would take about four academic years to complete the program, although this is somewhat dependent on the nature of the dissertation research undertaken. A steady-state population of about 8 Ph.D. students with a production of 2 graduates (on average) is anticipated from this program annually starting from FY 25.

⁹ Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

| | Fiscal Years* | | | |
|---|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| Estimates | FY 21 | FY 22 | FY 23 | FY 24 |
| Students new to the university | 2 | 1 | 2 | 2 |
| Students from other university programs | 0 | 0 | 0 | 0 |
| Continuing students | 0 | 2 | 3 | 5 |
| =Total students in the program (fall) | 2 | 3 | 5 | 7 |
| | | | | |
| Program credit hours (major courses)** | 40 | 60 | 100 | 140 |
| Graduates | 0 | 0 | 0 | 1 |

^{**}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.

None

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 Location¹⁰

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)?

The university does not request authorization to deliver the entire program by distance technology. SDSM&T and SDSU intend to use the Access Grid and the Dakota Digital Network (DDN) and D2L platform to share courses and augment collaboration.

| | Yes/No | Intended Start Date |
|-----------|--------|---------------------|
| On campus | Yes | 2020-2021 Academic |
| | | Year |

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

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

| | Yes/No | If Yes, identify delivery methods ¹¹ | Intended Start Date |
|--------------------------|--------|---|---------------------|
| Distance Delivery | Yes | Access Grid and the Dakota | 2020-2021 |
| (online/other distance | | Digital Network (DDN), and D2L. | Academic Year |
| delivery methods) | | | |

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? 12

| | Yes/No | If Yes, identify delivery methods | Intended Start Date |
|--------------------------|--------|-----------------------------------|---------------------|
| Distance Delivery | No | NA | NA |

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

The program budget is provided in Appendix B. It assumes that no new funding is available. Much of the infrastructure and resources necessary to offer this program is in place. Sharing of courses and expertise between the EE programs at SDSM&T and SDSU will allow for efficient use of resources. Existing university assistantship funds will be prioritized, to the limited extent possible, to support Ph.D. students with teaching assistantships.

Faculty members will apply for external grants and contracts to support Ph.D. level graduate students and to acquire additional specialized laboratory equipment, research materials, and supplies. Due the proposal process, a time lag of 1-3 years is anticipated for effort this to yield significant resources, slowing the growth of the program.

The additional resources needed to bring the program to a level that is competitive with similar programs in the region will be requested from the university during the annual budgeting process. Additional graduate research assistantships, with competitive stipends, and operating funds, e.g., travel to funding agencies and conferences, would increase faculty and student time spent on proposals and research, leading to greater success in obtaining external funding and increased potential for startups and spinoffs from discoveries.

14. Board Policy 2:1 states: "Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director." Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

¹¹ Delivery methods are defined in <u>AAC Guideline 5.5</u>.

¹² This question responds to HLC definitions for distance delivery.

Since this proposal is similar to existing/recent Ph.D. programs in electrical and mechanical engineering at SDSU as well as to existing Ph.D. programs at SDSM&T, the requirement for the independent external consultants to evaluate the proposal is requested to be waived.

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

Explanation (if applicable): NA

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

YES, 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.

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.

17. Additional Information:

Additional Admission Requirements:

GRE: General scores required

TOEFL: Department requirement of 575 paper-based, 90-91 Internet-based

IELTS: 5.5

Appendix A

Ph.D. in Electrical Engineering-Student Learning Outcomes

| | Program Courses that Address the Outcomes | | | | | | |
|--|---|-----------|---------------|-----------------|--------------------|-----------------------|-------------------------|
| Individual Student Outcome | EE 690 | EE 798 | EE 692/792 | EE Electives | Qualifying Exam | Comprehensive Exam | Dissertation Defense |
| 1. Acquire and apply the knowledge and skills to make an original contribution to the | | | | | | | |
| electrical engineering field. | | X | | | X | X | X |
| 2. Conduct independent research within a supportive framework. | | X | | | | X | X |
| 3. Understand and critically evaluate the relevant engineering literature. | X | X | X | X | | X | X |
| 4. Communicate relevant engineering principles and | | | | | | | |
| theories by written, oral, and visual means. | | X | X | X | | X | X |
| 5. Apply engineering principles and procedures to the recognition, interpretation, and understanding of prior and current knowledge in | | | | | | | |
| the field. | X | X | X | X | X | X | X |
| 6. Exhibit an appropriate awareness of and commitment to | | | | | | | |
| the ethical conduct of research. | | X | | X | | X | X |

Appendix B Budget

| PhD in Electrical En | gineering (S | SD Mines B | udget) | | |
|---|--------------|------------|------------|------------|------------|
| 1. Assumptions | | 1st | 2nd | 3rd | 4th |
| Headcount & hours from proposal | | FY21 | FY22 | FY23 | FY24 |
| Fall headcount (see table in proposal) | | 2 | 3 | 5 | 7 |
| Program FY cr hrs, On-Campus | | 40 | 60 | 100 | 140 |
| Program FY cr hrs, Off-Campus | | 0 | 0 | 0 | 0 |
| Faculty, Regular FTE | See p. 3 | 0.00 | 0.00 | 0.00 | 0.00 |
| Faculty Salary & Benefits, average | See p. 3 | \$107,620 | \$107,620 | \$107,620 | \$107,620 |
| Faculty, Adjunct - number of courses | See p. 3 | 0.00 | 0.00 | 0.00 | 0.00 |
| Faculty, Adjunct - per course | See p. 3 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| Other FTE (see next page) | See p. 3 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Salary & Benefits, average | See p. 3 | \$32,380 | \$32,380 | \$32,380 | \$32,380 |
| 2. Budget | | | | | |
| Salary & Benefits | | | | | |
| Faculty, Regular | | \$0 | \$0_ | \$0 | \$0 |
| Faculty, Adjunct (rate x number of course | es) | \$0 | \$0 | \$0 | \$0 |
| Other FTE | | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| S&B Subtotal | 00 | \$0 | \$0 | \$0 | \$0 |
| Operating Expenses | au | | | | |
| Travel | | \$0 | - \$0 | \$0 | \$0 |
| Contractual Services | | \$0 | \$0 | \$0 | \$0 |
| Supplies & materials | | \$0 | \$0 | \$0 | \$0 |
| Capital equipment | | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| OE Subtotal | | \$0 | \$0 | \$0 | \$0 |
| Total | | \$0 | \$0 | \$0 | \$0 |
| 3. Program Resources | | | | | |
| Off-campus support tuition/hr, HEFF net | GR | \$412.23 | \$412.23 | \$412.23 | \$412.23 |
| Off-campus tuition revenue | hrs x amt | \$0 | \$0 | \$0 | \$0 |
| On-campus support tuition/hr, HEFF net | GR | \$296.96 | \$296.96 | \$296.96 | \$296.96 |
| On-campus tuition revenue | hrs x amt | \$11,878 | \$17,818 | \$29,696 | \$41,575 |
| Program fee, per cr hr (if any) | \$84.40 | \$3,376 | \$5,064 | \$8,440 | \$11,816 |
| 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 | | \$15,254 | \$22,882 | \$38,136 | \$53,39 |
|--|-----------------|----------------|----------------|------------------|---------|
| esources Over (Under) Budget | | \$15,254 | \$22,882 | \$38,136 | \$53,39 |
| rovide a summary of the program costs a | and resource | s in the new | | | |
| | | | | | |
| Estimated Salary & Benefits per FTE | | Faculty | Other | | |
| Estimated salary (average) - explain below | | \$85,619 | \$30,000 | | |
| University's variable benefits rate | (see below) | 0.1393 | 0.0793 | | |
| Variable benefits | | \$11,930 | \$2,380 | | |
| Health insurance/FTE, FY20 | | \$10,071 | <u>\$0</u> | | |
| Average S&B | | \$107,620 | \$32,380 | | |
| Explain faculty used to develop the average | ge salary & fi | scal year sala | aries used. Er | iter amount ab | ove. |
| The 9-month FY20 salaries of 4 people in | | | | | |
| tenured and tenure track faculty (Drs. Mo | ontoya, Ragi, I | Ramezani, & | Roy). | | |
| | | | | | |
| | | | | | |
| Explain adjunct faculty costs used in table | : | | | | |
| Zero courses per year to be taught by adj | uncts at \$5.00 | 0 per course | (3cr*\$1666.6 | 7/cr for PhD/t | erminal |
| degree adjuncts). | ad | e 3 | 3 | | |
| | | | | | |
| Explain other [for example, CSA or exem | pt] salary & 1 | benefits. Ente | r amount abo | ve. | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Summarize the operating expenses shown | in the table: | | | | |
| Summarize the operating expenses shown | in the table: | | | | |
| Summarize the operating expenses shown | in the table: | | | | |
| Summarize the operating expenses shown | in the table: | | | | |
| Summarize the operating expenses shown | in the table: | | | | |
| Summarize the operating expenses shown | in the table: | | | | |
| | | gram (redirec | tion donation | s grants etc) | |
| Summarize the operating expenses shown Summarize resources available to support | | gram (redirec | tion, donation | s, grants, etc). | |
| | | gram (redirec | tion, donation | s, grants, etc). | |
| | | gram (redirec | tion, donation | s, grants, etc). | |
| | | gram (redirec | tion, donation | s, grants, etc). | |

| Unde: Gradi | -Campus Tuition, HEFF & Net rgraduate | | HEFF | Net | | |
|----------------|--|-------------|------------------|----------------------------|---------------|-------------|
| | rgraduate | \$351.25 | \$40.39 | \$310.86 | Change cell | l on page 1 |
| Exten | uate | \$465.80 | \$53.57 | \$412.23 | to point to y | our net |
| | nally Supported | \$40.00 | | | | |
| e . | . 01 11 1 | | | | | ., |
| | -support: Change cell on page 1 -Campus Tuition, HEFF & Net | | _ | amount for y Net | our universi | ty. |
| | Resident - DSU, NSU | \$251.35 | \$28.91 | | Change cel | low nago l |
| | Resident - SDSU, USD | \$256.55 | \$29.50 | \$227.05 | Change cen | on page 1 |
| | Resident - BHSU | \$262.60 | \$30.20 | - | to point to y | loser not |
| | Resident - SDSMT | \$202.00 | \$29.66 | \$232.40 | to point to y | our nei |
| OGI | resident - 3D3W1 | Ψ231.93 | \$29.00 | \$220.29 | | |
| GR R | Resident - DSU,NSU | \$329.95 | \$37.94 | \$292.01 | Change cel | l on page I |
| GR R | Resident - SDSU, USD | \$336.80 | \$38.73 | \$298.07 | | |
| GR R | Resident - BHSU | \$339.05 | \$38.99 | \$300.06 | to point to y | our net |
| GR R | Resident - SDSMT | \$335.55 | \$38.59 | \$296.96 | | |
| | | | | <u> </u> | | |
| UG N | Nonresident - DSU,NSU | \$353.70 | \$40.68 | \$313.02 | Change cell | l on page I |
| UG N | Nonresident - BHSU | \$367.45 | \$42.26 | \$325.19 | to point to y | our net |
| UG N | Nonresident - SDSU, USD | \$372.40 | \$42.83 | \$329.57 | | |
| UG N | Nonresident - SDSMT | \$404.00 | \$46.46 | \$357.54 | | |
| | | | | | | |
| GR N | Nonresident - DSU,NSU | \$616.00 | \$70.84 | \$545.16 | Change cel | l on page 1 |
| | Vonresident - BHSU | \$632.60 | \$72.75 | \$559.85 | to point to y | |
| GR N | Nonresident - SDSU, USD | \$647.55 | \$74.47 | \$573.08 | | |
| | Nonresident - SDSMT | \$673.50 | \$77.45 | \$596.05 | | |
| | | | | | | |
| UG S | ioux Falls Associate Degree | \$284.50 | \$32.72 | \$251.78 | Change cell | l on page 1 |
| | | | | | to point to y | our net |
| | | Variable Be | _ | S | | |
| | | University | FY20 | | | L |
| | | BHSU | | _ | benefits rate | |
| | | DSU | | | ge 2 to point | to the rate |
| | | NSU | | for your uni | iversity. | |
| | | SDSM&T | 13.93% | | | |
| | | SDSU USD | 14.38% 14.34% | | | |

Appendix C SDSU Electrical Engineering Ph.D. program [taken from https://catalog.sdstate.edu/preview_program.php?catoid=37&poid=8885]

Electrical Engineering (Ph.D.)

Program Coordinator/Contact

George Hamer, Interim Department Head Qiquan Qiao, Harold C. Hohbach Professor Department of Electrical Engineering and Computer Science Daktronics Eng Hall 214, Box 2222 605-688-4526

Program Information

The program offers a variety of courses that encompass a broad range of Electrical Engineering areas including: alternative energy and power systems; computer engineering, communications; electronic materials, devices and sensors; nano technology, photovoltaic devices and systems; and signal and image processing. The department's graduate faculty conduct active research in these areas using modern research facilities and equipment.

Program Objectives

The EE graduate program objectives are to equip individuals to

- 1. Discover and disseminate knowledge relevant to the discipline of electrical engineering.
- 2. Provide leadership for increasingly complex roles in electrical engineering and industry.
- 3. Contribute to the advancement of the science of electrical engineering serving regional and national needs.

Course Delivery Format

A majority of the courses are taught on campus in smart classrooms. The smart classrooms allow for a variety of methods for student engagement and faculty are able to record and post their lectures on-line. Additionally, some courses are offered remotely in collaboration with other Ph.D. granting institutions in the state.

Facilities and Services

With more than \$12 million invested in classrooms and laboratories, graduate students benefit from modern lecture rooms and gain valuable experience using state-of-the-art equipment. The recently dedicated modern Daktronics Engineering Hall is home to the Electrical Engineering program with over 15,000 square feet of dedicated research space. The department boasts a 5-bay multi-million dollar clean room, several class one gloveboxes, and nano-characterization labs for developing both organic and inorganic electronics, as well as numerous other labs for research in fiber optics, power and alternative energy systems, and sensors.

Available Options for Graduate Degrees

Doctor of Philosophy

60 Credit Plan

90 Credit Plan

Core Requirements

60 Credit Plan

- EE 790 Seminar (COM) Credits: 1 (3 credits required)
- EE 7XX Electives Credits: 9
- EE 898D Dissertation PhD Credits: 1-6 (36 credits required)
- Additional Electives Credits: 12

90 Credit Plan

- EE 790 Seminar (COM) Credits: 1 (3 credits required)
- EE 7XX Electives Credits: 12
- <u>EE 898D Dissertation PhD</u> Credits: 1-6 (60 Credits Required)
- Additional Electives Credits: 15

Additional Admission Requirements

GRE: General scores required

TOEFL: Department requirement of 575 paper-based, 90-91 Internet-based

IELTS: 5.5

General Requirements

Graduate students must consult with their advisor before registering for graduate coursework.

For additional information refer to the **Doctor of Philosophy Degree Requirements**.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – C (1) **DATE: June 24, 2020**

SUBJECT

New Undergraduate Certificate: BHSU Human Resources

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Black Hills State University seeks permission to offer a new undergraduate certificate in Human Resources. The purpose of the proposed 12-credit certificate is to supplement degrees and increase job opportunities for management majors, professional accountancy majors, psychology majors and other majors outside of the School of Business.

BHSU seeks permission to offer the proposed certificate on campus (Spearfish), at BHSU-Rapid City, and online as part of the existing course rotation.

IMPACT AND RECOMMENDATION

The proposed certificate is composed of existing courses in BHSU's School of Business and is stackable with requirements for the bachelor's degree in Business Administration with a Specialization in Human Resource Management.

BHSU does not request new state resources for the proposed certificate.

Board office staff recommends approval of the new certificate program.

ATTACHMENTS

Attachment I – New Certificate Request Form: BHSU – Human Resources

DRAFT MOTION 20200624 5-C(1):

I move to authorize BHSU to offer the new undergraduate certificate in Human Resources, on campus (Spearfish), at BHSU-Rapid City, and online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

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

| UNIVERSITY: | BHSU |
|----------------------------------|------------------------------|
| TITLE OF PROPOSED CERTIFICATE: | Human Resource Certificate |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2020 |
| PROPOSED CIP CODE: | |
| UNIVERSITY DEPARTMENT: | School of Business |
| BANNER DEPARTMENT CODE: | |
| UNIVERSITY DIVISION: | College of Business & Natura |
| BANNER DIVISION CODE: | Science |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.7</u>, 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

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

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

AAC Form 2.7 - New Certificate (Last Revised 05/2019) Undergraduate Certificate 🗵

Graduate Certificate

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

The purpose of the proposed certification is to benefit management majors, professional accountancy majors, psychology majors and other majors outside of the School of Business with a Certificate in Human Resources to supplement their degrees and increase job opportunities for them in the marketplace.

 If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

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

| BHSU: | SDCL § 13-59 | BOR Policy 1:10:4 |
|------------|-----------------------|-------------------|
| DSU: | SDCL § 13-59 | BOR Policy 1:10:5 |
| NSU; | SDCL § 13-59 | BOR Policy 1:10:6 |
| SDSMT: | SDCL § 13-60 | BOR Policy 1:10:3 |
| SDSU: | SDCL § 13-58 | BOR Policy 1:10:2 |
| USD: | SDCL § 13-57 | BOR Policy 1:10:1 |
| Board of R | egents Strategic Plan | 2014-2020 |

4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

The US Bureau of Labor Statistics data indicates that jobs in the human resource sector are projected to grow "faster than the average for all occupations". These are some of the specific projected growth rates from 2018 to 2028 for some human resource professions:

```
Human Resource Managers 7% faster than the average
Human Resource Specialists 5% faster than the average
Compensation and Benefits Managers 3% faster than the average
Training and Development 9% faster than the average
```

The South Dakota Department of Labor states that, "Employment of human resources managers is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations."

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 would include management majors, professional accountancy majors, psychology majors and other majors outside of the School of Business that would benefit from a Certificate in Human Resources to supplement their degrees and increase job opportunities for them

in the marketplace. The Certificate in Human Resources could also be marketed to those seeking employment in the human resource industry or those already in the industry looking to increase their knowledge base and improve their opportunities for advancement.

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?

It could be a stand-alone option for those seeking employment in the human resource industry or those already in the industry looking to increase their knowledge base and improve their opportunities for advancement.

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

The value-added demographic would include management majors, professional accountancy majors, psychology majors and other majors outside of the School of Business that would benefit from a Certificate in Human Resources to supplement their degrees and increase job opportunities for them in the marketplace.

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 courses required for the Human Resource Certificate would also help a student to meet requirements for the bachelor's degree in Business Administration with a Specialization in Human Resource Management.

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 Include credits for prerequisites in subtotal below. | Credit Hours | New (yes, no) |
|--------|--------|--|---|-----------------|---------------------|
| BADM | 369 | Organizational Behavior & Theory | | 3 | No |
| HRM | 460 | Human Resource Management | BADM 369 | 3 | No |

AAC Form 2.7 – New Certificate (Last Revised 05/2019)

| HRM | 461 | Workforce Planning and Selection | HRM 460 | 3 | No |
|-----|-----|-------------------------------------|----------|-----|----|
| HRM | 465 | Compensation | HRM 460 | 3 | No |
| | | | Subtotal | 12. | |

8. Student Outcome and Demonstration of Individual Achievement.

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

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

Students will have an elevated understanding of the human resource function and will be able to apply that knowledge in the workplace as evidenced by case studies and other coursework.

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 C | ourses that | Address the | Outcomes | |
|--|---------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Individual Student Outcome (Same as in the text of the proposal) | EXAMPLE SPCM 101 | Prefix & Number |
| EXAMPLE: Demonstrate effective oral and written communication | X | | | | | |
| Describe the role of the HR function in modern organizations. Discuss the broad legal framework of regulations governing employment practices. Compare the human resource profession to other managerial specialties in terms of strategic contribution and as a career field. Evaluate HR strategies and practices appropriate to different types of organizations and workforce populations. Identify and define the various HR specialties within the context of the larger discipline. | X | HRM 460 | | | | |

| | 1. Describe the overall strategy and impact of the employment function in modern organizations. 2. Understand the broad legal framework of regulations governing employment practices in the United States. 3. Develop an understanding of job analysis and job evaluation as it relates to staffing. 4. Evaluate recruiting strategies and procedures appropriate to different types of organizations and workforce populations. 5. Identify and define a wide range of employee selection techniques, both qualitative and quantitative, used to screen applicants and to hire new employees | X | HRM 461 | | |
|----|--|---|------------|--|--|
| | Describe how compensation strategies vary and pay practices are administered in modern organizations. Understand the broad legal | X | HRM 465 | | |
| | framework of regulations governing compensation practices | | | | |
| 3. | in the United States. Develop an understanding of job analysis and job evaluation as it relates to setting wage rates, establishing fair pay practices and allocating rewards in a competitive labor market. | | | | |
| 4. | Evaluate compensation strategies and procedures appropriate to different types of organizations and workforce populations. | | | | |
| 5. | Identify and define a wide range of compensation practices used to attract, retain, motivate and reward organizational constituents. | | | | |

| | enhance organizational performance. | ATTACHMENT I 7 |
|----|---|----------------|
| 2. | | |
| 3, | Show an understanding of how people and groups vary and how insights from the study of human capital can improve individual and group performance. | |
| 4. | Evaluate human capital strategies and management practices appropriate to different types of organizations and workforce populations. | |
| 5. | Identify and define a wide range of behaviorally oriented management practices used to attract, retain, motivate and reward organizational members. | |

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

9. Delivery Location.

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

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

All courses would be offered both on campus (Spearfish and Rapid City) and online as part of the existing course rotation.

| Yes/No | Intended Si | tart Date |
|--------|-------------|--------------------------------|
| Yes | Fall | 2020 |
| | | Yes/No Intended St Yes Fall |

| Yes/No | If Yes, list location(s) | Intended Start Date |
|--------|--------------------------|---------------------|
|--------|--------------------------|---------------------|

AAC Form 2.7 - New Certificate (Last Revised 05/2019)

| Off campus | Yes | Fall | 2020 |
|------------|-----|------|------|
| | | | |

| | Yes/No | If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 5.5. | Intended S | tart Date |
|--|--------|--|------------|-----------|
| Distance Delivery (online/other distance delivery methods) | Yes | | Fall | 2020 |
| Does another BOR institution already have authorization to offer the program online? | No | If yes, identify institutions: NSU offers a HR minor. USD offers an undergraduate degree in HR and a Certificate in Personnel Supervision. | | |

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) | Yes | Online course offerings through D2L | Fall 2020 |

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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – C (2) DATE: June 24, 2020

SUBJECT

New Graduate Certificate: NSU Trust and Financial Advising

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a graduate certificate in Trust and Financial Advising, both on-campus and online, to prepare students to take the national American Bankers Association exam to earn the nationally recognized designation of a Certified Trust and Financial Advisor (CTFA).

Currently, there are very few options to assist students in preparing for the Certified Trust and Financial Advisor exam, given by the American Bankers Association. There is a high demand for students in South Dakota that can manage trusts and the financial investments thereof, with over 100 trust companies in South Dakota alone.

IMPACT AND RECOMMENDATION

NSU expects that the proposed certificate as a stand-alone program will attract graduates in Business (or other) majors who desire to work as Financial Advisors and/or Trust Administrators for a bank, trust company or other financial institution. Additionally, 9 of the 12 credits in the certificate will also apply to NSU's M.S. in Banking and Financial Services degree.

NSU currently offers all of the courses in the proposed certificate and does not request new state resources.

Board office staff recommends approval of the new graduate certificate program.

ATTACHMENTS

Attachment I – NSU Trust New Graduate Certificate proposal

DRAFT MOTION 20200624 4-C(2):

I move to authorize NSU to offer a new graduate certificate in Trust and Financial Advising, both on campus and online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

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

| UNIVERSITY: | NSU |
|----------------------------------|--------------------------------|
| TITLE OF PROPOSED CERTIFICATE: | Trust and Financial Advising |
| THEE OF THOTOGED CENTIFICATES | Graduate Certificate |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2020 |
| PROPOSED CIP CODE: | |
| UNIVERSITY DEPARTMENT: | Banking and Financial Services |
| BANNER DEPARTMENT CODE: | NEFB |
| UNIVERSITY DIVISION: | School of Business |
| BANNER DIVISION CODE: | 5B |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.7</u>, which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

| Michael Warous | 5/6/2020 |
|---|----------|
| Institutional Approval Signature | Date |
| President or Chief Academic Officer of the University | |

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

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

Undergraduate Certificate ☐ Graduate Certificate 区

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

Northern State University has developed the Graduate Certificate in Trust in response to workforce demand to train more employees in trust because South Dakota has become a trust company magnet.¹ Northern State University's Graduate Certificate in Trust will prepare students to take the American Bankers Association exam to earn the nationally recognized designation of a Certified Trust and Financial Advisor (CTFA).

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.

Northern State University offers an undergraduate BS in Banking and Financial Services and a MS in Banking and Financial Services.

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.

Currently, few options exist to assist students in preparing for the Certified Trust and Financial Advisor exam, given by the American Bankers Association. There is a high demand for students in South Dakota who can manage trusts and the financial investments thereof, with over 100 trust companies in South Dakota alone.

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

Business and banking professionals who want to work as Financial Advisors and/or Trust Administrators for a bank, trust company or other financial institution.

- 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. South Dakota has more than 100 trust companies, and Northern State University's Graduate Certificate in Trust will prepare employees of these trust companies, banks, credit unions, and law firms to take the American Bankers Association exam to earn the nationally recognized designation of a Certified Trust and Financial Advisor (CTFA).

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.

¹ Minneapolis Federal Reserve, https://www.minneapolisfed.org/article/2013/in-south-dakota-we-trust

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

Yes. Northern State University plans to matriculate students into the MS in Banking and Financial Services, as 9 credits in the Graduate Trust Certificate can apply to the MS in Banking and Financial Services.

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 Include credits for prerequisites in subtotal below. | Credit Hours | New (yes, no) |
|--------|--------|--|---|-----------------|---------------------|
| BFS | 770 | Fiduciary and Trust Activities | | 3 | No |
| BFS | 771 | Financial Planning | | 3 | No |
| BFS | 772 | Investment Management | | 3 | No |
| BFS | 773 | Tax Law and Tax Planning | | 3 | No |
| | | Subtotal | | 12 | |

8. Student Outcome and Demonstration of Individual Achievement.

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

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

The students will understand the ethical considerations and possible ethical dilemmas a fiduciary may encounter while managing a trust estate. They will understand how to use the trust document to make the best decision for the beneficiary group as a whole, while honoring the intent of the grantor. They will be able to evaluate and describe how the relationships among the different functional areas relate to the goals of the trust estate as a whole. They will be able to use integrative techniques, structures, or frameworks to make appropriate decisions. They will recognize the implications of a proposed decision from a variety of diverse stakeholder perspectives. They will be adept in evaluating the integrity of supporting evidence and data and applying it to any given decision.

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 | BFS 770* | BFS 771* | BFS 772* | BFS 773* | |
| Summarize the fiduciary relationship, including fiduciary and investment powers and duties. | X | | | | |
| Analyze trust administration functions, such as receipts, payments and distributions. | X | | | | |
| Assess personal finance, including meeting long-term goals and objectives through effective accumulation and distribution of wealth and the use of various insurance products to protect wealth | | X | | | |
| Compare performance management and evaluation of investments, measuring return and risk, and establishing benchmarks for performance. | | | X | | |
| Evaluate fiduciary income tax, including trust and estates as taxable entities, basis, gain and loss, income in respect of a decedent, and the effects of a distributions. | | | | X | |
| Identify and describe the ethical issues involved in trust administration | X | X | X | X | |

9. Delivery Location.

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

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

| | Yes/No | Intended Start Date | | | |
|-----------|--------|---------------------|------|--|--|
| On campus | Yes | Fall | 2020 | | |
| | | | | | |

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

| | | Delivery methods are defined in <u>AAC</u> Guideline 5.5. | |
|------------------------|-----|---|-----------|
| | | | |
| Distance Delivery | Yes | Internet – Asynchronous, Term- | Fall 2020 |
| (online/other distance | | Based Instruction | |
| delivery methods) | | | |
| Does another BOR | No | If yes, identify institutions: | |
| institution already | | | |
| have authorization to | | | |
| 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 | Choose an | | Choose an item. Choose |
| (online/other distance | item. | | an item. |
| delivery methods) | | | |

10. Additional Information:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – C (3) DATE: June 24, 2020

SUBJECT

New Graduate Certificate: SDSMT Mining 360

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The South Dakota School of Mines and Technology (SDSMT) requests approval to offer a new graduate certificate in Mining 360.

This purpose of this certificate is to provide mining industry professionals with, (i) a broad exposure to different mining environments, commodities, and new technology, (ii) a deep understanding of mineral economics, and (iii) an appreciation of mine management and engineering. This certificate program is being developed specifically for an industry partner, Company Y, a world-leading manufacturer of industrial equipment and services. According to its website, Company Y employees over 101,000 people and has over 500 locations throughout the world. The company, which will provide start-up funds to develop the program, has asked to remain anonymous until the certificate program has been approved.

IMPACT AND RECOMMENDATION

The 9-credit certificate will be comprised of existing courses, and SDSMT does not request new state resources for the proposed certificate.

Board office staff recommends approval of the new graduate certificate program.

ATTACHMENTS

Attachment I – SDSMT Mining 360 New Certificate proposal

DRAFT MOTION 20200624 5-C(3):

I move to authorize SD Mines to offer the new graduate certificate in Mining 360, on campus and through distance delivery.



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: | SDSM&T |
|----------------------------------|------------|
| TITLE OF PROPOSED CERTIFICATE: | Mining 360 |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2020 |
| PROPOSED CIP CODE: | 14.2101 |
| UNIVERSITY DEPARTMENT: | MEM |
| BANNER DEPARTMENT CODE: | MMEM |
| UNIVERSITY DIVISION: | NA |
| BANNER DIVISION CODE: | NA |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.7</u>, 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.

| Lance Roberts | 2/13/2020 |
|---|-----------|
| Institutional Approval Signature | Date |
| President or Chief Academic Officer of the University | |

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

| Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)? | | | | | | | |
|--|--|----------------------|-----------|--|--|--|--|
| Undergraduate Certificate | | Graduate Certificate | \bowtie | | | | |

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.

This purpose of this certificate is to provide mining industry professionals with, (i) a broad exposure to different mining environments, commodities, and new technology, (ii) a deep understanding of mineral economics, and (iii) an appreciation of mine management and engineering. This certificate program is being developed specifically for an industry partner, Company Y. The company has asked to remain anonymous until the certificate program has been approved.

3. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

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

```
BHSU:
            SDCL § 13-59
                               BOR Policy 1:10:4
            SDCL § 13-59
DSU:
                               BOR Policy 1:10:5
            SDCL § 13-59
                               BOR Policy 1:10:6
NSU:
            SDCL § 13-60
SDSMT:
                               BOR Policy 1:10:3
SDSU:
            SDCL § 13-58
                               BOR Policy 1:10:2
                               BOR Policy 1:10:1
            SDCL § 13-57
USD:
Board of Regents Strategic Plan 2014-2020
```

4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

This certificate program is being developed at the request of Company Y, a world-leading manufacturer of industrial equipment and services. Company Y employees over 101,000 people and has over 500 locations throughout the world¹. If SD Mines is selected, Company Y will provide a one-time fee of \$75,000 to develop the program.

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 Mining 360 certificate program is being developed upon the request of Company Y, currently ranked in the Fortune 100 listings. The name of the certificate program is known within the company and has significance to the importance of systems thinking as applied to the mining industry. This program will be limited to 16 Company Y employees on an annual basis.

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?

¹ http://www.Company Y.com/

Yes, this program is focused on providing a comprehensive understanding of the mining industry, mineral economics, and mine management.

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.

No.

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.

There is potential for students in this certificate program to use applicable credits towards a master's degree. It is estimated that some of the participants will have an interest in taking advantage of the online Mining Engineering and Management MS degree program. This program is very popular amongst working professionals in the mining or related industries.

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

| Prefix Number | | Course Title | Prerequisites for | Credit | New | |
|---------------|-----|--|--|--------|----------|--|
| | | (add or delete rows as needed) | Course | Hours | (yes, | |
| | | | Include credits for prerequisites in subtotal below. | | no) | |
| MEM | 501 | Fundamentals of the Mineral | None | 3 | No | |
| | | Industry | | | | |
| MEM | 610 | Topics in Mineral Economics for the Mineral Industry | None | 3 | No | |
| MEM | 640 | Advanced Mine Management | None | 3 | No | |
| | | | | | Choose | |
| | | | | | an item. | |
| | | | Subtotal | 9 | | |

8. Student Outcome and Demonstration of Individual Achievement.

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

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

Students completing the Mining 360 program will exhibit the following knowledge and/or competencies:

- Identify and describe various surface and underground mining methods, mining industry terminology, stages of a mine, and unit operations.
- Articulate the impact of minerals on the world economy related to a) consumption, production and markets, b) mineral finance and investment, c) public policy, and d) mining and local communities.
- Conduct a cash flow analysis including the following metrics: net present value, rate of return, return on capital, and payback period.
- Examine various leadership methods and employee behavior issues. Apply critical thinking and emotional intelligence pertaining to workforce management. Identify the stakeholders, their influence, and impact on operations.
- 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) | MEM 501 | MEM 610 | MEM 640 | Prefix & Number | Prefix & Number | Prefix & Number |
| Identify and describe various surface and underground mining methods, mining industry terminology, stages of a mine, and unit operations. | X | | | | | |
| Articulate the impact of minerals on the world economy related to a) consumption, production and markets, b) mineral finance and investment, c) public policy, and d) mining and local communities. | | X | | | | |
| Conduct a cash flow analysis including the following metrics: net present value, rate of return, return on capital, and payback period. | | X | | | | |
| Examine various leadership methods and employee behavior issues. Apply critical thinking and emotional intelligence pertaining to workforce management. Identify the stakeholders, their influence, and impact on operations. | | | X | | | |

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

9. Delivery Location.

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

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

| es/No | No Intended Start Dat | |
|-------|-----------------------|------|
| es | Fall | 2020 |
| | | |

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

| | Yes/No | If Yes, identify delivery methods Delivery methods are defined in <u>AAC</u> Guideline 5.5. | Intended Start Date |
|--|--------|---|---------------------|
| Distance Delivery (online/other distance delivery methods) | Yes | 015 - Internet Asynchronous – | Fall 2020 |
| Does another BOR institution already have authorization to offer the program online? | No | If yes, identify institutions: | |

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

| | Yes/No | If Yes, identify delivery methods Intended Start Date |
|------------------------|--------|---|
| Distance Delivery | Yes | Online discussion/lecture, on Fall 2020 |
| (online/other distance | | campus lectures and |
| delivery methods) | | demonstrations, off campus field |
| | | experiences |

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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – C (4) **DATE:** June 24, 2020

SUBJECT

New Graduate Certificate: SDSU Academic Advising

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 Academic Advising on campus and at Black Hills State University – Rapid City (BHSU-RC). Academic advising is a practice-based profession intended to aid students in achieving educational, career, and personal goals through the use of the full range of institutional and community resources.

SDSU currently offers a master's degree in Counseling and Human Resource Development with specializations in Administration of Student Affairs (M.Ed.) and College Counseling (M.S.). The existing specializations are offered at the SDSU main campus and at Black Hills State University - Rapid City.

The proposed certificate will be stackable for those students enrolled in the Counseling and Human Resource Development program with specializations in Administration of Student Affairs (M.Ed.) or College Counseling (M.S.). The certificate will be a stand-alone credential for those who already hold a master's degree from a regionally accredited institution.

IMPACT AND RECOMMENDATION

SDSU does not request new state resources for the proposed certificate.

Board office staff recommends approval of the new graduate certificate program.

ATTACHMENTS

Attachment I – SDSU Academic Advising New Certificate proposal

DRAFT MOTION 20200624 4-C(4):

I move to authorize SDSU to offer the new graduate certificate in Academic Advising, both on its Brookings campus and at BHSU-RC.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

| UNIVERSITY: | SDSU |
|----------------------------------|--|
| TITLE OF PROPOSED CERTIFICATE: | Academic Advising |
| INTENDED DATE OF IMPLEMENTATION: | 2020-2021 Academic Year |
| PROPOSED CIP CODE: | 13.1102 |
| UNIVERSITY DEPARTMENT: | Grad Study Counseling & Human |
| | Development |
| BANNER DEPARTMENT CODE: | SGHD |
| UNIVERSITY DIVISION: | Graduate School |
| BANNER DIVISION CODE: | 3 G |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.7</u>, 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.

| Barry H. Dunn | | 5/1/2020 |
|--|--|---|
| Institutional Approval Signature | | Date |
| President or Chief Academic Officer of the | University | |
| | • | |
| Is this a graduate-level certificate or underg | graduate-level certificate? | |
| Undergraduate Certificate ☐ Gr | aduate Certificate 🗵 | |
| | President or Chief Academic Officer of the Is this a graduate-level certificate or underg | Institutional Approval Signature President or Chief Academic Officer of the University Is this a graduate-level certificate or undergraduate-level 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 proposed graduate certificate in Academic Advising will provide a grounding in the foundational elements and essential competencies needed for effective advising practice. Academic advising is a practice-based profession intended to aid students in achieving educational, career, and personal goals through the use of the full range of institutional and community resources. The curriculum is aligned with the National Academic Advising Association (NACADA) Pillars of Academic Advising, which are guiding principles affirming the role of advising in higher education that anticipate the needs of 21st century students, academic advisors, and institutions. Topics will include student development theory,

South Dakota State University New Certificate: Academic Advising

multicultural issues, career development, interpersonal relations for advising, and current issues of academic advising.

The certificate is intended for students entering the field and for those experienced in the field. The program includes components to assist students in connecting with existing advising networks and professional organizations to support their practice and link them to new and emerging practices that may benefit their work. SDSU currently offers a master's degree in Counseling and Human Resource Development with specializations in Administration of Student Affairs (M.Ed.) and College Counseling (M.S.). The existing specializations are offered at the SDSU main campus and at Black Hills State University - Rapid City. The proposed certificate will be offered as a stand-alone credential for those who already hold a master's degree from a regionally accredited institution or may be offered in combination with a specialization in Administration of Student Affairs (M.Ed.) or College Counseling (M.S.).

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 minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

The Academic Advising 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 program also supports the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020 and within South Dakota State University's Imagine 2023:

Goal 1 – Student Success

- Increase total graduate degrees awarded.
- Increase the number of certifications.

Goal 2 – Academic Quality and Performance

- Continue to approve new graduate programs.
- Grow the number of students participating in experiential learning.
- Develop and grow high-quality and distinct academic programs to meet the needs of diverse students and market demands.

Goal 3 – Cultivate and Strengthen Community Engagement

- Increase faculty and advisors' collaborations to strengthen onboarding and professional development programs for students in accord with the mission, vision, core values, and goals of 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

South Dakota State University New Certificate: Academic Advising

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 certificate will aid those entering or already working in the field of academic advising in securing academic advising positions and in advancing one's credentials and knowledge in the field. Employers now show a preference for graduate education related to academic advising. The proposed certificate will assist students in connecting with existing advising networks and professional organizations to support their practice and link them to new and emerging practices that may benefit their work. More specifically, a graduate certificate in academic advising will prepare individuals for a career in higher education such as:

- Academic advising
- Student success coaching
- Student affairs
- Career counseling
- Academic and career planning

There are several needs for this certificate. Presently, higher education institutions are experiencing declining enrollment. Institutions that have developed proactive advising supports and initiatives are experiencing an increase in student retention¹. Academic advisors play a critical role in promoting student success and, as a result, help to retain them. Students who feel connected to an institution, feel cared about, understand their purpose, and have clear academic and career goals are more likely to persist in their academic goals. Another need for this certificate is evident by the demand for qualified individuals to fill academic advising jobs in the workforce. According to HigherEdJobs, there are presently over 500 academic advisor job openings in the nation² and over fifty student affairs jobs in South Dakota.³ Additionally, the U.S. Bureau of Labor Statistics anticipates growth in fields where the master's degree would be useful. Employment for academic advisors is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations.⁴

There are many benefits for obtaining the academic advising certificate. Students with the graduate certificate may position themselves at a more competitive hiring advantage than those without the certificate. This value-added credential will also benefit students who plan to work in higher education by providing them with a curriculum that is focused towards academic advising practices and is connected with structured experiential opportunities at the collegiate level to allow students to explore advisor development.

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 Academic Advising certificate will be offered as a stand-alone certificate for those who already hold a master's degree from a regionally accredited institution or may be offered as an add-on to those with a bachelor's degree who are enrolled in SDSU's Counseling and Human

¹ https://evolllution.com/attracting-students/retention/the-role-of-proactive-advising-in-student-success-and-retention/

² https://www.higheredjobs.com/admin/search.cfm?JobCat=141&StartRow=-

^{1&}amp;SortBy=4&NumJobs=25&filterby=&CatType=

³https://www.higheredjobs.com/search/advanced_action.cfm?Remote=1&Keyword=&PosType=1,2&InstType=1,2,3&JobCat=&Region=0&SubRegions=36&Metros=&OnlyTitle=0&

⁴ https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm

Resource Development master's program (specializations in Administration of Student Affairs or College Counseling).

6. Certificate Design

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

The certificate would be offered as a stand-alone certificate for those who already hold a master's degree in any field from a regionally accredited institution. In addition, students enrolled in other Counseling and Human Resource Development specializations (School Counseling, Clinical Mental Health, Marriage and Family, Rehabilitation Counseling) could pursue the certificate post-graduation (after completing their M.S. degree). As referenced in question #4 the certificate will prepare individuals for a career within higher education including academic advising, student success coaching, student affairs, career counseling, and academic and career planning.

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

The certificate would be a value-added credential to those are enrolled in the Counseling and Human Resource Development program with specializations in Administration of Student Affairs (M.Ed.) or College Counseling (M.S.). This certificate would benefit students who plan to work in higher education by providing them with a curriculum that is focused towards academic advising practices and is connected with structured experiential opportunities at the collegiate level to allow students to explore advisor development.

B. 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.

The certificate will be a stackable credential for those students enrolled in the Counseling and Human Resource Development program with specializations in Administration of Student Affairs (M.Ed.) or College Counseling (M.S.). Twelve credits from the certificate can be applied towards the total number of credits required for their graduate degree.

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).

| | | | Prerequisites for Course | Credit | New |
|--------|--------|-----------------------------|---------------------------------|--------|-----------|
| Prefix | Number | Course Title | • | Hours | (yes, no) |
| CHRD | 691 | Independent Study: Academic | N/A | 3 | No |
| | | Advising Workshop Series | | | |
| CHRD | 770 | Student Development Theory | N/A | 3 | No |

| Prefix | Number | Course Title | Prerequisites for Course | Credit Hours | New (yes, no) |
|--------|--------|---|---------------------------------|-----------------|---------------|
| CHRD | 773 | Current Issues in Academic Advising & Student Affairs (online) | N/A | 3 | Yes |
| CHRD | 785 | Pre-Practicum | See information below. | 3 | No |
| | | | Subtotal | 12 | |

Twelve credits will be required for the graduate certificate to allow students the opportunity to demonstrate core competencies for academic advising that serve as foundational elements for effective advisor training programs and advising practice, which include three content categories – conceptual, informational, and interpersonal relationships. An understanding of these three major areas provides advisors the knowledge and skills to be effective guides for their students. These competencies are recommended by NACADA- the leading international, educational association for academic advising.⁵

Professional advising is critical for student success and retention rates within higher education. It is an essential component within Student Affairs. CHRD 691 Independent Study: Academic Advising Workshop Series (3 cr.) will be supervised by academic advisors or student affairs practitioners who are working in the field of academic advising. This will allow students to create relationships with advising professionals and networks who will enhance their practice and link them to new and emerging practices that may benefit their work.

CHRD 770 Student Development Theory (3 cr.) will provide students with the training essential for applying a holistic, systems, legal, and evidence-based approach to advising and a strong foundation for demonstrating case conceptualization skills for the context and delivery of academic advising. This course is offered in person to students at the SDSU main campus and offered via Dakota Digital Network (DDN) for students at the Black Hills State University-Rapid City location.

CHRD 773 Current Issues in Academic Advising & Student Affairs (3 cr.) will provide students the opportunity to explore current issues of academic advising and access cutting-edge practice and research, so that they can improve their own practice in helping students realize their full potential within higher education. Currently there is not a course offered that solely highlights advising. This course will be offered online.

CHRD 785 Pre-Practicum (3 cr.) will allow students to learn and demonstrate essential interview and counseling skills needed for academic advising. Prerequisites for this course will be required only for those currently enrolled in the College Counseling specialty area (for CACREP accreditation purposes). Students enrolled in the Administration of Student Affairs track will be exempt from the prerequisites. Students who are pursuing the stand-alone certificate option (those who already hold a master's degree from a regionally accredited institution) will also be exempt from the prerequisites. This course is offered in person to students at the SDSU main campus and Black Hills State University-Rapid City location.

_

⁵ https://nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx

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 be able to:

- Demonstrate case conceptualization skills for context for the delivery of academic advising. Students will understand the history, role, and values of academic advising; theory relevant to academic advising; academic advising approaches, strategies, and expected outcomes; and how equitable and inclusive environments are created and maintained. Students will also be able to articulate a personal philosophy of academic advising.
- Apply a holistic, systems, legal, and evidence-based approach to advising. Students will learn institution specific history, mission, values, and culture; curriculum, degree programs, academic requirements and options; institution specific policies, procedures, rules, and regulations; legal guidelines of advising practice including privacy regulations and confidentiality; characteristics, needs, and experiences of major and emerging student populations; campus and community resources that support student success; information technology applicable to relevant advising roles; and engaging in on-going assessment and development of the advising practice.
- Demonstrate essential interviewing and counseling skills for academic advising. This includes creating rapport and building academic advising relationships; communicating in an inclusive and respectful manner; planning and conducting successful advising interactions; promoting student understanding of the logic and purpose of the curriculum; and facilitating problem solving, decision-making, meaning-making, planning, and goal setting.
- Collaborate within the higher education community to develop academic advising
 initiatives that promote the academic, social, and career success of individuals in higher
 education settings. This includes partnering with academic advisors and advising
 networks during professional development opportunities to learn new and emerging
 practices.

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 | CHRD 691 | CHRD 770 | CHRD 773 | CHRD 785 |
|--|-------------|-------------|-------------|-------------|
| Students will demonstrate case conceptualization skills for context for the delivery of academic advising. | | X | X | X |
| • Students will understand the history, role, and values of academic advising. | | X | | |
| • Students will understand theory relevant to academic advising. | | X | | |
| • Students will understand academic advising approaches, strategies, and expected outcomes. | X | | | X |
| • Students will understand how equitable and inclusive environments are created and maintained. | | X | | X |

| Inc | lividual Student Outcome | CHRD 691 | CHRD 770 | CHRD 773 | CHRD 785 |
|-----|---|-------------|-------------|-------------|-------------|
| | | 091 | 770 | | 783 |
| • | Students will be able to articulate a personal philosophy of academic advising. | | | X | |
| Stu | dents will apply a holistic, systems, legal, and evidence- | | X | X | |
| | ed approach to advising. | | | | |
| • | Students will learn institution specific history, mission, values, and culture; | | X | | |
| • | Students will learn curriculum, degree programs, academic requirements and options. | | | X | |
| • | Students will learn institution specific policies, procedures, rules, and regulations. | | | X | |
| • | Students will learn legal guidelines of advising practice including privacy regulations and confidentiality. | | | X | |
| • | Students will learn characteristics, needs, and experiences of major and emerging student populations. | | X | | |
| • | Students will learn campus and community resources that support student success. | | X | X | |
| • | Students will learn information technology applicable to relevant advising roles. | | | X | |
| • | Students will learn and engage in on-going assessment and development of the advising practice. | | | X | |
| Stu | dents will demonstrate essential interviewing and | | | X | X |
| | nseling skills for academic advising. | | | | |
| • | Students will learn rapport building and academic advising relationship. | | | | X |
| • | Students will learn communicating in an inclusive and respectful manner. | | | | X |
| • | Students will learn planning and conducting successful advising interactions. | | | | X |
| • | Students will learn promoting student understanding of the logic and purpose of the curriculum. | | | X | |
| • | Students will learn facilitating problem solving, decision- making, meaning-making, planning, and goal setting. | | | | X |
| Col | laborate within the higher education community to | X | | | |
| | elop academic advising initiatives that promote the | | | | |
| aca | demic, social, and career success of individuals in higher | | | | |
| edu | cation settings. | | | | |
| • | Students will partner with academic advisors and advising networks during professional development opportunities to | X | | | |
| | learn new and emerging practices. | | | | |

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

| | Yes/No | Intended Start Date |
|-----------|----------------------------------|---------------------|
| On campus | Ampus Yes 2020-2021 Academic Yes | |
| | | |
| | | |

| | Yes/No | If Yes, list location(s) | Intended Start Date |
|------------|--------|-------------------------------|---------------------------|
| Off campus | Yes | Black Hills State University- | 2020-2021 Academic |
| | | Rapid City | Year |

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

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the 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 | No | | |
| (online/other distance | | | |
| delivery methods) | | | |

Twenty-five percent of the certificate in Academic Advising will be available online. The Academic Advising Certificate will be offered at the SDSU main campus and at Black Hills State University- Rapid City. CHRD 773 Current Issues in Academic Advising & Student Affairs is an online course. CHRD 770 is not offered in person at Black Hills State University- Rapid City but is offered via Dakota Digital Network (DDN) through Brookings.

10. Additional Information:

Admission Requirements

Admission is open to graduate students admitted to the Counseling and Human Resource Development program with specializations in Administration of Student Affairs (M.Ed.) or College Counseling (M.S.). An application to the graduate certificate program will be needed beyond the default requirements listed by the Graduate School. Admission is also open to those who already hold a master's degree in any field from a regionally accredited institution. For those candidates, an application to the graduate certificate program and official transcripts must be submitted to the Graduate School.



SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS

New Course Request

| | Education & Human Sciences / Counseling & Human | | |
|----------------------------------|---|-----------|--|
| SDSU | Development | | |
| Institution | Division/Department | | |
| Dennis D. Hedge | - | 4/29/2020 | |
| Institutional Approval Signature | | Date | |

Section 1. Course Title and Description

| Prefix & No. | Course Title | Credits |
|--------------|---|---------|
| CHRD 773 | Current Issues in Academic Advising and Student Affairs | 3 |

Course Description

This course is designed to build upon the foundational practices of professional academic advising in post-secondary education. Course content will include core competencies of academic advising including student development theory, academic success, and professional preparation. Current issues in academic advising/student affairs and best advising practices to support diverse student populations will be explored.

Pre-requisites or Co-requisites

| Prefix & No. | Course Title | Pre-Req/Co-Req? |
|--------------|--------------|-----------------|
| None | | |

Registration Restrictions

None

Section 2. Review of Course

- 2.1. Was the course first offered as an experimental course? \square Yes \boxtimes No
- 2.2. Will this be a unique or common course?

☑ Unique Course

| Prefix & No. | Course Title | Credits |
|--------------|--|---------|
| CHRD 770 | Student Development: Theory and Practice | 3 |
| CHRD 771 | Student Personnel Services | 3 |
| CHRD 772 | Administration and Leadership in Student Affairs | 3 |

Provide explanation of differences between proposed course and existing system catalog courses below:

CHRD 773 will provide a more focused based learning specific to professional academic advising. The course will strongly correlate with CHRD 770: Student Development: Theory & Practice, CHRD 771: Student Personnel Services and CHRD 772: Administration & Leadership in Student Affairs. These current existing courses include theories and research to emphasize various components within post-secondary education but lack a deep focus and emphasis for academic advising.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☑ No. Schedule Management, explain below: Two sections of internship will be combined, which will make room in the workload for Dr. Romsa to be able to teach this class.

| (M 3.3 3.4 3.5 3.6 3.7 3.8 3.9 oth Co 3.1 <u>Se</u> <u>Af</u> | .Ed.) – Administration of Stude. Proposed instructional met. Proposed delivery method. Proposed delivery method. Term change will be effected. Can students repeat the code. Will grade for this course be. Will section enrollment be. Will this course equate (i.e. there unique or common course urse Inventory Report? ☐ You to be the common to be the common course of the common course of the common course of the common course of the common to be common to be common to be common course of the | urse for additional credit? □ to limited to S/U (pass/fail)? capped? ⊠Yes, max per section, be considered the same course in the common course system ⊠ No to your university? ⊠ Yes □ I Course Codes (Completed) de: SCHD | ademic Advising Certifussion/Recitation Synchronous Yes, total credit limit: Yes No on: 25 No orse for degree completem database in Collea No ted by University A | ⊠ No tion) with any ague and the |
|--|---|--|---|--|
| Kate | lyn Romsa | Katelyn Romsa | 11/2 | 5/2019 |
| Request Originator | | Signature | | e |
| Jay 🛚 | Trenhaile | Jay Trenhaile | 12/6 | /2019 |
| Depa | artment Chair | Signature | | e |
| Jill T | Chorngren | Jill Thorngren | | /2020 |
| | the curriculum. Professional advising is critical is an essential component opportunity to explore current research, so that they can improve the current research. | Signature the proposal of this course and cal for student success and ret within Student Affairs. This o nt issues of academic advising prove their own practice in he ation. Currently there is not a | tention rates within high course will provide study and access cutting-edge elping students realize the | ges enhance ner education. lents the ge practice and heir full |
| 2. | Note whether this course is: | ☑ Required ☐ Elective | /e | |
| 3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course? None | | | | |
| 4. | If this will be a dual listed comade. N/A | ourse, indicate how the distinc | tion between the two le | evels will be |
| 5. | Desired section size 25 | | | |
| 6. | Provide qualifications of factorized degree(s). Katelyn Romsa, Assistant Pr | ulty who will teach this course rofessor, Ed.D. | e. List name(s), rank(s) |), and |

7. Note whether adequate facilities are available and list any special equipment needed for the course.

No special equipment or room needed.

- 8. Note whether adequate library and media support are available for the course. There is adequate library and media support available.
- 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

Academic and Student Affairs Consent

AGENDA ITEM: 4 – C (5) **DATE:** June 24, 2020

SUBJECT

New Undergraduate Certificate: SDSU Phlebotomy

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University requests approval to offer a new undergraduate certificate in Phlebotomy. The proposed certificate will prepare students to enter the health care field as phlebotomists and will address a workforce shortage of phlebotomists in South Dakota. Phlebotomists work in a variety of settings including clinical laboratories, hospitals, and community health centers, where they collect blood for donation and analysis. This role is critical in health care as the blood tests are used to diagnose illness, evaluate effectiveness of medications, and determine whether a patient is receiving proper nutrition.

The didactic content of the proposed certificate will be offered online with a face-to-face laboratory course to train students to draw blood. Then the student will complete 100 hours of clinical experience in health care settings to obtain the mandatory successful blood draws. Following completion of the certificate, the student will be eligible for certification through the American Society for Clinical Pathology.

IMPACT AND RECOMMENDATION

The certificate will serve as a stand-alone education credential for student seeking a career in phlebotomy and could be a value added credential for students in other health professions programs.

SDSU does not request new state resources for the proposed certificate.

Board office staff recommends approval of the new certificate program.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Phlebotomy

DRAFT MOTION 20200624 4-C(5):

I move to authorize SDSU to offer the new undergraduate certificate in Phlebotomy, oncampus and through distance delivery.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

| UNIVERSITY: | SDSU |
|----------------------------------|----------------------------|
| TITLE OF PROPOSED CERTIFICATE: | Phlebotomy Certificate |
| INTENDED DATE OF IMPLEMENTATION: | 2020-2021 Academic Year |
| PROPOSED CIP CODE: | 51.1009 |
| UNIVERSITY DEPARTMENT: | Allied & Population Health |
| BANNER DEPARTMENT CODE: | SAPH |
| UNIVERSITY DIVISION: | Pharmacy & Allied Health |
| OTTIVIDIOTI DIVIDIOTI | Professions |
| BANNER DIVISION CODE: | 3P |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.7</u>, 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.

| Bany H. Dunn | 5/11/2020 |
|---|-----------|
| Institutional Approval Signature | Date |
| President or Chief Academic Officer of the University | |

I. Is this a graduate-level certificate or undergraduate-level certificate?

Undergraduate Certificate \square Graduate Certificate \square

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 proposed certificate will train students to enter the health care field as phlebotomists. Phlebotomists work in a variety of settings including clinical laboratories, hospitals, and community health centers, where they collect blood for donation and analysis. This role is critical in health care as the blood tests are used to diagnose illness, evaluate effectiveness of medications, and determine whether a patient is receiving proper nutrition.

The proposed 9-credit undergraduate certificate in phlebotomy would provide students with coursework and clinical experience in phlebotomy. The didactic content would be offered online with a face-to-face laboratory course to train students to draw blood. Then the student

South Dakota State University New Certificate: Phlebotomy

would complete 100 hours of clinical experience in health care settings to obtain the mandatory successful blood draws. Following completion of the certificate, the student would be eligible for certification through the American Society for Clinical Pathology.

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.

This certificate fits with the mission and strategic plan of South Dakota State University. Specifically, the program will feature student-centered education that will contribute to the health of South Dakota, the region, the nation, and the world. The program will contribute to attainment of strategic goal 1 – excellence through transformative education. This will be a distinct and high-quality academic program designed to meet student and market demands. The certificate also fits with the South Dakota Board of Regents strategic plan goal of increasing student success. This certificate will primarily be offered online which increases flexibility for students. The certificate also addresses significant workforce needs within the state of South Dakota.

4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

This certificate is needed to address a workforce shortage for phlebotomists. According to the U.S. Bureau of Labor and Statistics, employment of phlebotomists is projected to grow 23 percent from 2018 to 2028, much faster than the average for all occupations. There is also a shortage of phlebotomists in South Dakota. Dialogue with clinical partners has revealed that health systems in South Dakota are in significant need of more certified phlebotomists.

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 audience for this certificate would include new students to the university interested in a career in phlebotomy. Current students pursuing other health professions majors (i.e., preprofessional students, nursing) are another audience for this certificate; the certificate would give these students patient care experience, which would be very beneficial in the pursuit of their major.

6. Certificate Design

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

The certificate would serve as a stand-alone education credential for student seeking a career in phlebotomy. Workforce demand for phlebotomists in South Dakota and across the nation is high currently. Completion of this certificate will help address those workforce

¹ https://www.bls.gov/ooh/healthcare/phlebotomists.htm

South Dakota State University New Certificate: Phlebotomy

> needs. Following completion of the certificate, the student would be eligible for certification through the American Society for Clinical Pathology.

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

The certificate could be a value added credential for students in other health professions programs. Pre-professional students in particular would benefit from this certificate as it would give them significant patient care experience which would enhance their applications to professional programs such as medical school.

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.

The certificate would be stackable to the B.S. in Medical Laboratory Science for students who want to pursue additional education for a career as a medical laboratory scientist. Seven credits from the certificate would be applied to the bachelor's degree.

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 Include credits for prerequisites in subtotal below. | Credit Hours | New (yes, no) |
|--------|----------|----------------------------|---|-----------------|------------------|
| MLS | 201 | Understanding Medical | None | 2 | No |
| | | Laboratory Science | | | |
| MLS | 412-412L | Laboratory Methods and Lab | None | 4 | No |
| MLS | 487 | Elective Clinical Practice | None | 2 | No |
| MLS | 489 | Phlebotomy Clinical | None | 1 | No |
| | | Experience | | | |
| | | | Subtotal | 9 | |

8. Student Outcome and Demonstration of Individual Achievement.

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

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

In the Phlebotomy certificate, students will:

- Demonstrate knowledge of the health care systems and medical terminology.
- Communicate (verbally and nonverbally) effectively and appropriately in the health care environment.
- Demonstrate an understanding of the importance of specimen collection, various types of additives used in the collection of blood for laboratory analysis, special

- precautions that are necessary due to a patient's disease state, and substances that can interfere with in the analysis of blood constituents.
- Follow standard operating procedures to collect a blood specimen via venipuncture and capillary (dermal) puncture.
- Demonstrate an understanding of age specific and psycho-social considerations involved in the performance of phlebotomy procedures on various age groups of patients.
- B. Complete the table below to list specific learning outcomes knowledge and competencies for courses in the proposed program in each row.

| | Program Courses that Address the Outcomes | | | |
|--|---|----------------------|-------------|-------------|
| Individual Student Outcome | MLS 201* | MLS 412- 412L* | MLS 489* | MLS 487* |
| The student will be able to demonstrate knowledge of the health care systems and medical terminology. | X | | | |
| The student will communicate (verbally and nonverbally) effectively and appropriately in the health care environment. | | | X | X |
| The student will demonstrate an understanding of the importance of specimen collection, various types of additives used in the collection of blood for laboratory analysis, special precautions that are necessary due to a patient's disease state, and substances that can interfere with in the analysis of blood constituents. | | Х | X | X |
| The student will follow standard operating procedures to collect a blood specimen via venipuncture and capillary (dermal) puncture. | | X | X | X |
| The student will demonstrate an understanding of age specific and psycho-social considerations involved in the performance of phlebotomy procedures on various age groups of patients. | | 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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

| | Yes/No | Intended Start Date |
|-----------|--------|-------------------------|
| On campus | Yes | 2020-2021 Academic Year |

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

| | Yes/No | If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 5.5. | Intended Start Date |
|--|--------|--|----------------------------|
| Distance Delivery (online/other distance delivery methods) | Yes | 015 - Internet Asynchronous 018 - Internet Synchronous | 2020-2021 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 | No | | |
| (online/other distance | | | |
| delivery methods) | | | |

Academic and Student Affairs Consent

AGENDA ITEM: 4 – C (6) DATE: June 24, 2020

SUBJECT

New Undergraduate Certificate: USD Geospatial Analysis

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) seeks permission to offer a new undergraduate certificate in Geospatial Analysis. Geospatial analysis is the collection, analysis, and visualization of spatial data. Doing geospatial analysis requires the ability to use software including geographic information systems (GIS) and remote sensing and may require the ability to use equipment and hardware that integrate with the software including sensors and unmanned aerial vehicles (UAVs).

The certificate in geospatial analysis relates to USD's mission to provide instruction in the liberal arts and sciences, because it will complement existing majors and minors in sustainability, biology, anthropology, and political science by training students in methods and software that are commonly used within these fields.

USD intends to offer the proposed certificate on campus.

IMPACT AND RECOMMENDATION

USD does not request new state resources for the proposed certificate.

Board office staff recommends approval of the new certificate program.

ATTACHMENTS

Attachment I – New Certificate Request Form: USD – Geospatial Analysis

DRAFT MOTION 20200624 4-C(6):

I move to authorize USD to offer the new undergraduate certificate in Geospatial Analysis.



ACADEMIC AFFAIRS FORMS New Certificate

| UNIVERSITY: | USD |
|----------------------------------|------------------------------|
| TITLE OF PROPOSED CERTIFICATE: | Geospatial Analysis |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2020 |
| PROPOSED CIP CODE: | 30.3301 |
| UNIVERSITY DEPARTMENT: | Sustainability & Environment |
| BANNER DEPARTMENT CODE: | USUS |
| UNIVERSITY DIVISION: | College of Arts & Sciences |
| BANNER DIVISION CODE: | ACS |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.7</u>, 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 | 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 un | dergraduate-level certificate? | |
|----|--------------------------------------|-------------|--------------------------------|--|
| | Undergraduate Certificate | \boxtimes | 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.

Geospatial analysis is the collection, analysis, and visualization of spatial data. Doing geospatial analysis requires the ability to use software including geographic information systems (GIS) and remote sensing and may require the ability to use equipment and hardware that integrate with the software including sensors and unmanned aerial vehicles (UAVs).

3. 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.

The certificate in geospatial analysis relates to USD's mission to provide instruction in the liberal arts and sciences because it will complement the existing majors and minors in sustainability, biology, anthropology, and political science by training students in methods and software that are commonly used within these fields. The certificate aligns with the Board of Regents Strategic Plan because it will train students in methods and software that will allow them to contribute to research and economic development within the State.

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 skills that the students will learn in the geospatial analysis certificate will complement the content knowledge that students will learn in their academic major(s) and/or minor. Therefore, the certificate will offer an additional credential to students who are looking to work in fields such as soil and plant science (projected 10.8% increase), environmental scientists (projected 11.8% increase), and biological technicians (projected 11.3% increase).

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 geospatial analysis certificate will be open to any student, but we expect many of the students who earn the certificate will be sustainability, biology, anthropology, and political science majors or minors.

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 a stand-alone education credential option. The students will learn how to use different software for data analysis including GIS, remote sensing, LIDAR, R, and Python.

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.

¹ South Dakota Department of Labor and Regulation (2016) Occupational employment projections (2016-2026) for sub-state areas. Available at https://dlr.sd.gov/lmic/menu_projections_occupation.aspx.

Yes, the certificate will supplement the student's major field of study. Students majoring in sustainability, biology, anthropology, and political science will benefit from this certificate program.

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.

The geospatial analysis certificate will not be fully stackable to a higher-level credential, but some of the courses within the certificate will also count towards the student's major or minor. For example, Introduction to GIS is currently offered as an earth science, anthropology, and political science course (i.e. ESCI/POLS/ANTH 425). Remote Sensing will be offered for the first time in Fall 2020 and will be offered as BIOL 492.

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

| Prefix | Number | Course Title | Prerequisites for Course Include credits for prerequisites in subtotal below. | Credit Hours | New (yes, no) |
|---------------------------|------------------|---|---|-----------------|---------------------|
| ESCI/POLS/ANTH | 425 | Introduction to GIS | None | 3 | No |
| BIOL | 484/L | Remote Sensing ¹ | None | 3 | Yes |
| Take two of the following | g courses (6 cr | edit hours) | | | |
| CSC | 467 | Data Analysis, Decision Making and Visualization ¹ | CSC 155 | 3 | Yes |
| BIOL/SUST | 492 | Topics: Unmanned Aircraft Systems (UAS) Applications ² | ESCI/POLS/ANTH 425 | 3 | No |
| BIOL/ANTH/SUST | 498 | Undergraduate Research* | None | 3 | No |
| GEOL | <mark>419</mark> | Advanced Geospatial Analysis ³ | GEOL 416/L or instructor permission | <mark>3</mark> | No |
| | | | Subtotal | 12 | |

^{*}Subject to approval of the chairperson of the Department of Sustainability and Environment to ensure suitability for the certificate.

¹BIOL 484/L and CSC 467 are new courses to be offered by the Biology and Computer Science departments based on recent hires and reallocated teaching rotations; these requests are attached at the end of this document.

²BIOL/SUST 492 is an existing Topics course that will be offered with this topic as part of current faculty rotations.

³GEOL 416/L is Introduction to GIS. ESCI/POLS 425 will provide the required prerequisite knowledge for GEOL 419.

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 explain the fundamental theories underlying geospatial technologies.
- Students will acquire and manage geospatial data as appropriate to a given application.
- Students will apply spatial thinking principles using geospatial analysis procedures.
- Students will design maps to visualize and communicate spatial information.
- 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) | ESCI/ ANTH/ POLS 425 | BIOL 484/L | CSC 467 | BIOL/ SUST 492 | BIOL/ ANTH/ SUST 498 | GEOL 419 |
| Explain the fundamental theories underlying geospatial technologies | X | X | X | | | X |
| Acquire and manage geospatial data as appropriate to a given application | X | X | X | X | | X |
| Apply spatial thinking principles using geospatial analysis procedures | X | X | | X | | X |
| Design maps to visualize and communicate spatial information | X | X | | | X | X |

9. Delivery Location.

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

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

| | Yes/No | Intended Start Date | | |
|-----------|--------|---------------------|------|--|
| On campus | Yes | Fall | 2020 | |

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

| | Yes/No | If Yes, identify delivery methods Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> . | Intended Start Date |
|--|--------|---|---------------------|
| Distance Delivery (online/other distance delivery methods) | No | | |
| Does another BOR institution already have authorization to offer the program online? | Yes | If yes, identify institutions: SDSU offers Geographic Information Sciences 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 | No | | |
| (online/other distance | | | |
| delivery methods) | | | |

10. Additional Information

We have spoken with Dr. Maribeth Price and Mr. Curtis Price at SDSMT about their undergraduate and graduate certificates in Geospatial Technology. Following this conversation, we have added GEOL 419 to the list of approved electives for the certificate. We also intend to collaborate in the future as additional opportunities become available.



ACADEMIC AFFAIRS FORMS

Authority to Offer an Existing Course

| USD Institution | Arts & Sciences/Biology Division/Department | |
|--|--|----------------|
| Institutional Approv | |)/2020 Date |
| | offer an existing common course or an existing unique course status from unique to common)? | (approval |
| | nmon Course \boxtimes que Course \square | |
| 2. Provide the comprequisites and co-r | olete description as it appears in the system database inclurequisites. | ding pre- |
| Prefix & No. | Course Title | Credits |
| GEOG/BIOL 484/584/L | Remote Sensing | 3/0 |
| techniques and physical and cul | Fremote sensing. Development of remote sensing; instrumental methodology that will aid in the determination of proper utilization of | on of our |
| | Course Title Pre-req | Co-req |
| | Choose an item. | _ |
| 3. Universities curren | ntly offering this course (place an "X" in the appropriate boxes) | • |
| If no, Replacen | DSU NSU SDSMT SDSU Course Create FTE Implications? No nent of (prefix, number, name of course, credits) ctive Date of Deletion: Click here to enter a date. | □ USD ched) |

| 5. Does Offering the Course Create Schedule Management Implications? No |
|--|
| Explain: The course will be taught by existing faculty as part of their normal workload. |
| 6. Existing program(s) in which course will be offered: Biology, Sustainability |
| 7. CIP Code for the course: 45.0702 |
| 8. Proposed instructional method by this university: R |
| 9. Proposed delivery method by this university: 001 |
| 10. University Dept. Code: UBIOL |
| Banner Department Code: <u>UBIO</u> |
| 11. Authority to offer effective beginning in what term? Fall 2021 |
| 12. Section Restriction: 24 |

From: Fouberg, Erin H (NSU) < Erin. Fouberg@northern.edu>

Sent: Thursday, May 7, 2020 11:33 AM

To: Helling, Mary Kay <mary.helling@sdstate.edu>; Freeburg, Beth M <Beth.Freeburg@usd.edu>

Ce: Dudley, John E < John. Dudley@usd.edu >; Leitru, Tammy R < Tammy. Leitru@usd.edu >; Hoffelt, Janell

<<u>ianell.hoffelt@sdstate.edu</u>>; Watrel, Bob <<u>robert.watrel@sdstate.edu</u>> Subject: RE: Authority to offer: BIOL/GEOG 484/584 plus labs

Hi Beth.

Northern State University faculty also support this request.

Thanks, Erin

From: Helling, Mary Kay <Mary.Helling@SDSTATE.EDU>

Sent: Thursday, May 7, 2020 11:13 AM

To: Freeburg, Beth M <Beth.Freeburg@usd.edu>

Ce: Dudley, John E < John. Dudley@usd.edu >; Leitru, Tammy R < Tammy. Leitru@usd.edu >; Hoffelt, Janell

<janell.hoffelt@sdstate.edu>; Watrel, Bob <robert.watrel@sdstate.edu>; Fouberg, Erin H (NSU)

<erin.fouberg@northern.edu>

Subject: RE: Authority to offer: BIOL/GEOG 484/584 plus labs

Beth.

Per communication with the SDSU Geography & Geospatial Sciences Department, SDSU supports this request.

Thanks, MK

Mary Kay Helling, PhD

Vice Provost for Academic Affairs

South Dakota State University

Brookings, South Dakota 57007

Morrill Hall Room 230 (Academic Affairs)

Office of Academic Affairs: 605.688.4173

E-mail: mary.helling@sdstate.edu

From: Freeburg, Beth M < Beth.Freeburg@usd.edu>

Sent: Wednesday, May 06, 2020 3:02 PM

To: Fouberg, Erin H (NSU) < rin.fouberg@northern.edu; Helling, Mary Kay < Mary.Helling@SDSTATE.EDU

Cc: Dudley, John E < john.dudley@usd.edu >; Leitru, Tammy R < tammy.leitru@usd.edu >

Subject: Authority to offer: BIOL/GEOG 484/584 plus labs

Mary Kay and Erin,

USD would like to offer BIOL/GEOG 484/584 plus lab to our students on-campus. Would SDSU and NSU both support this request?

Thanks,

Beth

Elizabeth McKay Freeburg, Ed.S., Ph.D. Associate Provost and Graduate Dean

University of South Dakota

414 East Clark Street, Slagle Hall 102

Vermillion, SD 57069

(605) 677-6497 | www.usd.edu

Fax: (605)677-6651

Pre-Req.



SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS New Course Request

| PUBLIC UNIVERSITIES & SPECIAL SCHOOLS New Course Request | | | | | |
|--|---------------------|--|-------------|--------|--|
| USD | | Arts & Sciences/Computer Science | | | |
| Institution Division/Department | | | | | |
| Institutional App | oroval Signati | ire | Da | ate | |
| Section 1. Cour | se Title and | l Description | | | |
| Prefix & No. | Course | <u> Fitle</u> | C | redits | |
| CSC 467/567 | Data Ana | alysis, Decision Making, and Visualization | 3 | | |
| Course Descripti | on | | | | |
| The course aim | s to deliver f | undamental ideas on analyzing data wit | th the help | of | |
| statistics, imple | menting scie | entific decisions using machine learning | T | | |
| tools/technique | s, and visual | izing them for production at the output | in accorda | nce | |
| with the user's need. The course employs current programming languages | | | | | |
| appropriate to t | he discipline | | | | |
| Pre-requisites or (| Co-requisites | | | | |
| Prefix & No. | Course Title | | Pre-Req/C | o-Req? | |

| Registration | Restrictions |
|----------------|--------------|
| ixegisti atton | 14CSUICUOUS |

N/A

Section 2. Review of Course

| 2.1. | Was | the course first offered as an experimental course (place an | "X" | 'in the appropriate box)? |
|------|-----|--|-------------|---------------------------|
| | | Yes (if yes, provide the course information below) | \boxtimes | No |

2.2. Will this be a unique or common course (place an "X" in the appropriate box)?

CSC 155/155L | Introduction to Computer Science & Programming

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system Course Inventory Report to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

⊠ Unique Course

| Prefix & No. | Course Title | Credits |
|--------------|--------------------------|---------|
| CSC 486/586 | Data Mining | 3 |
| CSC 460 | Scientific Visualization | 3 |

Provide explanation of differences between proposed course and existing system catalog courses below: CSC 486/586 is a course that explores data, especially large data; however, CSC 486/586 does not incorporate the decision making and visualization component that CSC 467/567 offers. The proposed course has a capability to deliver fundamental ideas on analyzing data, implementing scientific decisions using machine learning

tools/techniques that are built upon statistical modeling, and visualizing them for production at the output in accordance with the user's need. CSC 486/586 does not incorporate decision-making and data/decision visualization components. CSC 460 is limited to visualization.

Section 3. Other Course Information

| 3.1. | Are there instructional staffing impacts? |
|------|---|
| | □ No. Replacement of |
| | (course prefix, course number, name of course, credits) *Attach course deletion form |
| | Effective date of deletion: Click here to enter a date. |
| | This course will be taught with current faculty. |
| | ⋈ No. Schedule Management, explain below: |
| | 4467/567 will be part of the regular faculty teaching load on the course rotation. new hiring will be necessary. |
| | ☐ Yes. Specify below: |
| 3.2. | Existing program(s) in which course will be offered: B.A./B.S./M.S. in Computer Science. |
| 3.3. | Proposed instructional method by university: D Discussion/Recitation |
| 3.4. | Proposed delivery method by university : 001: Face-to-face Term Based Instruction and Online if offered during summer term. |
| 3.5. | Term change will be effective (enter catalog year): 2020-21 |
| 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 |
| 3.8. | Will section enrollment be capped? |
| 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 |
| Sect | tion 4. Department and Course Codes (Completed by University Academic Affairs) |
| | University Department Code: UCSC |
| 4.2. | Proposed CIP Code: 11.0701 |
| | Is this a new CIP code for the university? \square Yes \boxtimes No |

Academic and Student Affairs Consent

AGENDA ITEM: 4 – C (7) DATE: June 24, 2020

SUBJECT

New Graduate Certificate: USD Geospatial Analysis

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) seeks permission to offer a new graduate certificate in Geospatial Analysis. Geospatial analysis is the collection, analysis, and visualization of spatial data. Doing geospatial analysis requires the ability to use software including geographic information systems (GIS) and remote sensing and may require the ability to use equipment and hardware that integrate with the software including sensors and unmanned aerial vehicles (UAVs).

The geospatial analysis certificate will be open to any graduate student, and many of the students who earn the certificate will be sustainability, biology, and public administration majors.

USD intends to offer the proposed certificate on campus.

IMPACT AND RECOMMENDATION

The proposed certificate will require two new courses.

USD does not request new state resources for the proposed certificate.

Board office staff recommends approval of the new certificate program.

ATTACHMENTS

Attachment I – New Graduate Certificate Request Form: USD – Geospatial Analysis

DRAFT MOTION 20200624 4-C(7):

I move to authorize USD to offer the new graduate certificate in Geospatial Analysis.



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: | USD |
|----------------------------------|------------------------------|
| TITLE OF PROPOSED CERTIFICATE: | Geospatial Analysis |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2020 |
| PROPOSED CIP CODE: | 30.3301 |
| UNIVERSITY DEPARTMENT: | Sustainability & Environment |
| BANNER DEPARTMENT CODE: | USUS |
| UNIVERSITY DIVISION: | College of Arts & Sciences |
| BANNER DIVISION CODE: | ACS |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.7</u>, 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.

| | Click here to enter a date. |
|---|-----------------------------|
| Institutional Approval Signature | Date |
| President or Chief Academic Officer of the University | |

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

1. 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.

Geospatial analysis is the collection, analysis, and visualization of spatial data. Doing geospatial analysis requires the ability to use software including geographic information systems (GIS) and remote sensing and may require the ability to use equipment and hardware that integrate with the software including sensors and unmanned aerial vehicles (UAVs).

3. 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.

The certificate in geospatial analysis relates to USD's mission to provide instruction in the liberal arts and sciences because it will complement the existing graduate degrees in sustainability, biology, and public administration by training students in methods and software that are commonly used within these fields. The certificate aligns with the Board of Regents Strategic Plan because it will train students in methods and software that will allow them to contribute to research and economic development within the State.

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 skills that the students will learn in the geospatial analysis certificate will complement the content knowledge that students will learn in their graduate degree programs. Therefore, the certificate will offer an additional credential to students who are looking to work in fields such as soil and plant science (projected 10.8% increase), environmental scientists (projected 11.8% increase), and biological technicians (projected 11.3% increase).

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 geospatial analysis certificate will be open to any graduate student, but we expect many of the students who earn the certificate will be sustainability, biology, and public administration majors.

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?

¹ South Dakota Department of Labor and Regulation (2016) Occupational employment projections (2016-2026) for sub-state areas. Available at https://dlr.sd.gov/lmic/menu projections occupation.aspx.

Yes, the certificate is a stand-alone education credential option. The students will learn how to use different software for data analysis such as GIS, remote sensing, LIDAR, R, and Python.

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 will supplement the student's graduate degree. Students majoring in sustainability, biology, and public administration will benefit from this certificate program.

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.

The geospatial analysis certificate will not be fully stackable to a higher-level credential, but some of the courses within the certificate may also count towards the student's major. For example, Introduction to GIS is currently offered as an earth science and political science course (i.e. ESCI/POLS 525). Remote Sensing will be offered for the first time in Fall 2020 and will be offered as BIOL 592.

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 Include credits for prerequisites in subtotal below. | Credit Hours | New (yes, no) |
|-----------------------|-------------|---|---|-----------------|---------------------|
| ESCI/POLS | 525 | Introduction to GIS | None | 3 | No |
| BIOL | 584/L | Remote Sensing ¹ | ESCI/POLS 525 | 3 | Yes |
| Take two of the follo | owing cours | ses (6 credit hours) | | | |
| CSC | 567 | Data Analysis, Decision Making and Visualization ¹ | None | 3 | Yes |
| BIOL/SUST | 592 | Topics: Unmanned Aircraft Systems (UAS) Applications ² | ESCI/POLS 525 | 3 | No |
| SUST | 715 | Research for Sustainability | None | 3 | No |
| BIOL/SUST | 792 | Topics: Advanced Geospatial Analysis ² | ESCI/POLS 525 and BIOL 584/L | 3 | Yes |

| GEOL | <mark>519</mark> | Advanced Geospatial | GEOL 516/L or | <mark>3</mark> | No |
|-------------|------------------|---------------------|-------------------------|----------------|----|
| | | Analysis | instructor | | |
| | | | permission ³ | | |
| | • | | Subtotal | 12 | |

¹BIOL 584/L and CSC 567 are new courses to be offered by the Biology and Computer Science departments based on recent hires and reallocated teaching rotations; these requests are attached at the end of this document.

²BIOL/SUST 592 and 792 are existing Topics courses that will be offered with this topic as part of current faculty rotations.

³GEOL 516/L is Introduction to GIS. ESCI/POLS 525 will provide the required prerequisite knowledge for GEOL 519.

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 explain the fundamental theories underlying geospatial technologies.
- Students will acquire and manage geospatial data as appropriate to a given application.
- Students will apply spatial thinking principles using geospatial analysis procedures.
- Students will design maps to visualize and communicate spatial information.

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.

| | | Progr | am Courses | s that Add | ress the Ou | tcomes | |
|--|-----------------------|----------------|------------|-------------|----------------------|----------------------|-------------|
| Individual Student Outcome (Same as in the text of the proposal) | ESCI /POLS 525* | BIOL 584/L* | CSC 506 | SUST 715 | BIOL/ SUST 592 | BIOL/ SUST 792 | GEOL 519 |
| Explain the fundamental theories underlying geospatial technologies | X | X | X | | | X | X |
| Acquire and manage geospatial data as appropriate to a given application | X | X | X | | X | X | X |
| Apply spatial thinking principles using geospatial analysis procedures | X | X | | X | X | X | X |
| Design maps to visualize and communicate spatial information | X | X | | | | X | X |

9. Delivery Location.

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

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

| | Yes/No | Intended Start Date | | |
|-----------|--------|---------------------|------|--|
| On campus | Yes | Fall | 2020 | |

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

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

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the 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 | No | | Choose an item. Choose |
| (online/other distance | | | an item. |
| delivery methods) | | | |

10. Additional Information

We have spoken with Dr. Maribeth Price and Mr. Curtis Price at SDSMT about their undergraduate and graduate certificates in Geospatial Technology. Following this conversation, we have added GEOL 519 to the list of approved electives for the certificate. We also intend to collaborate in the future as additional opportunities become available.



ACADEMIC AFFAIRS FORMS

Authority to Offer an Existing Course

| SD | | & Sciences | | gy | | | |
|--|-------------------|----------------|---------|--------------|----------|-------------------------|-----------------|
| stitution | Divis | sion/Depart | ment | | | | |
| | | | | | | 2/2/ |)/2020 |
| | 1 C: 4 | | | | | | 0/2020 |
| nstitutional Appro | vai Signature | | | | | L | ate |
| Is this a voquest to | offer an existing | a aommon | 2011160 | on an oviet | ting uni | | (annua) |
| Is this a request to will change course | | _ | | | ung um | que course | (appro |
| Cor | nmon Course | \boxtimes | | | | | |
| Uni | que Course | | | | | | |
| Prefix & No. | Course Title | nα | | | | | Credi |
| Provide the comprequisites and co- | - | i as it app | ears 1 | n the syste | em data | abase inclu | iding p |
| GEOG/BIOL | Remote Sensin | ng | | | | | 3/0 |
| 484/584/L | | | | | | | |
| Course Descrip | otion | | | | | | |
| Applications of | remote sensing | | | | | | |
| | methodology tha | it will aid in | the d | etermination | n of pro | per utilizati | on of or |
| | ltural resources. | | | | | | |
| physical and cu | | | | | | ony hoves | in Pre_r |
| Pre-requisites o | r Co-requisites (| add lines a | s need | ed, make s | ure to c | opy buacs | 111 1 1 6-1 |
| Pre-requisites o | s) | (add lines a | s need | ed, make s | ure to c | ору вожез | 111 110-1 |
| Pre-requisites o | | (add lines a | s need | ed, make s | ure to c | Pre-req | Co-rec |
| Pre-requisites o | s) | (add lines a | s need | ed, make s | ure to c | Pre-req Choose an | Co-rec |
| Pre-requisites o | s) | (add lines a | s need | ed, make s | ure to c | Pre-req | Co-rec |
| Pre-requisites o | S) Course Title | | | , | | Pre-req Choose an item. | Choose an item. |
| Pre-requisites o and Co-req cells Prefix & No. | Course Title | | | , | appropi | Pre-req Choose an item. | Choose an item. |

| (prefix, number, name of course, credits) Effective Date of Deletion: Click here to enter a date. 5. Does Offering the Course Create Schedule Management Implicate Explain: The course will be taught by existing faculty as part of their note. 6. Existing program(s) in which course will be offered: Biology, Structure of the course: 45.0702 7. CIP Code for the course: 45.0702 8. Proposed instructional method by this university: R | |
|---|----------------|
| 5. Does Offering the Course Create Schedule Management Implication Explain: The course will be taught by existing faculty as part of their note. 6. Existing program(s) in which course will be offered: Biology, Structure Schedule Management Implication Explain: The course will be existing faculty as part of their note. 6. Existing program(s) in which course will be offered: Biology, Structure Management Implication Explain: The course will be existing faculty as part of their note. 7. CIP Code for the course: 45.0702 8. Proposed instructional method by this university: R 9. Proposed delivery method by this university: 001 | |
| Explain: The course will be taught by existing faculty as part of their notation. 6. Existing program(s) in which course will be offered: Biology, S. 7. CIP Code for the course: 45.0702 8. Proposed instructional method by this university: R. 9. Proposed delivery method by this university: 001 | |
| Explain: The course will be taught by existing faculty as part of their notation. 6. Existing program(s) in which course will be offered: Biology, S. 7. CIP Code for the course: 45.0702 8. Proposed instructional method by this university: R. 9. Proposed delivery method by this university: 001 | |
| 6. Existing program(s) in which course will be offered: Biology, S 7. CIP Code for the course: 45.0702 8. Proposed instructional method by this university: R 9. Proposed delivery method by this university: 001 | tions? No |
| 7. CIP Code for the course: 45.0702 8. Proposed instructional method by this university: R 9. Proposed delivery method by this university: 001 | rmal workload. |
| 8. Proposed instructional method by this university: R 9. Proposed delivery method by this university: 001 | Sustainability |
| 8. Proposed instructional method by this university: R 9. Proposed delivery method by this university: 001 | |
| 9. Proposed delivery method by this university: 001 | |
| · · · · · · · · · · · · · · · · · · · | |
| 10. University Dant Codes UDIOI | |
| 10. University Dept. Code: UBIOL | |
| Banner Department Code: <u>UBIO</u> | |
| 11. Authority to offer effective beginning in what term? Fall 202 | 21 |
| 12. Section Restriction: 24 | |



ACADEMIC AFFAIRS FORMS New Course Request

| USD | | |
|---------------------------------|--------------|------|
| Institution Division/Department | | |
| Institutional Approv | al Signature | Date |

Section 1. Course Title and Description

| Prefix & No. | Course Title | Credits |
|--------------|---|---------|
| CSC 467/567 | Data Analysis, Decision Making, and Visualization | 3 |

Course Description

The course aims to deliver fundamental ideas on analyzing data with the help of statistics, implementing scientific decisions using machine learning tools/techniques, and visualizing them for production at the output in accordance with the user's need. The course employs current programming languages appropriate to the discipline.

Pre-requisites or Co-requisites

| Prefix & No. | Course Title | Pre-Req/Co-Req? |
|--------------|--|-----------------|
| CSC 155/155L | Introduction to Computer Science & Programming | Pre-Req. |
| | | |

| \mathbf{r} | • | | • | T | | | • | |
|--------------|-------|-----|------|-----|--------|-----|-----|----|
| ĸ | egist | rot | tinn | KΔ | ויידוי | ret | ากท | |
| 1/ | CZISI | па | uvu | 110 | 3 LI J | ıνι | IUI | IJ |

| N/A | |
|---------|--|
| 1 N / 🕰 | |

Section 2. Review of Course

| 2.1. | Was the course first offered as an experimental course (place an | "X" | in the appropriate box)? |
|------|--|-------------|--------------------------|
| | \square Yes (if yes, provide the course information below) | \boxtimes | No |

2.2. Will this be a unique or common course (place an "X" in the appropriate box)?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system Course Inventory Report to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

⊠ Unique Course

| Prefix & No. | Course Title | Credits |
|--------------|--------------------------|---------|
| CSC 486/586 | Data Mining | 3 |
| CSC 460 | Scientific Visualization | 3 |

Provide explanation of differences between proposed course and existing system catalog courses below: CSC 486/586 is a course that explores data, especially large data; however, CSC 486/586 does not incorporate the decision making and visualization component that CSC 467/567 offers. The proposed course has a capability to deliver fundamental ideas on analyzing data, implementing scientific decisions using machine learning tools/techniques that are built upon statistical modeling, and visualizing them for production at the output in

accordance with the user's need. CSC 486/586 does not incorporate decision-making and data/decision visualization components. CSC 460 is limited to visualization.

Section 3. Other Course Information

| 3.1. | Are there instructional staffing impacts? | | | | |
|------|---|--|--|--|--|
| | □ No. Replacement of | | | | |
| | (course prefix, course number, name of course, credits) *Attach course deletion form | | | | |
| | Effective date of deletion: Click here to enter a date. | | | | |
| | This course will be taught with current faculty. No. Schedule Management, explain below: 467/567 will be part of the regular faculty teaching load on the course rotation. hew hiring will be necessary. | | | | |
| | ☐ Yes. Specify below: | | | | |
| 3.2. | Existing program(s) in which course will be offered: B.A./B.S./M.S. in Computer Science. | | | | |
| 3.3. | Proposed instructional method by university: D Discussion/Recitation | | | | |
| 3.4. | Proposed delivery method by university : 001: Face-to-face Term Based Instruction and Online if offered during summer term. | | | | |
| 3.5. | Term change will be effective (enter catalog year): 2020-21 | | | | |
| 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 | | | | |
| 3.8. | Will section enrollment be capped? | | | | |
| 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 | | | | |
| | . Is this prefix approved for your university? | | | | |
| | tion 4. Department and Course Codes (Completed by University Academic Affairs) University Department Code: UCSC | | | | |
| | Proposed CIP Code: 11.0701 | | | | |
| | Is this a new CIP code for the university? \square Yes \boxtimes No | | | | |

NEW COURSE REQUEST Supporting Justification for On-Campus Review

| | Santosh KC | Santosh KC | | 1/28/2020 | | | |
|------|---|--|-------------------|--------------------------------|--|--|--|
| | Request Originator | Signature José D. Flores | | Date | | | |
| | José D. Flores | | | | | | |
| | Department Chair | Signature | Signature | | | | |
| | Michael Kruger | Michael Kruger | | 2/24/2020 | | | |
| | School/College Dean | Signature | | Date | | | |
| 1. | Provide specific reasons for the | ne proposal of this course and exp | plain how the cha | anges enhance the curriculum. | | | |
| | • . | and visualization are integral compo demand from STEM fields for these | | 1 0 11 | | | |
| 2. | Note whether this course is: | ☐ Required | \boxtimes | Elective | | | |
| 3. | 3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course? None | | | | | | |
| In a | | rrse, indicate how the distinction he class, graduate students will wo oplications. | | | | | |
| 5. | Desired section size | 25 | | | | | |
| 6. | Doug Goodman, PhD. Associa | Ity who will teach this course. Late Professor in Computer Science. Professor in Computer Science. | \ /· | (s), and degree(s). | | | |
| 7. | Note whether adequate faciliti Adequate facilities are availab | les are available and list any spec ble. | cial equipment ne | eded for the course. | | | |
| 8. | Note whether adequate library Adequate library and media su | and media support are available apport are available. | e for the course. | | | | |
| 9. | Will the new course duplicate Yes If yes, provide justi | courses currently being offered \boxtimes No fication. | on this campus? | | | | |
| 10 | . If this course may be offered determined. N/A | for variable credit, explain how | the amount of cro | edit at each offering is to be | | | |

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – C (8) DATE: June 24, 2020

SUBJECT

New Graduate Certificate: USD Child & Adult Advocacy Studies

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests approval to offer a new graduate certificate in Child & Adult Advocacy Studies (CAAST). The proposed certificate focuses on interdisciplinary, ethical, realistic, and culturally sensitive content that provides professionals working with vulnerable populations a foundation for responding to maltreatment.

The certificate is designed to be a stand-alone credential for graduate students or professionals working in positions that interact with vulnerable populations. The certificate will complement any program focused on health promotion, well-being, and prevention of disability and illness (i.e., Social Work, Addiction Counseling and Prevention, Nursing, Occupational Therapy, Physician Assistant, Physical Therapy, Health Sciences, Clinical Psychology, Counseling and School Psychology, Law, Public Administration, Criminal Justice, Interdisciplinary Studies, Professional Practice Community, and Education).

IMPACT AND RECOMMENDATION

USD does not request new state resources for the proposed certificate.

Board office staff recommends approval of the new graduate certificate program.

ATTACHMENTS

Attachment I – USD Child & Adult Advocacy Studies New Certificate proposal

DRAFT MOTION 20200624 4-C(8):

I move to authorize USD to offer the new graduate certificate in Child & Adult Advocacy Studies through distance delivery.



SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS

New Certificate

| UNIVERSITY: | USD | | |
|----------------------------------|--------------------------------|--|--|
| TITLE OF PROPOSED CERTIFICATE: | Child & Adult Advocacy Studies | | |
| THEE OF TROTOSED CERTIFICATE. | (CAAST) | | |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2021 | | |
| PROPOSED CIP CODE: | 51.1504-New | | |
| UNIVERSITY DEPARTMENT: | Health Sciences | | |
| UNIVERSITY DIVISION: | School of Health Sciences | | |

✓ Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.7</u>, 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 | Date |
|---|------|
| Tresident of Chief Academic Officer of the University | |

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

| 1. | Is this a grad | luate-level | l certificate o | or undergrad | luate-leve | l certificate? |
|----|----------------|-------------|-----------------|--------------|------------|----------------|
|----|----------------|-------------|-----------------|--------------|------------|----------------|

Undergraduate Certificate

Graduate Certificate X

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 Child & Adult Advocacy Studies (CAAST) certificate focuses on interdisciplinary, ethical, realistic, and culturally sensitive content that provides professionals working with vulnerable populations a foundation for responding to maltreatment. Students will learn about the various disciplinary responses to maltreatment and will develop a multidisciplinary understanding of the most efficient responses. Students completing the courses in this certificate will be better equipped to accomplish the work of related agencies (social work, criminal justice, nursing, etc.) as they advocate on behalf of victims and survivors of maltreatment.

3. 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.

The proposed certificate supports the SDBOR 2014-2020 Vision, specifically:

- South Dakota's population will be more highly-educated specifically concerning response to maltreatment, working with vulnerable populations, and working in a multidisciplinary team
- South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce through this online certificate program
- South Dakota will have a working-age population with advanced levels of education needed to support our democracy and the modern, knowledge-based economy specifically concerning prevention of and response to maltreatment.
- South Dakota will be a recognized national leader in the use of information technology to enhance its educational, economic, social, scientific, and political development. The CAAST program requires use of simulation and experiential learning to improve students' critical thinking and responding. Additionally, students will learn to access information databases used to monitor victims, perpetrators, and trends related to maltreatment.

The proposed certificate supports the SDBOR 2014-2020 Priorities, specifically:

- 1. Student Success
 - a. This program will be offered completely online, which will attract rural and non-resident professionals.
- 2. Academic Quality and Performance
 - This program supports increased professional development for special school outreach workers, disability specialists, and those working with vulnerable populations
- 3. Research and Economic Development
 - a. Federal funding options for CAAST programing through ZeroAbuse Project, South Dakota Community Foundation or SDDSS to meet The United States Attorney General's Task Force's recommendation to improve undergraduate and graduate training in this area.
 - b. No duplication of content; CAAST core content is new and innovative, and applicable to many students and professionals.

In addition, The University of South Dakota Strategic Goals include the following:

- ➤ Undergraduate, Graduate & Professional Student Experience
 - o Goal 2: Enrich academic experiences for graduate and professional students.
- Research, Scholarship & Creative Work
 - o Goal 1: Expand interdisciplinary research, scholarship, and creative work.
 - o Goal 2: Increase national-level recognition in a select number of research and creative areas.

By 2020, USD aims to increase enrollment in graduate and professional programs by 3,000 and anticipates that enrollment in off-campus and distance courses will be 5,100. The development of this certificate supports those efforts.

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.

There is a significant and growing body of research documenting that judges, prosecutors, child protection attorneys, doctors, nurses, psychologists, social workers, law enforcement officers, clergy, teachers, and other child protection professionals or mandated reporters are inadequately trained in working with victims of maltreatment at the undergraduate and graduate level¹. Upon review of The University of South Dakota's undergraduate and graduate course catalogs, four undergraduate, two graduate, and three cross-listed (400/500 level course) courses contained content pertaining to the maltreatment of and response to the maltreatment of vulnerable populations [using the terms "maltreatment," abuse and neglect," "trauma-informed care," "child protection," "vulnerable populations," "child welfare" and "child advocacy."]. When offered, the content related to this topic is specific to the discipline of practice (social work, occupational therapy, and addiction studies) and cursory. The University does not have a concentration nor a minor focused on child and adult maltreatment.

The United States Attorney General's Task Force on Children Exposed to Violence recognized the need to improve undergraduate and graduate training in this area and has called for a "national initiative to promote professional education and training on the issue of children exposed to violence." The task force specifically urges academic institutions to "include curricula in all university undergraduate and graduate programs to ensure that every child and family serving professional receives training in multiple evidence-based methods for identifying and screening children for exposure to violence."

A study of the American Psychological Association (APA) accredited graduate programs found that many of the programs "fall far short" of guidelines proposed by the APA for minimal levels of competence in handling child maltreatment cases. The study reports that the lack of graduate training for psychology students "contradicts the rapidly expanding literature on responding to maltreatment and the demands of this interdisciplinary, professional endeavor." The training provided to medical professionals is similarly inadequate, with the ability of professionals to identify and interpret possible instances of sexual abuse being significantly associated with training and clinical experience, which many do not have.⁴

Annual workforce turnover rates below 10–12 percent are considered optimal or healthy.⁵ For the past 15 years, child welfare turnover rates have been estimated at 20–40 percent.⁶ Even higher average rates of turnover have been noted among child welfare trainees, at 46–54

¹ Vieth, V. (2006). Unto the third generation: A call to end child abuse in the United States within 120 years (revised and expanded). Hamlin Journal of Public Law and Policy, 28.

² United States Department of Justice (2012). Executive Summary: Report of the Attorney General's Task Force on Children Exposed to Violence. Retrieved from:http://www.justice.gov/defendingchildhood/

³ Champion, K., Shipman, K., Bonner, B., Hensley, K., & Howe, A. (2003). Child maltreatment training in doctoral programs in clinical, counseling, and school psychology: Where do we go from here? *Child Maltreatment*, 8, 211-215.

⁴ Adams, J., Starling, S., Frasier, L., Palusci, V., Shapiro, R., Finkel, M., & Botash, A. (2012). Diagnostic accuracy in child sexual abuse medical evaluation: Role of experience, training, and expert case review. *Child Abuse & Neglect*, 36.

⁵ Gallant, M. (2013). *Does your organization have a healthy employee turnover rate.* [SABA Blog post]. Retrieved from https://www.halogensoftware.com/blog/does-your-organization-have-healthy-employee-turnover

⁶ American Public Human Services Association. (2005). Report from the 2004 child welfare workforce survey, state agency findings. Retrieved from http://www.theprofessionalmatrix.com/docs/WorkforceReport2005.pdf

percent.⁷ Secondary traumatic stress or vicarious trauma can occur when a professional experiences stress or symptoms of trauma when working with traumatized children and families. Risk is higher for professionals who carry a heavy caseload of traumatized children; are socially or organizationally isolated; or feel professionally compromised due to inadequate training.⁸

A needs assessment was completed to determine the knowledge of service providers and students in South Dakota related to child and adult advocacy⁹. The instrument utilized for the needs assessment was composed of four parts: (1) a description of the five levels of proficiency to self-rate each knowledge, skill, and ability; (2) 20 five-point Likert scale questions on child and adult advocacy competencies; (3) 3 five-point Likert scale questions on a participant agreeableness to the need for training; and (4) 2 demographic questions, for a total of 25 questions

Each of the 20 five-point Likert scale questions utilized the following levels of proficiency. ¹⁰

0 = No Awareness. Participant self-reported to not possess an understanding of basic concepts in child and adult maltreatment;

1 = Fundamental Awareness. Participant self-reported basic knowledge or an understanding of basic concepts in child and adult maltreatment;

2 = Novice: Participant self-reported limited level of knowledge gained in a classroom and/or experimental scenarios or as a trainee on-the-job. You are expected to need help when applying knowledge;

3 = Intermediate. Participant self-reported that they are able to successfully demonstrate knowledge in this competency as requested. Help from an expert may be required from time to time, but you can usually apply the knowledge independently; and

4 = Advanced. Participant self-reported they can perform the actions associated with this knowledge without assistance. You are certainly recognized within your immediate organization as "a person to ask" when difficult questions arise regarding this topic.

In theory, all practicing professionals should be reporting a Level 4 awareness or higher in all competencies, as this level indicates knowledge competency and application (NIH, 2009). The following highlights key findings of the needs assessment:

Survey results indicate that South Dakota professionals working in service roles with vulnerable populations are lacking practical and applied knowledge related to preventing and responding to child maltreatment.

The lowest ranked competencies reported relate to communicating the legal process to families, understanding victim rights, engaging community members, understanding the

1288

⁷ Chang, J. (2017). State child protection agency halts hiring, citing drop in turnovers. Austin American-Statesman. Retrieved from http://www.mystatesman.com/news/state-regional-govt-politics/state-child-protection-agency-halts-hiring-citing-drop-turnovers/MvbWAlePp5jMUpEQaOrbSM/

⁸ Hopkins, K. M., Cohen-Callow, A., Kim, H. J., Hwang, J. (2010). Beyond intent to leave: Using multiple outcome measures for assessing turnover in child welfare. *Children and Youth Services Review, 32*,1380-1387

⁹ Bass, K. & Cerny, S. (2019). Child and adult advocacy studies needs assessment. [Unpublished needs assessment.] University of South Dakota.

National Institute for Health (2009). Competencies proficiency scale. Retrieved from https://hr.nih.gov/working-nih/competencies/competencies-proficiency-scale

typology of sex offenders, and recognizing and responding to vicarious trauma in oneself and team members.

While these competencies are ranked lowest, thirteen of the twenty competencies fall below the Level 4 Awareness rating for master's level professionals and all are ranked below Level 4 when combining all responses.

If frontline professionals aren't competent in this content, they cannot effectively do their job of preventing and responding to maltreatment.

For further details regarding the needs assessment results, please see Appendix C.

It is the intent of the Health Sciences department to collaboratively create a graduate certificate program for implementation in the fall of 2021. However, if funding and approval were to occur during spring 2020 academic semester, it is possible that our timeline would allow for implementation as early as fall 2020. Development of this certificate will meet the United States Attorney General's Task Force's recommendation to improve graduate training in this area.

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

The content will be appropriate for professionals or graduate students in Social Work, Addiction Counseling and Prevention, Nursing, Occupational Therapy, Physician Assistant, Physical Therapy, Health Sciences, Clinical Psychology, Counseling and School Psychology, Law, Public Administration, Criminal Justice, Interdisciplinary Studies, Professional Practice Community, and Education settings and programs.

5. Certificate Design

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

Yes; this certificate is indicated for graduate students or professionals working in positions in which they are interacting with vulnerable populations.

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

The certificate may compliment any program focused on health promotion, well-being, and prevention of disability and illness. While this certificate will not replace any coursework from these fields of study, they may complement and enhance the students' knowledge of identifying, preventing, and responding to maltreatment.

- 1) Social Work
- 2) Occupational Therapy
- 3) Health Sciences

This may also be applicable to other programs. HSC is also currently seeking input regarding the CAAST Certification complimenting other fields of study such as Addiction Counseling and Prevention, Physician Assistant, Physical Therapy, Clinical

Psychology, Counseling and School Psychology, Law, Public Administration, Interdisciplinary Studies, and Nursing.

C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelors, 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.

USD Graduate School policy¹ permits a maximum of 12 semester hours of graduate credit to be transferred towards the Program MA if these credits meet the following criteria:

- 1) These credits must have been completed in a regionally accredited institution and must have grades of A or B.
- 2) These credits must have been completed no more than 7 years prior to the conferment of the USD graduate degree (e.g., if your USD MA is conferred in 2017, transfer credits must have been completed no earlier than 2010).

Refer to the Graduate Catalog for more information: http://catalog.usd.edu)

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

| Prefix | Number | Course Title | Prerequisites for Course Include credits for prerequisites in subtotal below. | Credit Hours | New (yes, no) |
|--------|--------|--|---|-----------------|------------------|
| HSC | 555 | Traumatic Stress Across the Lifespan | NA | 3 | YES |
| HSC | 565 | Perspectives of Child and Adult Maltreatment: A Multidisciplinary Team Approach | HSC 555 | 3 | YES |
| HSC | 570 | Professional and System Response to Maltreatment | HSC 555 | 3 | YES |
| HSC | 595 | Practicum in Child and Adult Advocacy Studies | NA-instructor permission required | 3 | YES |
| | | | Subtotal | 12 | |

7. Student Outcome 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.

| Individual Learner Competency | Educational Objectives Learners Should be able to: |
|--|---|
| A. Demonstrate general knowledge of violence and abuse | Understand the definitions of neglect, abuse and violence including psychological, emotional and spiritual maltreatment Understand the interpersonal dynamics of violence and abuse, and the varied and changing types of violence and abuse Know the risk factors for various categories of child abuse in the general population and identify high-risk populations Distinguish between myths and facts about responses to various categories of child maltreatment within the victim population Distinguish between myths and facts about responses to various categories of child maltreatment within the victimized child's environment Recognize and understand the physical and behavioral health effects of violence, neglect and abuse, including mental health impacts Understand the barriers to help-seeking for victimized children Understand the social and cultural context of violence and other child maltreatment, including factors such as gender, sexual orientation, social class, ethnicity, religion, developmental stage, immigrant or refugee history, and local, regional and national variations Understand individual and population- based model for intervention and primary prevention of child maltreatment Acknowledge pre-existing values, attitudes, beliefs and experiences related to maltreatment among multi- disciplinary team members and how these affect interactions with victimized and at-risk children and their families. Recognize the short- and long-term impact of child maltreatment as identified by the ACE Studies Recognize the resiliency factors that contribute to an individual's ability to cope with childhood maltreatment |

| Individual Learner Competency | Educational Objectives Learners Should be able to: |
|--|---|
| B. Demonstrate skills appropriate to one's profession and specialty, including the ability to identify, assess, intervene and prevent violence, neglect and abuse. | 1. Respond to reports of child maltreatment consistent with best practice, including child advocacy centers as available but always with a child-centered approach 2. Understand the child's motivation for disclosure at this point in time and whether the disclosure was purposeful or accidental 3. Utilize best practice in the investigation of maltreatment reports, including the use of appropriately-trained forensic interviewers within a multi-disciplinary team response 4. Identify opportunities to evaluate the credibility of all witnesses and seek corroborative evidence of reports of maltreatment 5. Understand the scope of corroborative evidence beyond "hard science" items such as DNA 6. Engage non-offending caregivers in providing appropriate support for children reporting maltreatment 7. Utilize available resources to ensure a safe environment for children reporting maltreatment 8. Engage appropriate professionals to ensure the child's physical, mental and spiritual wellbeing following a disclosure of maltreatment 9. Demonstrate sensitivity to cultural or developmental factors affecting the child reporting maltreatment 10. Provide honest, ethical responses to children including the need to disclose reports of abuse and the limits of any confidentiality, including recording of any statements made by the child 11. Prioritize the child's safety as the most significant aspect of the report, as well as the safety of other at-risk children 12. Understand the typology of offenders, particularly sex offenders and the grooming process, which includes adults in positions of authority with the child 13. Recognize circumstances that could result in a child's decision to recant the disclosure |

| Individual Learner Competency | Educational Objectives Learners Should be able to: |
|--|---|
| C. Communicate effectively with the child and family | Convey the most accurate information possible with regard to next steps following the report Answer any and all questions as thoroughly as possible Understand the family dynamics and why and what information is vital to them, recognizing that they may be unable to process with just one recitation Provide contact information for a team member who will be a primary source of ongoing information Provide periodic and frequent updates in the initial stages of the investigation Discuss thoroughly any anticipated court action and how the process works Communicate in the language most comfortable for the family to ensure clear understanding Recognize that the child is entitled to understand his/her rights as a victim and, depending upon age, should be able to express his/her wishes and have these taken into consideration Provide realistic projections on outcome and engage victim assistance to help families with decision-making if needed or requested Provide resources for services, including mental health referrals Discuss risk assessment and steps to help ensure safety and appropriate support and services for the maltreated child |

| Individual Learner Competency | Educational Objectives Learners Should be able to: |
|--|---|
| D. Communicate effectively within the multidisciplinary team | Understand and respect the legislative and agency mandates of each team member, recognizing that all members share the common goal of ensuring the well-being of children Know the scope of your own authority and that of your team members to ensure the best utilization of time and resources when investigating cases of maltreatment Recognize that vicarious trauma (compassion fatigue) is a risk for individuals working in child protection and how to respond when it's observed in team members (or yourself) Maintain appropriate boundaries and treat other team members respectfully when disagreements occur Keep other team members apprised of significant occurrences during the progression of the investigation or litigation as appropriate Share educational resources and training within the team Engage community members in helping the team understand cultural or unique population dynamics |

| Individual Learner Competency | Educational Objectives Learners Should be able to: |
|---|--|
| E. Communicate effectively with the community | Engage community stakeholders in organizations, cultural centers and faith institutions Provide relevant and developmentally and culturally sensitive education and training Encourage understanding of the MDT processes to foster a positive attitude toward reporting Educate community institutions on how they can help provide resiliency for victims Recognize the importance of community engagement in reporting and responding to maltreatment, as well as prevention efforts Accept the responsibility of being a leader in educating those within the personal orbit of each MDT member |

| Individual Learner Competency | Educational Objectives Learners Should be able to: |
|---|---|
| F. Understand the ethics involved in child maltreatment cases | Recognize that ethical response in cases of child maltreatment is more than compliance with confidentiality laws, policies or guidelines Ethical response includes consideration of the best interest of the child as its cornerstone Know the state law governing various rules of confidentiality with respect to reporting of child maltreatment and its exceptions Know the state law governing various rules of confidentiality with respect to medical and mental health treatment of both victims and offenders Do not lie to children involved in cases of maltreatment Understand the rules of evidence and constraints on prosecutors to comply with disclosure of evidence and constraints on comments to media outlets Be aware of the ethical positions of each discipline involved in the MDT |

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row. <u>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.</u>

| | | Program C | Courses that A | Address the | Outcomes | |
|--|---------|-----------|----------------|-------------|----------|--|
| Individual Student Outcomes | HSC 555 | HSC 565 | HSC 570 | HSC 595 | | |
| Demonstrate general knowledge of violence and abuse | X | | | | | |
| Demonstrate skills appropriate to one's profession and specialty, including the ability to identify, assess, intervene and prevent violence, neglect and abuse | | X | X | X | | |
| Communicate effectively with the child and family | | X | X | X | | |
| Communicate effectively within the multi-disciplinary team | | X | X | X | | |
| Communicate effectively with the community | | X | X | X | | |
| Understand the ethics involved in child maltreatment cases | 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.

8. 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 on-line program)?

| | Yes/No | Intended Start Date |
|-----------|--------|---------------------|
| On campus | No | |

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

| | Yes/No | If Yes, identify delivery Intended a methods | Start Date |
|--|--------|--|------------|
| Distance Delivery (online/other distance delivery methods) | Yes | 018 Internet Synchronous/015 Fall 2021 Internet Asynchronous | |

| Does another BOR institution | No | If yes, identify institutions: | |
|-------------------------------|----|--------------------------------|--|
| already have authorization to | | | |
| 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, methods | identify | delivery | Intended Start Date |
|--|--------|--------------------|----------|----------|---------------------|
| Distance Delivery (online/other distance delivery methods) | Yes | | | | Fall 2021 |

9. Additional Information:

NEW CERTIFICATE REQUEST

Supporting Justification for On-Campus Review

| Shana Cerny/Kelly Bass Shana Cerny/Kelly Bass | | 2/10/2020 | | |
|---|---|-----------------------------|------------------------------|--|
| F | Request Originator | Signature | | Date |
| E | Barb Brockevelt | Barb Brock | evelt | 2/12/20 |
| Ι | Department Chair | | | Date |
| | School/College Dean | Signature | | Date |
| 1. | Is the certificate program be Commission? | eing offered solely | at a location(s) app | proved by the Higher Learning |
| | ⊠ Yes | | No | |
| 2. | Is the certificate program Ti | tle IV (<i>financial d</i> | <i>uid</i>) eligible? No | |
| 3. | Are the courses in the certif | icate program cred | lit bearing? | |
| | ⊠ Yes | | No | |
| 4. | | certificate is NOT | | ses developed specifically for the from an existing degree program)? |
| | ⊠ Yes | | No | |
| 5. | | | | e. the state coordinating board, etc.)? |
| 6 | Add any additional commer | nts that will aid in | the evaluation of th | is request |

APPENDIX A

Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

| | Program Courses that Address the Outcomes | | | | |
|--|---|---------|---------|---------|--|
| Individual Student Outcomes | HSC 555 | HSC 565 | HSC 570 | HSC 595 | |
| | | | | | |
| Demonstrate general knowledge of | X | | | | |
| violence and abuse | | | | | |
| Demonstrate skills appropriate to one's | | X | X | X | |
| profession and specialty, including the | | | | | |
| ability to identify, assess, intervene and | | | | | |
| prevent violence, neglect and abuse | | | | | |
| Communicate effectively with the child | | X | X | X | |
| and family | | | | | |
| Communicate effectively within the | | X | X | X | |
| multi-disciplinary team | | | | | |
| Communicate effectively with the | | X | X | X | |
| community | | | | | |
| Understand the ethics involved in child | X | X | X | X | |
| maltreatment cases | | | | | |

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

APPENDIX B

University of South Dakota, Child and Adult Advocacy Studies (CAAST) Certificate

| 1. Assumptions | | 1st | 2nd | 3rd | 4th |
|---|---------------|-------------------|-------------------|-----------------------------------|------------------------|
| Headcount & hours from proposal | | FY21 | FY22 | FY23 | FY24 |
| Fall headcount (see table in proposal) | | 6 | 10 | 12 | 15 |
| Program FY cr hrs, On-Campus | | 0 | 0 | 0 | 0 |
| Program FY cr hrs, Off-Campus | | 72 | 120 | 144 | 180 |
| | | | <u>.</u> | | |
| Faculty, Regular FTE | See p. 3 | 0.32 | 0.32 | 0.32 | 0.32 |
| Faculty Salary & Benefits, average | See p. 3 | \$132,664 | \$132,664 | \$132,664 | \$132,664 |
| Faculty, Adjunct - number of courses | See p. 3 | 0 | 0 | 0 | 0 |
| Faculty, Adjunct - per course | See p. 3 | \$0 | \$0 | \$0 | \$0 |
| F | P | 4.0 | ** | ** | ** |
| 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 | | Φ 40, 450 | Φ.40. 450 | Ф.42. 452 | Φ.40450 |
| Faculty, Regular | ` | \$42,452 | \$42,452 | \$42,452 | \$42,452 |
| Faculty, Adjunct (rate x number of course | s) | \$0 | \$0 | \$0 | \$0 |
| Other FTE | | \$0 0.42, 452 | \$0 | \$ <u>0</u> | \$0 \$12,452 |
| S&B Subtotal | | \$42,452 | \$42,452 | \$42,452 | \$42,452 |
| Operating Expenses | | \$ 0 | ድስ | \$0 | ¢Λ |
| Travel | | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 |
| Contractual Services | | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 |
| Supplies & materials | | \$0 \$0 | | \$0 \$0 | \$0 \$0 |
| Capital equipment OE Subtotal | | <u>\$0</u> \$0 | <u>\$0</u> \$0 | <u>\$0</u> \$0 | <u>\$0</u> |
| Total | | \$42,452 | \$42,452 | \$42,452 | \$0 \$42,452 |
| Total | | \$42,432 | 542,432 | Φ 4 2, 4 32 | D42,432 |
| 3. Program Resources | | | | | |
| Off-campus support tuition/hr, HEFF net | UG | \$412.23 | \$412.23 | \$412.23 | \$412.23 |
| Off-campus tuition revenue | hrs x amt | \$29,681 | \$49,468 | \$59,362 | \$74,202 |
| our company to control 10 control | 1110 11 01111 | Ψ=>,001 | Ψ.,, | ¢03,00 = | Ψ7.,202 |
| On-campus support tuition/hr, HEFF net | UG | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| On-campus tuition revenue | hrs x amt | \$0 | \$0 | \$0 | \$0 |
| - | | _ | | | |
| Program fee, per cr hr (if any) | \$0.00 | \$0 | \$0 | \$0 | \$0 |
| Delivery fee, per cr hr (if any) | \$0.00 | \$0 | \$0 | \$0 | \$0 |
| University redirections | | \$0 | \$0 | \$0 | \$0 |
| Community/Employers | | \$0 | \$0 | \$0 | \$0 |
| Grants/Donations/Other | | \$0 | \$0 | \$0 | \$0 |
| Total Resources | | \$29,681 | \$49,468 | \$59,362 | \$74,202 |
| | | , | , | , | , - |
| Resources Over (Under) Budget | | (\$12,771) | \$7,016 | \$16,910 | \$31,750 |

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

| Estimated Salary & Benefits per FTI | Faculty | Other | |
|--|---------|-----------|-----------------|
| Estimated salary (average) - explain below | | \$107,500 | \$0 |
| | (see | | |
| University's variable benefits rate | below) | 0.1404 | 0.1404 |
| Variable benefits | | \$15,093 | \$0 |
| Health insurance/FTE, FY18 | | \$10,071 | <u>\$10,071</u> |
| Average So | &B | \$132,664 | \$10,071 |

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

The FY20 salaries of 3 people in the Occupational Therapy, Masters of Social Work and Center for Prevention of Child Maltreatment department were averaged.

| Explain adjunct faculty costs used in table: |
|---|
| |
| |
| Explain other [for example, CSA or exempt] salary & benefits. Enter amount above. |
| |
| Summarize the operating expenses shown in the table: |
| |
| |
| 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. FV20

| Off-Campus Tuition, HEFF & Net | Rate | HEFF | Net | |
|--------------------------------|----------|---------|----------|----------------------|
| Graduate | \$465.80 | \$53.57 | \$412.23 | to point to your net |

Variable Benefits Rates University FY20

| University | FY20 |
|------------|--------|
| USD | 14.04% |

Rates updated February 2019 (JP)

Appendix C

Child & Adult Advocacy Studies (CAAST) Needs Assessment

The University of South Dakota (USD) is a mid-size state university campus. Founded in 1862, it is the oldest of six public universities located in the small city of Vermillion surrounded by rural farms and communities. Students tend to be traditional age 19-24, predominantly Caucasian, female taking full time credits to earn a bachelor degree. Most USD courses have a fairly even distribution of population from across South Dakota, with about two thirds of the total campus population of 9,971 coming from South Dakota and neighboring states, although there are students from other states and nations present on campus.

While the main campus is located in Vermillion, the School of Health Sciences (SHS) is spread across several locations such as Sioux Falls, Rapid City, and Pierre. The School of Health Sciences and Sanford School of Medicine collaborate in a concerted effort to facilitate interdisciplinary learning among students at USD. As a result, the Interprofessional Health Education Center (IHEC) was created and now provides opportunities for students studying different health care professions to learn from, with and about each other. According to the University's website, IHEC trains future healthcare professionals to work together as a team and makes them aware of each other's roles and responsibilities. Within the School of Health Sciences, the purpose of IHEC is to (1) offer workshops, seminars, activities, simulation scenarios and mentorship that further interprofessional education in the health sciences; (2) prepare students in all healthcare-related majors to work as a team in real-world settings; (3) provide opportunities for interprofessional research; and (4) support faculty development. As the only South Dakota university with schools of health sciences and medicine, we are uniquely able to provide students with opportunities to experience working in a healthcare team, a skill that is necessary in the modern health care field.¹¹

In 2014, Jolene's task force was developed to address child sexual abuse in South Dakota. South Dakota State Senator Deb Soholt serves as chair of the Jolene's Law Task Force (JLTF). The Sioux Falls legislator and her colleagues on the task force spent three years creating a work plan to address and prevent sexual abuse of children. From this task force, the Center for the Prevention of Child Maltreatment (CPCM) was selected as the lead to coordinate a comprehensive 10-year plan that consisted of six major goals and 48 supporting objectives.

CPCM is housed under the USD School of Health Sciences and has become a major leader in community and academic learning within the state of South Dakota. CPCM states that their six major goals are: (A) statistics & benchmarking; (B) public, private & tribal health; (C) mandatory reporting; (D) criminal justice & child protection services response; (E) public awareness; and (F) infrastructure. Among the six goals, the School of Health Sciences has a keen interest in assisting the CPCM to reach several objectives through a minor and a graduate certificate in Child and Adult Advocacy Studies (CAAST). For example, the School of Health Sciences can become a stakeholder in meeting the objective to improve infrastructure (goal F.6). Goal F.6 is attempts to develop inter-professional grant proposals for research and practice related to treating and preventing child maltreatment and sexual abuse. Under Goal D.3, it is the mission of CPCM to educate judicial system stakeholders on approaches that reduce trauma to minors aged 3 – 17 whom are required to face their perpetrators in court. Specifically, D.3 pertains to criminal justice and child protection services response. One objective of the CAAST program is to train all

¹¹ University of South Dakota (2019). Interprofessional Health Education Center. Retrieved on 11/22/2019 from https://www.usd.edu/health-sciences/ihec

disciplines who work with child victims and their families starting at awareness (disclosure and/or recognition) through recovery. We believe through the offering of a minor and certificate program in CAAST, we can assist CPCM in reaching goal D.3.c. through providing training and continuing education modules including but not limited to: (1) content on reporting, investigation, trial, and recovery; (2) poly-victimization and methods of screening among children exposed to violence; and (3) cultural competency.

Lastly, goal C has two objectives that would be partially satisfied by the creation of CAAST curriculum; 1) provide assistance and expertise to the South Dakota Board of Regents institutions on creating new degree programs related to child sexual abuse and maltreatment and develop and deliver professional and continuing education modules regarding child sexual abuse, reporting, and response; 2) work with professional boards to implement and require professional or continuing education for those who require licensure or certification for their practice (C.3.c.).

The purpose of the CAAST certificate is to prepare professionals to become competent in the various factors that lead to child and adult maltreatment, existing responses to incidents of child maltreatment, and to be able to work more effectively within various systems and institutions that respond to these incidents. Professionals completing the courses in this certificate program will be better equipped to carry out the work of various agencies and systems (healthcare, criminal justice, law, education, and social services) as they advocate on behalf of the needs of children and adults as victims and survivors of abuse. Through offering a sequence of coursework and experiential learning opportunities, the certificate will also attempt to partner with community healthcare organizations to help improve interdisciplinary practices and reduce child and adult maltreatment.

Our emphasis on system change, interdisciplinary practice, and organizational leadership within the urban, rural, and tribal communities is useful for advanced child and adult advocacy practice. As a result, professionals in South Dakota can become leaders of diversity and inclusiveness within our rural, tribal, and urban communities by preparing professionals with targeted competencies in child and adult advocacy settings. At the organizational and community level, we have the ability to engage in community collaboration by enhancing the development of current community professionals who are identified within the child and adult advocacy workforce.

According to the Bureau of Labor Statistics, employment in healthcare jobs are projected to grow 18% by 2026. ¹² Social work jobs are projected to grow 16% by 2026, medical assistant jobs are projected to grow by 29%, and substance abuse and behavioral disorder jobs are projected to grow by 23%. The South Dakota Bureau of Labor projects that professions such as community and social services occupations, health educators, social workers, and social service will grow by an average of 13% by 2026. Interdisciplinary professions will grow as well: occupational therapy (20.7%), nursing (12.8%), physician assistant (28.2%), and healthcare practitioners (15%).

The proposed certificate supports the SDBOR 2014-2020 Vision, specifically:

- 1. South Dakota's population will be more highly-educated specifically concerning response to maltreatment, working with vulnerable populations, and working in a multidisciplinary team.
- 2. South Dakota will have a working-age population with advanced levels of education needed to support our democracy and the modern, knowledge-based economy specifically concerning prevention of and response to maltreatment.
- 3. South Dakota will be a recognized national leader in the use of information technology to enhance its educational, economic, social, scientific, and political development. The CAAST program requires use of simulation and experiential learning to improve students' critical thinking and responding. Additionally,

¹² Bureau of Labor Statistics [BLS], 2016 https://www.bls.gov/ooh/healthcare/home.htm

students will learn to access information databases used to monitor victims, perpetrators, and trends related to maltreatment.

The proposed certificate supports the SDBOR 2014-2020 Priorities, specifically:

- 1. Student Success
 - a. This program will be offered completely online, which will attract rural and non-resident students.
- 2. Academic Quality and Performance
 - a. This program supports increased professional development for special school outreach workers, disability specialists, and those working with vulnerable populations.
- 3. Research and Economic Development
 - a. Federal funding options for CAAST programing through ZeroAbuse Project and SDDSS to meet The United States Attorney General's Task Force's recommendation to improve undergraduate and graduate training in this area.
 - b. No duplication of content; CAAST core content is new and innovative, and applicable to many students and professionals.

According to the South Dakota Board of Regents (SDBOR) and Academic and Student Affairs meeting on October 7-8, 2015. Deb Soholt invited the Executive Director of the Board of Regents (Jack Warner), Board staff (Jay Perry), the Dean of the School of Health Sciences at the University of South Dakota (USD) (Mike Lawler), and the Dean of Education and Human Sciences at South Dakota State University (SDSU) (Jill Thorngren) to discuss ideas for improving child sexual abuse prevention training. SDBOR recorded minute states:

"An initial conversations focused on a review of existing curricula addressing child sexual abuse in key disciplines. Over the course of several additional meetings, the Task Force proposed a broader, more systematic approach to education, training, research, and public awareness. The ongoing conversations with the Task Force produced a proposal for a center concept to take the lead in developing curricula and training standards for mandatory reporters of child maltreatment, facilitate advocacy partnerships, develop related research areas, and provide assistance to Board of Regents institutions on related degree programs and courses. The Task Force noted that USD had expertise in a broad array of fields required in child sexual abuse detection, prevention, and resolution, including psychology, counseling, social work, public health, medicine, nursing, law, and education. As a result, the Task Force proposed a Center for the Prevention of Child Maltreatment at USD. The members of the Jolene's Law Task Force voted unanimously to endorse the Center proposal at their August meeting."

As Table 1 illustrates, Winona State University is one of two local universities that have a program focused on child advocacy studies. Winona State University implemented the CAST program in fall 2007 and had 6 declared minors at that time. Winona State University currently has a total of 284 declared minors, which averages to 28.4 declared minors per year¹⁴. Nationally, in the state of Mississippi, the Department of Family and Children's Services, Attorney General's Office, and Children's Advocacy Centers of Mississippi, partnered to request that colleges and universities in Mississippi implement CAST designed to ensure future workforce will be skills in

¹³ South Dakota Board of Regents (2017). Jolene's Law Task Force and USD Budget Request for the Center for the Prevention of Child Maltreatment. Academic and Student Affairs. Agenda item 5.0, October 7-8. Retrieved from https://www.sdbor.edu/theboard/2015Agendaltems/October/5_O_BOR1015.pdf#search=center%20for%20the%20prevention%20of%20child%20maltreatment.

¹⁴ Osgood, A. (2016). Lessons learned from student surveys in child advocacy studies (CAST) program. Journal of Child and Adolescent Trauma, 10, 261-266.

child maltreatment practices. Beam and Steckler¹⁵ go on to state that CAST curriculum was for students entering fields of criminal justice, social work, sociology, human sciences, education, nursing, psychology, law, medicine, and seminaries.

Table 1. Similar CAAST Programs

| | Institution | Program Title |
|-----------|--------------|--|
| Minnesota | Metropolitan | Violence Prevention and Intervention Minor |
| | State | https://www.metrostate.edu/academics/programs/violence- |
| | University | prevention-and#about |
| | Winona State | Child Advocacy Studies (CAST) - Minor |
| | University | https://catalog.winona.edu/preview_program.php?catoid=19&poid= |
| | | 3834&returnto=1903 |
| North | None | |
| Dakota | | |
| Montana | None | |
| Wyoming | None | |

At the University of South Dakota, the goal is to implement a CAAST certificate during the fall 2021 and have at least 6 enrolled certificate participants. It is predicted for each student to enroll in their first CAAST course with completion of all required coursework within a two year period. Currently, the above estimate is based on literature reviews and information that has been provided during planning meetings with the Center for the Prevention of Child Maltreatment. As a result, a needs assessment survey to Health Science students at the University of South Dakota and to professionals practicing in child and adult advocacy areas was completed to determine levels of self-reported knowledge, skills, and abilities in child and adult advocacy competencies. In addition, the survey indicates whether respondents feel that a minor or graduate certificate is needed within the South Dakota higher education academic curriculum at USD.

Methods

The purpose of this needs assessment was to examine self-reported competencies and interest in child and adult advocacy as reported by students engaged in a health science program and professionals practicing in child and adult advocacy positions. A descriptive survey was employed to examine 20 core competencies of child and adult advocacy practice. Data was collected in two periods of time. The first recruitment attempt was completed (139 respondents) via email from list server of students enrolled in an undergraduate or graduate studies program within the School of Health Sciences at the University of South Dakota. A second recruitment effort was completed (74 respondents) during the 2019 Community Response to Child Abuse Conference held in Sioux Falls, South Dakota from October 3, 2019 to October 4, 2019. Investigators maintained a booth to introduce the CAAST studies proposal and asked attendees to complete the online survey. The two attempts yielded the participation of 213 individuals.

In order to obtain the necessary data for the needs assessment, the researchers developed a survey to be the primary instrument for data collection. The instrument was composed of four parts: (1) a description of the five levels of proficiency to self-rate each knowledge, skill, and ability; (2) 20 five-point Likert scale questions on child and adult advocacy competencies; (3) 3 five-point Likert scale questions on a participant agreeableness to the need for training; and (4) 2 demographic questions, for a total of 25 questions that most accurately describes their knowledge,

¹⁵ Beam, S. & Steckler, K. (2016). Child abuse and neglect in Mississippi: Beginning the conversation. *Journal of the Mississippi State Medical Association*, 58, 11.

AAC Form 2.7 – New Certificate

skills, or abilities pertaining to child and adult advocacy. The survey took approximately ten minutes to complete.

Results

As illustrated in Table 1, 67% of participants indicated they are either a professional practicing with a bachelor or master's degree. Participants who reported to be currently enrolled in a University of South Dakota undergraduate degree or graduate degree was 18%. Of the 213 participants, approximately 28% indicated a professional discipline of Social Work while Nursing was most identified in approximately 21% of respondents. The next closest discipline was Counseling (9%), Education (8%) and Occupational Therapy (5.5%).

Table 1. Demographics

| Characteristic | Frequency | Percentage |
|-----------------------------|-----------|------------|
| Degree Level: | | |
| Undergraduate Level Student | 7 | 3 |
| Bachelor Level Professional | 66 | 31 |
| Doctoral Level Student | 19 | 8 |
| Graduate Level Student | 32 | 15 |
| Master Level Professional | 77 | 36 |
| Other | 12 | 7 |
| Discipline: | | |
| Addiction Studies | 3 | 1.4 |
| Counseling | 20 | 9 |
| Criminal Justice | 1 | 1 |
| Dental Hygiene | 1 | 1 |
| Education | 19 | 8 |
| Health Sciences | 3 | 1.4 |
| Human Development | 1 | 1 |
| Human Services | 4 | 1.8 |
| Law | 7 | 3.2 |
| Medicine | 4 | 1.8 |
| Nursing | 46 | 21.6 |
| Occupational Therapy | 12 | 5.5 |
| Physician Assistant | 3 | 1.4 |
| Psychology | 4 | 1.8 |
| Public Health | 3 | 1.4 |
| Physical Therapy | 9 | 4.1 |
| Social Work | 60 | 28.1 |
| Sociology | 3 | 1.4 |
| Speech Therapy | 1 | 1 |
| Other | 9 | 4.1 |

Survey respondents reported a novice level awareness of most CAAST competencies, meaning that while participants may understand the concepts, principles, and issues related to each competency, the respondent needs assistance in the application of the knowledge (NIH, 2009).

Table 2. Overall Score by Competency

| CAAST Competencies | Mean (n=213) | Standard Deviation | Descriptiv e Category |
|---|-----------------|-----------------------|------------------------------|
| Understand definitions of neglect, abuse and violence including psychological, emotional and spiritual maltreatment | 3.95 | .950 | Novice |
| Understand risk factors for various categories of abuse in the general population and identify high-risk populations | 3.84 | .925 | Novice |
| Understand physical and behavioral health effects of violence, neglect and abuse, including mental health impacts | 3.92 | .886 | Novice |
| Understand models for intervention and primary prevention of child and adult maltreatment | 3.49 | .984 | Novice |
| Understand the short-and long-term impact of child maltreatment as identified by the ACE Studies | 3.62 | 1.055 | Novice |
| Demonstrate skills appropriate to one's profession and specialty, including the ability to identify, assess, intervene and prevent violence, neglect and abuse | 3.69 | .936 | Novice |
| Engage appropriate professionals to ensure the child's physical, mental and spiritual well-being following a disclosure of maltreatment | 3.76 | .994 | Novice |
| Understand the typology of offenders, particularly sex offenders and the grooming process, which includes adults in positions of authority with the child | 3.41 | 1.085 | Novice |
| Understand a victim's rights as a victim and, depending upon age, advocate his/her wishes | 3.39 | 1.061 | Novice |
| Understand how to broker resources for supportive services, including mental health referrals | 3.51 | 1.144 | Novice |
| Understand risk assessments and steps to help ensure safety and appropriate support and services for the maltreated child or adult | 3.49 | 1.084 | Novice |
| Ability to communicate stages of investigation, court processes and actions to family members | 2.92 | 1.340 | Fundament al Awareness |
| Understand the scope of your own discipline and that of your team members to ensure the best utilization of time and resources when investigating cases of maltreatment | 3.55 | 1.061 | Novice |
| Ability to recognize vicarious trauma (compassion fatigue) risk factors for individuals working in child protection and | 3.46 | 1.105 | Novice |

| how to respond when it's observed in team members (or yourself) | | | |
|--|------|-------|--------|
| Ability to share your discipline specific educational resources and training within the team | 3.62 | 1.095 | Novice |
| Ability to engage community members in helping the team understand cultural or unique population dynamics | 3.4 | 1.044 | Novice |
| Understand the multidisciplinary team processes to foster a positive attitude toward reporting | 3.6 | 1.062 | Novice |
| Understand the importance of community engagement in reporting and responding to maltreatment, as well as prevention efforts | 3.72 | .992 | Novice |
| Aware of the ethical positions and responses of each discipline involved in the multidisciplinary team | 3.57 | 1.109 | Novice |
| Understand the state law governing various rules of confidentiality with respect to reporting of child or adult maltreatment | 3.47 | 1.147 | Novice |

Note. All knowledge, skills, and abilities were on a 5 point scale with anchors being "no awareness", "fundamental awareness", "novice", "intermediate", and "advanced." The above statistics are means for each category.

Education Level

Table 3 represents undergraduate and bachelor level professionals' level of knowledge pertaining to child and adult advocacy. This group of students and professionals consistently reported knowledge lower than the overall mean with one exception; undergraduate students reported intermediate knowledge for 'Understand the importance of community engagement in reporting and responding to maltreatment, as well as prevention efforts'. In contrast, they reported fundamental awareness in their 'Ability to engage community members in helping the team understand cultural or unique population dynamics'. This contrast demonstrates disconnection between theoretical understanding and practical application.

Table 4 compares graduate level students with Master's level professionals. While Master's level professionals reported practical knowledge in seven of the twenty competencies, they reported limited knowledge of the remaining 13 competencies.

Table 3. Comparison of Bachelor Level Student and Professionals

| CAAST Competencies | Undergradu ate Students (n=7) | Bachelor Level Professional s (n = 66) | Overall Mean (n=213) 3.95 | |
|---|-------------------------------------|---|------------------------------------|--|
| Understand definitions of neglect, abuse and violence including psychological, emotional and spiritual maltreatment | 3.57 | 3.66 | | |
| Understand risk factors for various categories of abuse in the general population and identify high-risk populations | 3.57 | 3.68 | 3.83 | |
| Understand physical and behavioral health effects of violence, neglect and abuse, including mental health impacts | 3.42 | 3.62 | 3.91 | |
| Understand models for intervention and primary prevention of child and adult maltreatment | 3.42 | 3.34 | 3.48 | |
| Understand the short-and long-term impact of child maltreatment as identified by the ACE Studies | 2.57 | 3.43 | 3.62 | |
| Demonstrate skills appropriate to one's profession and specialty, including the ability to identify, assess, intervene and prevent violence, neglect and abuse | 3.14 | 3.51 | 3.69 | |
| Engage appropriate professionals to ensure the child's physical, mental and spiritual well-being following a disclosure of maltreatment | 3.14 | 3.54 | 3.75 | |
| Understand the typology of offenders, particularly sex offenders and the grooming process, which includes adults in positions of authority with the child | 3.14 | 3.10 | 3.40 | |
| Understand a victim's rights as a victim and, depending upon age, advocate his/her wishes | 3.00 | 3.06 | 3.38 | |
| Understand how to broker resources for supportive services, including mental health referrals | 3.00 | 3.33 | 3.51 | |
| Understand risk assessments and steps to help ensure safety and appropriate support and services for the maltreated child or adult | 2.85 | 3.33 | 3.48 | |
| Ability to communicate stages of investigation, court processes and actions to family members | 2.28 | 2.75 | 2.92 | |
| Understand the scope of your own discipline and that of your team members to ensure the best utilization of time and resources when investigating cases of maltreatment | 3.42 | 3.48 | 3.54 | |

| Ability to recognize vicarious trauma (compassion fatigue) risk factors for individuals working in child protection and how to respond when it's observed in team members (or yourself) | 3.00 | 3.30 | 3.46 |
|---|------|------|------|
| Ability to share your discipline specific educational resources and training within the team | 3.00 | 3.39 | 3.61 |
| Ability to engage community members in helping the team understand cultural or unique population dynamics | 2.85 | 3.25 | 3.40 |
| Understand the multidisciplinary team processes to foster a positive attitude toward reporting | 3.28 | 3.50 | 3.60 |
| Understand the importance of community engagement in reporting and responding to maltreatment, as well as prevention efforts | 4.14 | 3.59 | 3.72 |
| Aware of the ethical positions and responses of each discipline involved in the multidisciplinary team | 3.42 | 3.36 | 3.56 |
| Understand the state law governing various rules of confidentiality with respect to reporting of child or adult maltreatment | 3.00 | 3.15 | 3.47 |

Note. All knowledge, skills, and abilities were on a 5 point scale with anchors being "no awareness", "fundamental awareness", "novice", "intermediate" and "advanced." The above statistics are means for each category.

Table 4. Comparison of Master Level Student and Professionals

| CAAST Competencies | Graduate Students (n=32) | Master Level Profession als (n = 77) | Other (n=31) | Overall Mean (n=213) |
|--|--------------------------------|---|--------------|----------------------------|
| Understand definitions of neglect, abuse and violence including psychological, emotional and spiritual maltreatment | 3.62 | 4.28 | 4.16 | 3.95 |
| Understand risk factors for various categories of abuse in the general population and identify high-risk populations | 3.53 | 4.09 | 3.90 | 3.83 |
| Understand physical and behavioral health effects of violence, neglect and abuse, including mental health impacts | 3.81 | 4.23 | 3.96 | 3.91 |
| Understand models for intervention and primary prevention of child and adult maltreatment | 3.12 | 3.85 | 3.25 | 3.48 |
| Understand the short-and long-term impact of child maltreatment as identified by the ACE Studies | 3.18 | 4.02 | 3.70 | 3.62 |
| Demonstrate skills appropriate to one's profession and specialty, including the ability to identify, assess, intervene and prevent violence, neglect and abuse | 3.31 | 4.05 | 3.67 | 3.69 |
| Engage appropriate professionals to ensure the child's physical, mental and spiritual well-being following a disclosure of maltreatment | 3.43 | 4.12 | 3.74 | 3.75 |
| Understand the typology of offenders, particularly sex offenders and the grooming process, which includes adults in positions of authority with the child | 2.96 | 3.77 | 3.64 | 3.40 |
| Understand a victim's rights as a victim and, depending upon age, advocate his/her wishes | 3.09 | 3.72 | 3.64 | 3.38 |
| Understand how to broker resources for supportive services, including mental health referrals | 3.21 | 3.97 | 3.16 | 3.51 |
| Understand risk assessments and steps to help ensure safety and appropriate support and services for the maltreated child or adult | 3.06 | 3.88 | 3.14 | 3.48 |

| Ability to communicate stages of investigation, court processes and actions to family members | 2.31 | 3.28 | 3.16 | 2.92 |
|---|------|------|------|------|
| Understand the scope of your own discipline and that of your team members to ensure the best utilization of time and resources when investigating cases of maltreatment | 3.15 | 3.90 | 3.51 | 3.54 |
| Ability to recognize vicarious trauma (compassion fatigue) risk factors for individuals working in child protection and how to respond when it's observed in team members (or yourself) | 3.09 | 3.85 | 3.29 | 3.46 |
| Ability to share your discipline specific educational resources and training within the team | 3.37 | 4.01 | 3.51 | 3.61 |
| Ability to engage community members in helping the team understand cultural or unique population dynamics | 3.15 | 3.76 | 3.19 | 3.40 |
| Understand the multidisciplinary team processes to foster a positive attitude toward reporting | 3.37 | 3.89 | 3.38 | 3.60 |
| Understand the importance of community engagement in reporting and responding to maltreatment, as well as prevention efforts | 3.43 | 3.98 | 3.54 | 3.72 |
| Aware of the ethical positions and responses of each discipline involved in the multidisciplinary team | 3.15 | 3.87 | 3.70 | 3.56 |
| Understand the state law governing various rules of confidentiality with respect to reporting of child or adult maltreatment | 2.93 | 3.94 | 3.64 | 3.47 |

Note. All knowledge, skills, and abilities were on a 5 point scale with anchors being "no awareness", "fundamental awareness", "novice", "intermediate" and "advanced." The above statistics are means for each category.

Discipline Types

Table 5 represents five disciplines that had at least 10 respondents who completed the survey. Combined, this makes up approximately 75% of all respondents who completed the survey. The identified professions work in primary social, health, or educative services. All are mandatory reporters and support populations identified as vulnerable, including "racial or ethnic minorities, children, elderly, socioeconomically disadvantaged, underinsured or those with certain medical conditions". ¹⁶ It is expected that professionals working in primary service roles would have applied knowledge of child and adult advocacy competencies; however, it is clear that most professionals have limited knowledge of and ability to perform the actions associated with each competency.

Table 5. Comparison of Five Primary Disciplines

| CAAST Competencies | Social Work (n=60) | Nursing (n=46) | Counseling (n=20) | Education (n=19) | Occupational Therapy (n=12) | Overall Mean (n=213) |
|--|--------------------------|-------------------|-------------------|------------------|-----------------------------------|----------------------------|
| Understand definitions of neglect, abuse and violence including psychological, emotional and spiritual maltreatment | 4.25 | 3.76 | 4.05 | 3.63 | 3.25 | 3.95 |
| Understand risk factors for various categories of abuse in the general population and identify high-risk populations | 4.13 | 3.71 | 4.00 | 3.68 | 3.25 | 3.83 |
| Understand physical and behavioral health effects of violence, neglect and abuse, including mental health impacts | 4.18 | 3.80 | 4.25 | 3.73 | 3.58 | 3.91 |
| Understand models for intervention and primary prevention of child and adult maltreatment | 3.86 | 3.43 | 3.75 | 3.10 | 2.58 | 3.48 |
| Understand the short-and long-term impact of child maltreatment as identified by the ACE Studies | 4.03 | 3.28 | 3.85 | 3.42 | 3.16 | 3.62 |
| Demonstrate skills appropriate to one's profession and specialty, including the ability to identify, assess, intervene and prevent violence, neglect and abuse | 3.96 | 3.60 | 3.95 | 3.52 | 3.00 | 3.69 |
| Engage appropriate professionals to ensure the child's physical, mental and spiritual well-being following a disclosure of maltreatment | 4.03 | 3.60 | 4.05 | 3.63 | 2.66 | 3.75 |
| Understand the typology of offenders, particularly sex offenders and the grooming process, which includes adults in positions of authority with the child | 3.70 | 3.28 | 3.70 | 3.10 | 2.33 | 3.40 |

¹⁶ Waisel, D (2013). Vulnerable populations in healthcare. Current Opinion in Anesthesiology, 26(2), 16-92. doi: 10.1097/ACO.0b013e32835e8c17

| | | | 1 | 1 | | |
|---|------|------|------|------|------|------|
| | | | | | | |
| Understand a victim's rights as a victim and, depending upon age, advocate his/her wishes | 3.66 | 3.13 | 3.65 | 3.05 | 2.33 | 3.38 |
| Understand how to broker resources for supportive services, including mental health referrals | 3.98 | 3.26 | 3.90 | 3.21 | 2.50 | 3.51 |
| Understand risk assessments and steps to help ensure safety and appropriate support and services for the maltreated child or adult | 3.95 | 3.32 | 3.80 | 3.26 | 2.25 | 3.48 |
| Ability to communicate stages of investigation, court processes and actions to family members | 3.35 | 2.50 | 3.35 | 2.68 | 1.41 | 2.92 |
| Understand the scope of your own discipline and that of your team members to ensure the best utilization of time and resources when investigating cases of maltreatment | 3.75 | 3.60 | 3.85 | 3.31 | 2.50 | 3.54 |
| Ability to recognize vicarious trauma (compassion fatigue) risk factors for individuals working in child protection and how to respond when it's observed in team members (or yourself) | 3.95 | 3.32 | 3.80 | 3.10 | 2.66 | 3.46 |
| Ability to share your discipline specific educational resources and training within the team | 4.01 | 3.32 | 3.90 | 3.21 | 3.16 | 3.61 |
| Ability to engage community members in helping the team understand cultural or unique population dynamics | 3.71 | 3.04 | 3.90 | 3.31 | 2.75 | 3.40 |
| Understand the multidisciplinary team processes to foster a positive attitude toward reporting | 3.98 | 3.30 | 3.80 | 3.42 | 3.00 | 3.60 |
| Understand the importance of community engagement in reporting and responding to maltreatment, as well as prevention efforts | 4.05 | 3.58 | 3.90 | 3.47 | 2.83 | 3.72 |
| Aware of the ethical positions and responses of each discipline involved in the multidisciplinary team | 3.80 | 3.32 | 4.05 | 3.52 | 2.83 | 3.56 |
| Understand the state law governing various rules of confidentiality with respect to reporting of child or adult maltreatment | 3.85 | 3.13 | 3.95 | 3.47 | 2.33 | 3.47 |

Mote. All knowledge, skills, and abilities were on a 5 point scale with anchors being "no awareness", "fundamental awareness", "novice", "intermediate" and "advanced." The above statistics are means for each category.

Levels of Support for CAAST Curriculum

When not taking into consideration academic status or discipline, 93.5% of respondents either agreed or strongly agreed that training in child and adult maltreatment is essential for professional preparation in the respondent's discipline. An additional 6% remained neutral and .5% disagreed that training in child and adult maltreatment is essential for their professional preparation. 82.6% of respondents either agreed or strongly agreed that a bachelor level minor degree in child and adult advocacy is needed in South Dakota. An additional 15% remained neutral in their support of a minor degree, while 2.4% either disagreed or strongly disagreed. Similarly, 75.5% of respondents either agreed or strongly agreed that South Dakota should provide a graduate level certificate in child and adult advocacy studies. An additional 22% remained neutral in their support of a graduate certificate, while 2.5% either disagreed or strongly disagreed.

Since introducing the idea of creating a minor and certificate in child and adult advocacy studies, the University has received four letters of support from organizations working in South Dakota to prevent and respond to child and adult maltreatment including Children's Home Society (Appendix E), Child Protection Services (Appendix F), Call to Freedom (Appendix G), and the Center for the Prevention of Child Maltreatment (Appendix H).

Discussion

Survey results indicate that South Dakota professionals working in service roles with vulnerable populations are lacking practical and applied knowledge related to preventing and responding to child maltreatment. In theory, all practicing professionals should be reporting a Level 4 awareness or higher in all competencies, as this level indicates knowledge competency and application. The lowest ranked competencies relate to communicating the legal process to families, understanding victim rights, engaging community members, understanding the typology of sex offenders, and recognizing and responding to vicarious trauma in oneself and team members. While these competencies are ranked lowest, all twenty competencies fall below the Level 4 Awareness rating. If frontline professionals aren't competent in this content, they cannot effectively do their job of preventing and responding to maltreatment.

Recommendations

It is the goal of the School of Health Sciences to implement a CAAST certificate during the fall 2021 semester and have 6 enrolled, declared certificate participants. It is predicted for each student to enroll in their first CAAST course with completion of all required coursework within a two year period. The content will be appropriate for currently enrolled graduate students in Social Work, Addiction Counseling and Prevention, Nursing, Occupational Therapy, Physician Assistant, Physical Therapy, Health Sciences, Clinical Psychology, Counseling and School Psychology, Law, Public Administration, Criminal Justice, Interdisciplinary Studies, Professional Practice Community, and Education settings and programs. In addition, the content will also be appropriate professionals currently working in the above mentioned professions. The overall goal is to offer both a graduate certificate and an undergraduate minor in an effort to better prepare service providers for child & adult advocacy work. Starting with a certificate offering allows working professionals to advance their knowledge in order to support entry level practitioners through mentoring. It is proposed to offer the undergraduate minor by the fall of 2022.

National Institute for Health (2009). Competencies proficiency scale. Retrieved from https://hr.nih.gov/working-nih/competencies/competencies-proficiency-scale

AAC Form 2.7 – New Certificate

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – D (1) DATE: June 24, 2020

SUBJECT

New Specialization: SDSU Food Animal Health

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer the Food Animal Health Specialization in the B.S. in Animal Science.

The Food Animal Health specialization is requested in conjunction with the proposed Professional Program in Veterinary Medicine (PPVM) and Biological Sciences (M.S.) – Veterinary Medicine Specialization. The PPVM is a non-degree program at SDSU, providing the first two years of coursework towards the Doctor of Veterinary Medicine (DVM) degree, which will be completed at the University of Minnesota College of Veterinary Medicine.

The proposed specialization will allow students to complete course requirements for acceptance to veterinary school, along with a strong foundation in large animal production and management, in approximately 3 years. Ultimately, this will aid in reducing time and money students incur in pursuit of a professional Doctor of Veterinary Medicine degree, while improving the graduate rate of students pursuing DVM degrees.

IMPACT AND RECOMMENDATION

SDSU does not request new resources to offer the specialization.

Board office staff recommends approval of the new specialization.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSU – Food Animal Health in the B.S. in Animal Science

DRAFT MOTION 20200624 4-D(1):

I move to authorize SDSU to offer Food Animal Health as a specialization in the B.S. in Animal Science, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

| UNIVERSITY: | SDSU |
|-----------------------------------|-----------------------------------|
| TITLE OF PROPOSED SPECIALIZATION: | Food Animal Health |
| NAME OF DEGREE PROGRAM IN WHICH | Animal Science (B.S.) |
| SPECIALIZATION IS OFFERED: | |
| INTENDED DATE OF IMPLEMENTATION: | 2020-2021 Academic Year |
| PROPOSED CIP CODE: | 01.0903 |
| UNIVERSITY DEPARTMENT: | Animal Science |
| BANNER DEPARTMENT CODE: | SANS |
| UNIVERSITY DIVISION: | Agriculture, Food & Environmental |
| | Sciences |
| BANNER DIVISION CODE: | 3F |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

| m | |
|-------------------------------|------------------------------|
| | 5/6/2020 |
| proval Signature | Date |
| nic Officer of the University | |
| | |
| | |
| s □ Doctoral □ | |
| | ic Officer of the University |

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 State University (SDSU) requests authorization to offer a specialization in Food Animal Health for the B.S. in Animal Science. The Food Animal Health specialization is requested in conjunction with the proposed Professional Program in Veterinary Medicine (PPVM) and Biological Sciences (M.S.) – Veterinary Medicine Specialization. The PPVM is a

non-degree program at SDSU, providing the first two years of coursework towards the Doctor of Veterinary Medicine (DVM) degree, which will be completed at the University of Minnesota College of Veterinary Medicine. This specialization will allow students to complete course requirements for acceptance to veterinary school, along with a strong foundation in large animal production and management, in approximately 3 years. Ultimately, this will aid in reducing time and money students incur in pursuit of a professional Doctor of Veterinary Medicine degree, while improving the graduate rate of students pursuing DVM degrees.

The University does not request new state resources.

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 overall employment prospects for veterinarians are very good. According to the U.S. Bureau of Labor Statistics, the projected employment growth rate from 2018-2028 for employment of veterinarians is 18%, far exceeding the average for all occupations (5%). The national average annual wage of veterinarians was \$105,240 and the national median wage was \$93,830. The 2018 average annual salary for veterinarians in South Dakota was \$100,050, exceeding that of all adjoining states.

For individuals who elect to graduate with the BS degree and not continue on to the DVM, other potential animal health related careers include veterinary technicians and veterinary assistants. Job growth for both these occupations is expected to be 19%, must faster than the average for all occupations.² Graduates will also be well qualified to enter animal health product sales positions. The Occupational Outlook Handbook does not separate animal health product sales from other sales, but given the expected growth in veterinary careers, it is reasonable to assume at least moderate growth in animal health product sales careers. Lastly, graduates will have strong training in science and may choose careers as agricultural or food scientists. Projected employment growth rate for these scientists from 2018-2028 is 7%, and average annual salary in 2018 was over \$64,000.³

South Dakota and the region need more veterinarians, especially those who work with large animals. Veterinarians who understand the animal health needs and are willing to serve rural areas and livestock production are needed in particular, along with those in administration, diagnostics, regulatory, public health and food safety careers. Among AVMA's member veterinarians in the US in 2018, only 5,601 described their practices as exclusively or

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Veterinarians, on the Internet at https://www.bls.gov/ooh/healthcare/veterinarians.htm (visited *February 24, 2020*).

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Veterinary Technologists and Technicians, on the Internet at https://www.bls.gov/ooh/healthcare/veterinary-technologists-and-technicians.htm (visited March 16, 2020).

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Agricultural and Food Scientists, on the Internet https://www.bls.gov/ooh/life-physical-and-social-science/agricultural-and-food-scientists.htm (visited March 16, 2020).

⁴ https://www.avma.org/KB/Resources/Statistics/Pages/Market-research-statistics-AVMA-membership.aspx

predominantly large animal, whereas 57,034 described their practices as exclusively or predominantly companion animal.⁴

The proposed Food Animal Health specialization, in conjunction with the PPVM, will address needs for food animal veterinarians, thus supporting animal health, food safety, and biosecurity needs of South Dakota's large livestock industries. Students will be trained in animal disease diagnostics and most are expected to directly participate in animal health research.

Currently some students pursuing a Doctor of Veterinary Medicine degree complete the requirements for acceptance to veterinary school without completing a Bachelor of Science degree. This specialization will allow students to complete the requirements for acceptance to veterinary school in approximately 3 years and graduate with a Bachelor's degree after completion of their first year in the Professional Program for Veterinary Medicine. The accelerated program will allow students to apply 19 credits from the PPVM towards the Animal Science (B.S.) - Food Animal Health Specialization while actively pursuing their M.S. and DVM, thus reducing total time and cost to attain the B.S. and M.S. (from SDSU) and DVM (from UMN) degrees.

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

| Animal Science (B.S.) – Food Animal Health Specialization | Credit Hours | Credit Hours | Percent |
|---|-----------------|-----------------|---------|
| System General Education Requirements | 32-34 | | |
| Subtotal, Degree Requirements | | 32-34 | 27-28% |
| College of Agriculture, Food & Environmental Sciences | | | 0% |
| Requirements | | | |
| Major Requirements | 88 | | |
| Subtotal, Program Requirements | | 88 | 73% |
| General Electives | | | 0% |
| Degree Total ² | | 120 | 100% |

System General Education Requirements

| | | | Credit | New |
|--------|--------|---------------------------------------|--------|-----------|
| Prefix | Number | Course Title | Hours | (yes, no) |
| ENGL | 101 | Composition I (SGR #1) | 3 | No |
| ENGL | 201 | Composition II (SGR #1) | 3 | No |
| SPCM | 101 | Fundamentals of Speech (SGR #2) | 3 | No |
| ECON | 201 | Principles of Microeconomics (SGR #3) | 3 | No |
| | | Student Choice (SGR #3) | 3 | No |
| | | Student Choice (SGR #4) | 3 | No |
| | | Student Choice (SGR #4) | 3 | No |
| MATH | 114 | College Algebra (3) (SGR #5) | 3-5 | No |
| OR | | | | |

_

² 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 the President of the Board of Regents.

| Prefix | Number | Course Title | Credit Hours | New (yes, no) |
|--------|----------|---|-----------------|---------------|
| MATH | 121-121L | Survey of Calculus and Lab (5) (SGR #5) | | |
| BIOL | 151-151L | General Biology I and Lab (SGR #6) | 4 | No |
| BIOL | 153-153L | General Biology II and Lab (SGR #6) | 4 | No |
| | | ~ 1 1 | 22 2 1 | |

Subtotal 32-34

College of Agriculture, Food & Environmental Sciences Requirements

| | | | Credit | New |
|--------|----------|---|--------|-----------|
| Prefix | Number | Course Title | Hours | (yes, no) |
| | | Students who wish to complete a Bachelor of | | |
| | | Science in Agriculture, Food and Environmental | | |
| | | Sciences must complete a minimum of <u>10</u> credits | | |
| | | from the approved list of Group 1 courses. Some | | |
| | | departments require specific courses from the | | |
| | | list, whereas others leave the selection entirely to | | |
| | | the student and the advisor. Other programs | | |
| | | require 11 credits; however, this program has | | |
| | | been granted an exception and students need to | | |
| | | only complete 10 credits of Group 1 electives to | | |
| | | meet College of Agriculture, Food and | | |
| | | Environmental Sciences requirements. | | |
| | | *System General Education Requirements | | |
| | | and/or major coursework may satisfy some or all | | |
| | | of the above requirements. Review major | | |
| | | requirements and the Group 1 list to determine if | | |
| | | additional courses are required. | | |
| AS | 101-101L | Introduction to Animal Science and Lab | | No |
| | | (Major requirement) | | |
| AS | 241-241L | Introduction to Meat Science and Lab | | |
| | | (Major requirement) | | |
| AS | 319-319L | Livestock Feeds and Feeding and Lab | | No |
| | | (Major requirement) | | |
| | | Subtotal* | 0 | |

Subtotal* 0

Major Requirements

| | | | Credit | New |
|--------|----------|--|--------|-----------|
| Prefix | Number | Course Title | Hours | (yes, no) |
| AS | 101-101L | Introduction to Animal Science and Lab | 4 | No |
| AS | 119 | Opportunities in Animal and Veterinary Science | 1 | No |
| AS | 120 | Survey of Animal Science | 1 | No |
| OR | | | | |
| VET | 120 | Introduction to Veterinary Medicine | | |
| AS | 219 | Principles of Nutrition | 3 | No |
| AS | 241-241L | Introduction to Meat Science and Lab | 3 | No |
| AS | 319-319L | Livestock Feeds and Feeding and Lab | 3 | No |
| AS | 332 | Livestock Breeding and Genetics | 4 | No |
| AS | 333-333L | Livestock Reproduction and Lab | 3 | No |

| Prefix | Number | Course Title | Credit Hours | New (yes, no) |
|-------------------|------------------|---|-----------------|---------------|
| AS | 389 | Current Issues in Animal Science | 3 | No |
| 715 | 307 | Capstone Requirement: Select 6 credits from | 6 | No |
| | | the following. One course must be AS 474/L, | O | 110 |
| | | AS 475/L, AS 476/L, AS 477/L or AS 478/L. | | |
| AS | 445-445L | Value-Added Meat Products and Lab (3) | | |
| OR | | = = = = = = = = = = = = = = = = = | | |
| AS | 450 | Meat Product Safety and HACCP (3) | | |
| OR | | 3 | | |
| AS | 474-474L | Cow/Calf Management and Lab (3) | | |
| OR | | | | |
| AS | 475-475L | Feedlot Operations and Management and Lab | | |
| OR | | (3) | | |
| AS | 476-476L | Horse Production and Lab (3) | | |
| OR | | , , | | |
| AS | 477-477L | Sheep and Wool Production and Lab (3) | | |
| OR | | - | | |
| AS | 478-478L | Swine Production and Lab (3) | | |
| CHEM | 112-112L | General Chemistry I and Lab | <mark>4</mark> | No |
| CHEM | 114-114L | General Chemistry II and Lab | <mark>4</mark> | No |
| CHEM | 326-326L | Organic Chemistry I and Lab | <mark>4</mark> | No |
| CHEM | 328-328L | Organic Chemistry II and Lab | <mark>4</mark> | No |
| CHEM | <mark>464</mark> | Biochemistry | 3 | No |
| MICR | 231-231L | General Microbiology and Lab (4) | <mark>4</mark> | No |
| OR. | | | | |
| MICR | 233-233L | Introductory Microbiology and Lab (4) | | |
| PHYS | 111-111L | Introduction to Physics I and Lab (4) | <mark>4</mark> | No |
| <mark>OR</mark> | | | | |
| PHYS | 211-211L | University Physics I and Lab (4) | | |
| <mark>PHYS</mark> | 113-113L | Introduction to Physics II and Lab (4) | <mark>4</mark> | No |
| <mark>OR</mark> | | | | |
| PHYS | 213-213L | University Physics II and Lab (4) | | |
| <mark>STAT</mark> | <mark>281</mark> | Introduction to Statistics (3) | <mark>3</mark> | No |
| <mark>OR</mark> | | | | |
| NRM | 282-282L | Natural Resources Statistics and Lab (3) | | |
| VET | 223-223L | Anatomy and Physiology of Domestic Animals | 4 | No |
| | | and Lab | | |
| VET | <mark>602</mark> | Integrated Biochemistry and Physiology | <mark>7</mark> | yes |
| VET | <mark>604</mark> | Clinical Skills I | 2 | Yes |
| VET | <mark>606</mark> | Critical Scientific Reading | 1 | Yes |
| VET | <mark>626</mark> | Agents of Disease I | <mark>4</mark> | Yes |
| VET | <mark>627</mark> | Preventative Medicine | <mark>5</mark> | Yes |
| | | Subtotal | 88 | |

Subtotal 88

Total number of hours required for completion of specialization Total number of hours required for completion of major Total number of hours required for completion of degree

| 53 |
|-----|
| 88 |
| 120 |

4. 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 | 2020-2021 Academic Year |

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

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

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

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

20% of the courses required for the Animal Science major, Food Animal Health specialization are available online. The courses available online are predominantly System General Education Requirements.

5. Additional Information:

Admission Requirements

Students will be required to complete one year of courses at SDSU and be successfully admitted to the University of Minnesota VetFAST program to declare this specialization.

Student Learning Outcomes

Upon completion of the Animal Science major with a Food Animal Health Specialization, students will:

- Acquire knowledge of the core sciences and best management practices that are the foundation of animal science and husbandry.
- Demonstrate effective written and oral communication skills using a variety of mediums and with various audience types.
- Demonstrate the ability to function as an effective member of a team. (*Cross-curricular Skill: Teamwork*)

- Develop fact-based comparisons of both sides of contemporary issues that impact diversity, inclusion, equity, and professional ethics as related to animal agriculture. (Cross-curricular Skill: Information Literacy; Ethical Reasoning; Diversity, Inclusion and Equity)
- Interpret, critically evaluate, and apply information in order to recognize problems and create solutions. (*Cross-curricular Skill: Inquiry and Analysis; Critical and Creative Thinking; Problem Solving*)

Academic and Student Affairs Consent

AGENDA ITEM: 4 – D (2) DATE: June 24, 2020

SUBJECT

New Specialization: SDSU Veterinary Medicine

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 Specialization in Veterinary Medicine for the M.S. in Biological Sciences. The Veterinary Medicine Specialization will specifically target students enrolled in the proposed new Professional Program in Veterinary Medicine (PPVM). Students admitted to the PPVM will be allowed to dual-enroll in the Veterinary Medicine Specialization of the Biological Sciences M.S., thus having the opportunity to simultaneously earn an M.S. degree while completing the PPVM coursework needed for transitioning to the University of Minnesota to complete the final two years of the DVM degree.

The proposed specialization will provide students with research training and experience to complement their professional training. It will also provide these students with an SDSU academic credential before moving on to the University of Minnesota to complete the DVM. To earn the M.S. degree, students will be required to complete a research experience or thesis, likely during their summer between Years 1 and 2. All other coursework required for the M.S. specialization will be courses that are also needed for the PPVM.

IMPACT AND RECOMMENDATION

SDSU does not request new resources to offer the specialization.

Board office staff recommends approval of the new specialization.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSU – Veterinary Medicine in the M.S. in Biological Sciences.

DRAFT MOTION 20200624 4-D(2):

I move to authorize SDSU to offer Veterinary Medicine as a specialization in the M.S. in Biological Sciences, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

| UNIVERSITY: | SDSU |
|-----------------------------------|---|
| TITLE OF PROPOSED SPECIALIZATION: | Veterinary Medicine |
| NAME OF DEGREE PROGRAM IN WHICH | Biological Sciences (M.S.) |
| SPECIALIZATION IS OFFERED: | |
| INTENDED DATE OF IMPLEMENTATION: | 2021-2022 Academic Year |
| PROPOSED CIP CODE: | 51.2401 |
| UNIVERSITY DEPARTMENT: | Veterinary & Biomedical Sciences |
| UNIVERSITY DIVISION: | Graduate School |

University Approval

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

| Saugh K | Jann | | |
|----------------------------|------------------------|--------------|----------|
| | | | 5/6/2020 |
| Institution | nal Approval Signatur | e | Date |
| President or Chief A | cademic Officer of the | e University | |
| | | | |
| 1. Level of the Specializa | tion: | | |
| Baccalaureate □ | Master's ⊠ | Doctoral □ | |

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

South Dakota State University (SDSU) requests authorization to offer a Specialization in Veterinary Medicine for the M.S. in Biological Sciences. The Veterinary Medicine Specialization will specifically target students enrolled in the new (proposed) Professional Program in Veterinary Medicine (PPVM). The PPVM is a non-degree program at SDSU, providing the first two years of coursework towards the Doctor of Veterinary Medicine (DVM) degree, which will be completed at the University of Minnesota College of Veterinary Medicine. Students admitted to the PPVM will be allowed to dual-enroll in the Veterinary Medicine Specialization of the Biological Sciences M.S., thus having the opportunity to simultaneously earn an M.S. degree while completing the PPVM coursework needed for transitioning to the University of Minnesota to complete the final two years of the DVM degree.

The proposed specialization will provide students with research training and experience to complement their professional training. It will also provide these students with an SDSU

academic credential before moving on to the University of Minnesota to complete the DVM. To earn the M.S. degree, students will be required to complete a research experience or thesis, likely during their summer between Years 1 and 2. All other coursework required for the M.S. specialization will be courses that are also needed for the PPVM.

Students interested in a more traditional graduate program in veterinary and biomedical sciences, but not in the PPVM-DVM professional pathway, can apply to the existing M.S. in Biological Sciences with an emphasis in Veterinary Microbiology or Veterinary Pathology. Students will not be admitted to the proposed Veterinary Medicine Specialization unless they are first admitted to the PPVM.

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

The proposed specialization, in conjunction with the PPVM, provides a clear pathway to career opportunities related to animal health. According to the U.S. Bureau of Labor Statistics, the projected employment growth rate from 2018-2028 for employment of veterinarians is 18%, far exceeding the average for all occupations (5%). The national average annual wage of veterinarians was \$105,240 and the national median wage was \$93,830. The 2018 average annual salary for veterinarians in South Dakota was \$100,050, exceeding that of all adjoining states.

The dual MS-PPVM program in veterinary medical education meets a regional need for additional veterinarians, contributes to the continued growth of the animal agriculture industry, and creates a direct pathway to veterinary careers for South Dakota students.

The M.S. specialization provides a value-added dimension of research training and experience to PPVM students, which will strengthen their diagnostic abilities as veterinarians and expand potential career opportunities related to animal health research and food safety.

Students will not receive an academic credential from SDSU by completing only the PPVM. The PPVM paves the way for completion of the DVM degree, which will be awarded by the University of Minnesota. The proposed specialization provides an opportunity for these students to earn a master's degree from SDSU, participate in commencement ceremonies, and become alumni of SDSU. These are very important and beneficial outcomes to both the students and SDSU.

In the event a student does not complete the entire PPVM, the student may be allowed to remain in the Veterinary Medicine Specialization and earn a Master's degree, assuming adequate academic performance and that all requirements for the M.S. specialization are completed. Such students would have good preparation for a career related to animal health (e.g., research laboratory technician, sales or technical services representative for an animal pharmaceutical or pet food company).

¹ https://www.bls.gov/ooh/Healthcare/Veterinarians.htm#tab-1

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

Biological Sciences (M.S.) – Veterinary Medicine Specialization

| | | | Credit | New |
|----------------------------------|------------------|-----------------------------|--------|-----------|
| Prefix | Number | Course Title | Hours | (yes, no) |
| VET | <mark>606</mark> | Critical Scientific Reading | 1 | Yes |
| VET | <mark>645</mark> | Clinical Epidemiology | 2 | Yes |
| VET | <mark>646</mark> | Public Health | 2 | Yes |
| | | | | |
| Select one of th | e following | options: | | |
| Option A - The | sis | | | |
| BIOS | 798 | Thesis | 5-10 | No |
| | | VET Electives | 15-20 | Yes |
| Option B – Research/Design Paper | | | | |
| VET | 788 | Master's Research Problem | 3 | No |
| | | VET Electives | 24 | Yes |

| Total number of hours required for completion of specialization | 5 |
|---|-------|
| Total number of hours required for completion of major | 30-32 |
| Total number of hours required for completion of degree | |
| Option A | 30 |
| Option B | 32 |

5. Delivery Location²

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

| | Yes/No | Intended Start Date |
|-----------|--------|-------------------------|
| On campus | Yes | 2021-2022 Academic Year |

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

| | Yes/No | If Yes, identify delivery methods ³ | Intended Start Date |
|--------------------------|--------|--|---------------------|
| Distance Delivery | No | | |
| (online/other distance | | | |
| delivery methods) | | | |

² The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

³ Delivery methods are defined in AAC Guideline 5.5.

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

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

The Veterinary Medicine Specialization will be available through face-to-face delivery.

6. Additional Information:

Admissions Process

Requirements and procedures for admitting students will closely follow those of the University of Minnesota DVM program:

https://vetmed.umn.edu/education/dvm/requirements. Students will submit applications through the Veterinary Medical College Application Service of the Association of American Veterinary Medical Colleges: <u>AAVMC-VMCAS</u>.

Following screening of initial applications sent through VMCAS, selected applicants will be invited to campus for a mandatory face-to-face "Behavioral Interview". Following interviews, offers of admission will be extended to successful applicants, while a second tier of applicants may receive a wait-list offer. Applicants on the wait list may be extended offers of admission as seats become available. Delayed admission deferments may be granted in cases of extenuating circumstances if approved by the Admissions Committee.

Admissions Requirements

GRE: Required

TOEFL: Required score of 525 paper-based, 71 Internet-based

IELTS: 5.5

- An electronic application for admission must be submitted through VMCAS.
- Official copies of all transcripts must be sent directly to VMCAS.
- Three electronic Letters of Reference must be submitted as part of the VMCAS application on behalf of the applicant. It is strongly recommended that at least one letter is written by a DVM.
- The Graduate Record Exam (GRE) must be taken no more than 5 years prior to application submission, and scores must be sent directly to SDSU.
- Specific prerequisite coursework must be completed prior to enrollment. Prerequisite
 courses must be equivalent to the SDSU courses indicated in this planner: <u>Approved</u>
 <u>Preveterinary Coursework</u>. Students from other universities will be directed to follow the
 comprehensive <u>area college prerequisite guides</u> developed by the University of
 Minnesota for a list of approved prerequisites.

Student Learning Outcomes and Transferable Skills

Students will:

⁴ This question responds to HLC definitions for distance delivery.

- Demonstrate understanding of central biological principles and mechanisms that underlie animal health and disease from the molecular to histologic to gross levels.
- Demonstrate knowledge of normal function and behavior, pathophysiology, clinical manifestations, diagnosis, treatment, and management or control of important domestic and foreign animal diseases.
- Demonstrate understanding of food safety, zoonotic disease, and public health issues.
- Retrieve and integrate information from the veterinary literature. (*Transferable Skills: Career Preparedness; Lifetime Learning*)
- Ability to understand and interpret research related to mechanisms of disease, diagnostic technology, and treatments. (*Transferable Skills: Career Preparedness, Ethics Moral Decision Making/ Moral Reasoning*)

Academic and Student Affairs Consent

AGENDA ITEM: 4 – D (3) DATE: June 24, 2020

SUBJECT

New Specialization: USD Specialization in Mental Health in the Doctor of Occupational Therapy

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Mental Health in the Doctor of Occupational Therapy degree program, including authorization to offer more than 50% but less than 100% of the specialization through distance delivery.

With a foundation in rural, generalist practice, students have the opportunity to focus their research, fieldwork experiences, and capstone in a recognized practice area through a Neuroscience & Rehabilitation Specialization. This Specialization will be appealing to many applicants, prepare them for practice beyond what is required at entry-level, and reduce the extent of onboarding required by USD's practice partners.

The Specialization is optional and available only to enrolled Doctor of Occupational Therapy degree-seeking students. It is awarded after successful completion of the identified program of study with a minimum of a B attained in all coursework leading to the Specialization (32-33 credits), and an A earned in a minimum of 24 credits.

IMPACT AND RECOMMENDATION

USD requests no additional financial or faculty resources to offer the new specialization.

Board office staff recommends approval of the program.

ATTACHMENTS

New Specialization Request Form: USD – Mental Health within the Doctor of Occupational Therapy

DRAFT MOTION 20200624 4-D(3):

I move to authorize USD to offer the specialization in Mental Health in the Doctor of Occupational Therapy as presented.



ACADEMIC AFFAIRS FORMS New Specialization

| UNIVERSITY: | USD |
|-----------------------------------|---------------------------------------|
| TITLE OF PROPOSED SPECIALIZATION: | Mental Health Specialization |
| NAME OF DEGREE PROGRAM IN WHICH | Doctor of Occupational Therapy |
| SPECIALIZATION IS OFFERED: | |
| INTENDED DATE OF IMPLEMENTATION: | 7/13/2020 |
| PROPOSED CIP CODE: | 51.2306 |
| UNIVERSITY DEPARTMENT: | Occupational Therapy |
| UNIVERSITY DIVISION: | Health Sciences |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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

1. Level of the Specialization:

Baccalaureate

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

| Elizabeth M. Freeburg | 3/19/2020 |
|--|------------------------|
| Institutional Approval Signature | Date |
| President or Chief Academic Officer of the University | |
| | |
| Note: In the responses below, references to external sources, including documented with a footnote (including web addresses where applicable). | data sources, should b |

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.

Doctoral \boxtimes

Master's □

Mental illness is a growing cause of disability and the World Health Organization predicts that it will soon be the most prevalent cause of disability. In response to this trend, this specialization was developed to provide students with the opportunity to focus their research, fieldwork experiences, and capstone to prepare them to provide mental health treatment and prevention services for children, youth, the aging, and those with severe and persistent mental illness.

With a foundation in rural, generalist practice, students have the opportunity to focus their research, fieldwork experiences, and capstone in a recognized practice area through a Mental Health Specialization.

The Specialization is optional and available only to enrolled Doctor of Occupational Therapy degree-seeking students. It is awarded after successful completion of the identified program of study with a minimum of a B attained in all coursework leading to the Specialization (30 credits), and an A earned in a minimum of 24 credits.

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

Specializations are offered in the areas of Pediatrics, Neuroscience and Rehabilitation, Mental Health, and Rural/Underserved practice. Development of focus areas or Specializations allows the USD Occupational Therapy program to distinguish itself from regional competitors and to provide students with the opportunity to develop additional knowledge and performance skills within an identified area of practice. Such specializations are not frequently identified in entrylevel occupational therapy programs, although a few can be identified. University of Wisconsin-Milwaukee MOT students who are interested can choose to combine elective courses from the OT program with other courses on campus to receive the transcript-designated concentration in assistive technology accessible design and/or ergonomics and (https://uwm.edu/healthsciences/academics/certificate-in-assistive-technology-accessible-SUNY Downstate offers a Specialization in Early Intervention enrolled occupational therapy students (https://www.downstate.edu/chrp/ot/program/earlyintervention.html). Washington University's webpage states: "The Clinical Doctorate of Occupational Therapy (OTD) prepares graduates beyond the master's degree with in-depth knowledge in a specific area such as practice, advocacy, policy, education, research and program development;" however, the program does not offer transcript-designated specializations. Many students enter graduate education with a specific practice interest in mind. This Specialization opportunity at USD will be appealing to many applicants, prepare them for practice beyond what is required at entry-level, and reduce the extent of onboarding required by our practice partners.

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

| Prefix | Number | Course Title | Credit Hours | New |
|-------------------|------------------|---|----------------|-----------------|
| | | (add or delete rows as needed) | | (yes, no) |
| ANAT | 711 | Human Gross Anatomy | 6 | No |
| OCTH | 710 | The Meaning of Occupation | 2 | No |
| OCTH | 712 | Structure, Movement and Occupation | 4 | No |
| OCTH | 715 | Occupational Performance: Childhood | 3 | No |
| ОСТН | 720 | Philosophical & Theoretical Foundations of Occupational Therapy | 2 | No |
| OCTH | 721 | Neurological Foundation of Occupation | 4 | No |
| OCTH | 724 | Therapeutic Use of Self & Groups | 3 | No |
| OCTH | 725 | Occupational Performance: Adulthood | 3 | No |
| OCTH | 731 | Physical & Psychosocial Health Conditions | 4 | No |
| ОСТН | 732 | Therapeutic Adaptations to Enhance Occupational Performance | 4 | No |
| OCTH | 733 | Promotion of Health & Prevention of Disability | 3 | No |
| OCTH | 734 | Environmental Influences on Occupation | 3 | No |
| OCTH | 741 | Professional Identity & Field Experiences I | 3 | No |
| ОСТН | 742 | Preparatory Methods: Physical Agent Modalities & Orthotic Devices | 4 | No |
| OCTH | 746 | OT Assessment & Intervention: Adult Physical Disabilities | 4 | No |
| <mark>OCTH</mark> | <mark>747</mark> | OT Assessment & Intervention: Psychosocial Practice | <mark>4</mark> | <mark>No</mark> |
| OCTH | 748 | Interruptions to Adult Occupations | 2 | No |
| OCTH | 749 | Interruptions to Adult Occupations II | 2 | No |
| OCTH | 750 | Leadership & Management in Healthcare | 4 | No |
| OCTH | 751 | Professional Identity & Field Experiences II | 2 | No |
| OCTH | 754 | Social & Political Contexts of OT Practice | 2 | No |
| OCTH | 756 | OT Assessment & Intervention: Childhood & Adolescence | 4 | No |
| OCTH | 758 | Interruptions to Childhood & Adolescent Occupations | 3 | No |

| Choose one | e: | Choose one: | 6 | No |
|-------------------|-----------------------|---|-------------------|-------|
| OCTH 764 | | Fieldwork Level II | | |
| OCTH 774 | | Fieldwork Level II | | |
| ОСТН | 770 | The Health Professional as Academic & Clinical Educator | 2 | No |
| <mark>OCTH</mark> | <mark>777</mark> | Level II Fieldwork in Mental Health | <mark>6</mark> | Yes |
| ОСТН | 780 | Research Design and Data Analysis | 3 | No |
| OCTH | 781 | Evidence-Based Practice | 1 | No |
| OCTH | <mark>784</mark> | Scholarly Project Proposal | 1 | No |
| OCTH | <mark>786</mark> | Scholarly Project (1cr taken 2x) | 2 (1 cr taken 2x) | No |
| ОСТН | 800 | Capstone Proposal (1 cr taken 2x) | 2 (1 cr taken 2x) | No |
| <mark>OCTH</mark> | 831 | Capstone Experience in Mental Health | 10 | Yes |
| OCTH | <mark>832</mark> | Capstone Project in Mental Health | 2 | Yes |
| PHGY | 735 | Human Physiology for OT | 4 | No |
| Elective | Choose one: | | | No No |
| | <mark>ОСТН 759</mark> | Trauma Informed Care (3 cr) | <mark>3</mark> | |
| | OCTH 592 | Special Topic (3 cr) | | |

Total number of hours required for completion of specialization Total number of hours required for completion of degree

| 30 |
|-----|
| 114 |

5. 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., 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 2020 |

| | Yes/No | If Yes, list location(s) | Intended Start Date |
|--|--------|--|---------------------|
| Off campus | No | | |
| | Yes/No | If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 5.5. | Intended Start Date |
| Distance Delivery (online/other distance delivery methods) | No | | |

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 | Yes | U15 – Online asynchronous Term | Fall 2020 |
| (online/other distance | | Based | |
| delivery methods) | | U18 – Online synchronous | |
| | | U98 – Other | |
| | | The full OTD curriculum with or | |
| | | without one of the 4 specializations is | |
| | | delivered primarily on campus. | |
| | | Delivery options for 831 & 832 will | |
| | | vary based on the practice site selected. | |

6. Additional Information:

Alignment with the institutional mission:

The mission of the Department of Occupational Therapy, USD School of Health Sciences is to prepare occupational therapists who value: 1) the use of meaningful occupation to influence health; 2) the unique attributes of the clients they serve; 3) critically using and creating evidence which supports their practice and contributes to the advancement of the profession and society; and 4) innovative services for diverse communities and cultures. This mission, and the proposed Specializations with the OTD degree align well with the USD mission which includes degree offerings in graduate and professional programs. Furthermore, a liberal arts education prepares students for entry to the OTD and the identified Specializations within the degree.

Legislative authorization:

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

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education.

Degrees are authorized at the associate, baccalaureate, masters, education specialist, and doctoral levels."

Evidence that the program does not duplicate existing programming within the **Regental System:**

The University of South Dakota Doctor of Occupational Therapy program is the only occupational therapy program in the state.

Resource Implications:

Faculty Workload:

The development of Specializations in the OT program does not affect current faculty workload; no additional faculty will need to be hired. Electives are currently offered in the post-professional OTD program. Existing faculty have diverse practice experience and currently teach coursework based on their clinical expertise.

Effect on Class Size:

Creating the Specializations does not have implications for class size since 700 and 800-level courses do not have to meet the 7/10 rule AND, most importantly, these courses outlined below are already being taught by the current OT faculty.

Academic and Student Affairs Consent

AGENDA ITEM: 4 – D (4) DATE: June 24, 2020

SUBJECT

New Specialization: USD Specialization in Neuroscience & Rehabilitation in the Doctor of Occupational Therapy

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Neuroscience & Rehabilitation in the Doctor of Occupational Therapy degree program, including authorization to offer more than 50% but less than 100% of the specialization through distance delivery.

With a foundation in rural, generalist practice, students have the opportunity to focus their research, fieldwork experiences, and capstone in a recognized practice area through a Neuroscience & Rehabilitation Specialization. This Specialization will be appealing to many applicants, prepare them for practice beyond what is required at entry-level, and reduce the extent of onboarding required by USD's practice partners.

The Specialization is optional and available only to enrolled Doctor of Occupational Therapy degree-seeking students. It is awarded after successful completion of the identified program of study with a minimum of a B attained in all coursework leading to the Specialization (32-33 credits), and an A earned in a minimum of 24 credits.

IMPACT AND RECOMMENDATION

USD requests no additional financial or faculty resources to offer the new specialization.

Board office staff recommends approval of the program.

ATTACHMENTS

New Specialization Request Form: USD – Neuroscience & Rehabilitation within the Doctor of Occupational Therapy

DRAFT MOTION 20200624 4-D(4):

I move to authorize USD to offer the specialization in Neuroscience & Rehabilitation in the Doctor of Occupational Therapy as presented.



ACADEMIC AFFAIRS FORMS New Specialization

| UNIVERSITY: | USD |
|-----------------------------------|---------------------------------------|
| TITLE OF PROPOSED SPECIALIZATION: | Neuroscience & Rehabilitation |
| NAME OF DEGREE PROGRAM IN WHICH | Doctor of Occupational Therapy |
| SPECIALIZATION IS OFFERED: | |
| INTENDED DATE OF IMPLEMENTATION: | 7/13/2020 |
| PROPOSED CIP CODE: | 51.2306 |
| UNIVERSITY DEPARTMENT: | Occupational Therapy |
| UNIVERSITY DIVISION: | Health Sciences |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

| Elizabeth M. Freeburg | 3/19/2020 |
|--|---------------------------------------|
| Institutional Approval Signature | Date |
| President or Chief Academic Officer of the University | |
| | |
| Note: In the responses below, references to external sources, including data sources, should be web addresses where applicable). | documented with a footnote (including |
| 1. Level of the Specialization: | |
| Baccalaureate ☐ Master's ☐ Doctoral | \boxtimes |

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.

A graduate of the Doctor of Occupational Therapy program with the neuroscience and rehabilitation specialization has the knowledge and skills to understand the challenges faced by those with neurological impairments. Students can focus their research, fieldwork experiences, and capstone in neuroscience and rehabilitation to promote the physical, mental, and environmental wellbeing of each unique client.

With a foundation in rural, generalist practice, students have the opportunity to focus their research, fieldwork experiences, and capstone in a recognized practice area through a Neuroscience & Rehabilitation Specialization.

The Specialization is optional and available only to enrolled Doctor of Occupational Therapy degree-seeking students. It is awarded after successful completion of the identified program of study with a minimum of a B attained in all coursework leading to the Specialization (30 credits), and an A earned in a minimum of 24 credits.

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

Specializations are offered in the areas of Pediatrics, Neuroscience and Rehabilitation, Mental Health, and Rural/Underserved practice. Development of focus areas or Specializations allows the USD Occupational Therapy program to distinguish itself from regional competitors and to provide students with the opportunity to develop additional knowledge and performance skills within an identified area of practice. Such specializations are not frequently identified in entrylevel occupational therapy programs, although a few can be identified. University of Wisconsin-Milwaukee MOT students who are interested can choose to combine elective courses from the OT program with other courses on campus to receive the transcript-designated concentration in ergonomics assistive technology and accessible design and/or (https://uwm.edu/healthsciences/academics/certificate-in-assistive-technology-accessible-**SUNY** Downstate offers a Specialization in Early Intervention enrolled occupational therapy students (https://www.downstate.edu/chrp/ot/program/earlyintervention.html). Washington University's webpage states: "The Clinical Doctorate of Occupational Therapy (OTD) prepares graduates beyond the master's degree with in-depth knowledge in a specific area such as practice, advocacy, policy, education, research and program development;" however, the program does not offer transcript-designated specializations. Many students enter graduate education with a specific practice interest in mind. This Specialization opportunity at USD will be appealing to many applicants, prepare them for practice beyond what is required at entry-level, and reduce the extent of onboarding required by our practice partners.

The Specialization is optional and available only to enrolled Doctor of Occupational Therapy degree-seeking students. It is awarded after successful completion of the identified program of study with a minimum of a B attained in all coursework leading to the Specialization (30 credits), and an A earned in a minimum of 24 credits.

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

| Prefix | Number | Course Title | Credit | New |
|-------------------|------------------|---|----------------|-----------------|
| | | | Hours | (yes, no) |
| ANAT | 711 | Human Gross Anatomy | 6 | No |
| OCTH | 710 | The Meaning of Occupation | 2 | No |
| OCTH | 712 | Structure, Movement and Occupation | 4 | No |
| OCTH | 715 | Occupational Performance: Childhood | 3 | No |
| OCTH | 720 | Philosophical & Theoretical Foundations of Occupational Therapy | 2 | No |
| <mark>OCTH</mark> | <mark>721</mark> | Neurological Foundation of Occupation | <mark>4</mark> | <mark>No</mark> |
| ОСТН | 724 | Therapeutic Use of Self & Groups | 3 | No |
| OCTH | 725 | Occupational Performance: Adulthood | 3 | No |
| ОСТН | 731 | Physical & Psychosocial Health Conditions | 4 | No |
| OCTH | 732 | Therapeutic Adaptations to Enhance Occupational Performance | 4 | No |
| OCTH | 733 | Promotion of Health & Prevention of Disability | 3 | No |
| ОСТН | 734 | Environmental Influences on Occupation | 3 | No |
| OCTH | 741 | Professional Identity & Field Experiences I | 3 | No |
| ОСТН | 742 | Preparatory Methods: Physical Agent Modalities & Orthotic Devices | 4 | No |
| ОСТН | 746 | OT Assessment & Intervention: Adult Physical Disabilities | 4 | No |
| OCTH | 747 | OT Assessment & Intervention: Psychosocial Practice | 4 | No |
| OCTH | 748 | Interruptions to Adult Occupations | 2 | No |
| ОСТН | 749 | Interruptions to Adult Occupations II | 2 | No |

| OCTH | 750 | Leadership & Management in Healthcare | 4 | No |
|-------------------|------------------|---|------------------|------------------|
| OCTH | 751 | Professional Identity & Field Experiences II | 2 | No |
| OCTH | 754 | Social & Political Contexts of OT Practice | 2 | No |
| OCTH | 756 | OT Assessment & Intervention: Childhood & Adolescence | 4 | No |
| OCTH | 758 | Interruptions to Childhood & Adolescent Occupations | 3 | No |
| OCTH | 774 | Fieldwork Level II | 6 | No |
| OCTH | 770 | The Health Professional as Academic & Clinical Educator | 2 | No |
| <mark>OCTH</mark> | <mark>776</mark> | Level II Fieldwork in Neuro Rehabilitation | 6 | <mark>Yes</mark> |
| OCTH | 780 | Research Design and Data Analysis | 3 | No |
| OCTH | 781 | Evidence-Based Practice | 1 | No |
| <mark>OCTH</mark> | <mark>784</mark> | Scholarly Project Proposal | 1 | No |
| <mark>OCTH</mark> | <mark>786</mark> | Scholarly Project | 2 (1 cr taken | <mark>No</mark> |
| | | | <mark>2x)</mark> | |
| <mark>OCTH</mark> | <mark>800</mark> | Capstone Proposal | 2 (1 cr taken | <mark>No</mark> |
| | | | <mark>2x)</mark> | |
| <mark>OCTH</mark> | 821 | Capstone Experience in Neuro Rehabilitation | <mark>10</mark> | <mark>Yes</mark> |
| <mark>OCTH</mark> | <mark>822</mark> | Capstone Project in Neuro Rehabilitation | 2 | <mark>Yes</mark> |
| PHGY | 735 | Human Physiology for OT | 4 | No |
| Elective | <mark>792</mark> | The Home Environment | 3 | <mark>No</mark> |

Total number of hours required for completion of specialization Total number of hours required for completion of degree

| Ī | 30 |
|---|-----|
| | 117 |

5. 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., 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 2020 |

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

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

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 | Yes | U15 – Online asynchronous Term Based | Fall 2020 |
| (online/other distance | | U18 – Online synchronous | |
| delivery methods) | | U98 – Other | |
| | | The full OTD curriculum with or | |
| | | without one of the 4 specializations is | |
| | | delivered primarily on campus. Delivery | |
| | | options for 821 & 822 will vary based | |
| | | on the practice site selected. | |

6. Additional Information:

The mission of the Department of Occupational Therapy, USD School of Health Sciences is to prepare occupational therapists who value: 1) the use of meaningful occupation to influence health; 2) the unique attributes of the clients they serve; 3) critically using and creating evidence which supports their practice and contributes to the advancement of the profession and society; and 4) innovative services for diverse communities and cultures. This mission, and the proposed Specializations with the OTD degree align well with the USD mission which includes degree offerings in graduate and professional programs. Furthermore, a liberal arts education prepares students for entry to the OTD and the identified Specializations within the degree.

Legislative authorization:

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

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education.

Degrees are authorized at the associate, baccalaureate, masters, education specialist, and doctoral levels."

Evidence that the program does not duplicate existing programming within the Regental System:

The University of South Dakota Doctor of Occupational Therapy program is the only occupational therapy program in the state.

Resource Implications:

Faculty Workload:

The development of Specializations in the OT program does not affect current faculty workload; no additional faculty will need to be hired. Electives are currently offered in the post-professional OTD program. Existing faculty have diverse practice experience and currently teach coursework based on their clinical expertise.

Effect on Class Size:

Creating the Specializations does not have implications for class size since 700 and 800-level courses do not have to meet the 7/10 rule AND, most importantly, these courses outlined below are already being taught by the current OT faculty.

Academic and Student Affairs Consent

AGENDA ITEM: 4 – D (5) DATE: June 24, 2020

SUBJECT

New Specialization: USD Specialization in Pediatrics in the Doctor of Occupational Therapy

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Pediatrics in the Doctor of Occupational Therapy degree program, including authorization to offer more than 50% but less than 100% of the specialization through distance delivery.

With a foundation in rural, generalist practice, students have the opportunity to focus their research, fieldwork experiences, and capstone in a recognized practice area through a Pediatrics Specialization. This Specialization will be appealing to many applicants, prepare them for practice beyond what is required at entry-level, and reduce the extent of onboarding required by USD's practice partners.

The Specialization is optional and available only to enrolled Doctor of Occupational Therapy degree-seeking students. It is awarded after successful completion of the identified program of study with a minimum of a B attained in all coursework leading to the Specialization (32-33 credits), and an A earned in a minimum of 24 credits.

IMPACT AND RECOMMENDATION

USD requests no additional financial or faculty resources to offer the new specialization.

Board office staff recommends approval of the program.

ATTACHMENTS

New Specialization Request Form: USD – Pediatrics within the Doctor of Occupational Therapy

DRAFT MOTION 20200624 4-D(5):

I move to authorize USD to offer the specialization in Pediatrics in the Doctor of Occupational Therapy as presented.



ACADEMIC AFFAIRS FORMS New Specialization

| UNIVERSITY: | USD |
|-----------------------------------|---------------------------------------|
| TITLE OF PROPOSED SPECIALIZATION: | Pediatrics Specialization |
| NAME OF DEGREE PROGRAM IN WHICH | Doctor of Occupational Therapy |
| SPECIALIZATION IS OFFERED: | |
| INTENDED DATE OF IMPLEMENTATION: | 7/13/2020 |
| PROPOSED CIP CODE: | 51.2306 |
| UNIVERSITY DEPARTMENT: | Occupational Therapy |
| UNIVERSITY DIVISION: | Health Sciences |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

| Elizabeth M. Freeburg | 3/19/2020 |
|--|---------------------------------|
| Institutional Approval Signature | Date |
| President or Chief Academic Officer of the University | |
| | |
| Note: In the responses below, references to external sources, including data source controls (including web addresses where applicable). | es, should be documented with a |

1. Level of the Specialization:

| Baccalaureate | Master's | Doctoral | \boxtimes |
|---------------|----------|----------|-------------|
| | | | |

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.

Students have the opportunity to prepare themselves to be pediatric occupational therapy practitioners who support societal needs by providing services to infants, toddlers, children, and youth and their families. By focusing their research, fieldwork experiences, and capstone in pediatrics, they will be prepared to work in a variety of settings including schools, clinics, and homes.

With a foundation in rural, generalist practice, students have the opportunity to focus their research, fieldwork experiences, and capstone in a recognized practice area through a Pediatrics Specialization.

The Specialization is optional and available only to enrolled Doctor of Occupational Therapy degree-seeking students. It is awarded after successful completion of the identified program of study with a minimum of a B attained in all coursework leading to the Specialization (32 - 33 credits), and an A earned in a minimum of 24 credits.

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.

Specializations are offered in the areas of Pediatrics, Neuroscience and Rehabilitation, Mental Health, and Rural/Underserved practice. Development of focus areas or Specializations allows the USD Occupational Therapy program to distinguish itself from regional competitors and to provide students with the opportunity to develop additional knowledge and performance skills within an identified area of practice. Such specializations are not frequently identified in entrylevel occupational therapy programs, although a few can be identified. University of Wisconsin-Milwaukee MOT students who are interested can choose to combine elective courses from the OT program with other courses on campus to receive the transcript-designated concentration in assistive technology ergonomics and accessible design and/or (https://uwm.edu/healthsciences/academics/certificate-in-assistive-technology-accessibledesign/). SUNY Downstate offers a Specialization in Early Intervention enrolled occupational therapy students (https://www.downstate.edu/chrp/ot/program/earlyintervention.html). Washington University's webpage states: "The Clinical Doctorate of Occupational Therapy (OTD) prepares graduates beyond the master's degree with in-depth knowledge in a specific area such as practice, advocacy, policy, education, research and program development;" however, the program does not offer transcript-designated specializations. Many students enter graduate education with a specific practice interest in mind. This Specialization opportunity at USD will be appealing to many applicants, prepare them for practice beyond what is required at entry-level, and reduce the extent of onboarding required by our practice partners.

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

| Prefix | Number | oer Course Title | | New |
|-------------------|------------------|---|----------------|-----------------|
| | | (add or delete rows as needed) | Hours | (yes, no) |
| ANAT | 711 | Human Gross Anatomy | 6 | No |
| OCTH | 710 | The Meaning of Occupation | 2 | No |
| OCTH | 712 | Structure, Movement and Occupation | 4 | No |
| <mark>OCTH</mark> | <mark>715</mark> | Occupational Performance: Childhood | <mark>3</mark> | <mark>No</mark> |
| OCTH | 720 | Philosophical & Theoretical Foundations of Occupational Therapy | 2 | No |
| OCTH | 721 | Neurological Foundation of Occupation | 4 | No |
| OCTH | 724 | Therapeutic Use of Self & Groups | 3 | No |
| OCTH | 725 | Occupational Performance: Adulthood | 3 | No |
| OCTH | 731 | Physical & Psychosocial Health Conditions | 4 | No |
| OCTH | 732 | Therapeutic Adaptations to Enhance Occupational Performance | 4 | No |
| OCTH | 733 | Promotion of Health & Prevention of Disability | 3 | No |
| OCTH | 734 | Environmental Influences on Occupation | 3 | No |
| OCTH | 741 | Professional Identity & Field Experiences I | 3 | No |
| ОСТН | 742 | Preparatory Methods: Physical Agent Modalities & Orthotic Devices | 4 | No |
| OCTH | 746 | OT Assessment & Intervention: Adult Physical Disabilities | 4 | No |
| OCTH | 747 | OT Assessment & Intervention: Psychosocial Practice | 4 | No |
| OCTH | 748 | Interruptions to Adult Occupations | 2 | No |
| OCTH | 749 | Interruptions to Adult Occupations II | 2 | No |
| OCTH | 750 | Leadership & Management in Healthcare | 4 | No |
| OCTH | 751 | Professional Identity & Field Experiences II | 2 | No |
| OCTH | 754 | Social & Political Contexts of OT Practice | 2 | No |
| OCTH | <mark>756</mark> | OT Assessment & Intervention: Childhood & Adolescence | <mark>4</mark> | <mark>No</mark> |

AAC Form 2.6 – New Specialization (Last Revised 05/2019)

| OCTH | 758 | Interruptions to Childhood & Adolescent Occupations | 3 | No |
|-------------------|------------------|---|---------------------|------------------|
| OCTH | 774 | Fieldwork Level II | 6 | No |
| OCTH | 770 | The Health Professional as Academic & Clinical Educator | 2 | No |
| <mark>OCTH</mark> | <mark>775</mark> | Level II Fieldwork in Pediatrics | <mark>6</mark> | <mark>Yes</mark> |
| ОСТН | 780 | Research Design and Data Analysis | 3 | No |
| OCTH | 781 | Evidence-Based Practice | 1 | No |
| <mark>OCTH</mark> | <mark>784</mark> | Scholarly Project Proposal | <mark>1</mark> | No |
| <mark>OCTH</mark> | <mark>786</mark> | Scholarly Project | 2 (1 cr taken 2x) | No |
| <mark>OCTH</mark> | <mark>800</mark> | Capstone Proposal | 2 (1 cr taken 2x) | <mark>No</mark> |
| <mark>OCTH</mark> | 811 | Capstone Experience Pediatrics | <mark>10</mark> | <mark>Yes</mark> |
| OCTH | <mark>812</mark> | Capstone Project Pediatrics | 2 | <mark>Yes</mark> |
| PHGY | 735 | Human Physiology for OT | 4 | No |
| Elective | Choose one: | | | No |
| | OCTH 759 | Trauma Informed Care (3 cr) | <mark>2-3 cr</mark> | |
| | OCTH 592 | Special Topic (3 cr) | | |
| | ANAT 712 | Embryology (2 cr) | | |

Total number of hours required for completion of specialization Total number of hours required for completion of degree

| 32 or 33 | |
|----------|--|
| 114 | |

5. 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., 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 2020 |

| | Yes/No | If Yes, list location(s) | Intended Start Date |
|--|--------|---|---------------------|
| Off campus | No | | |
| | Yes/No | If Yes, identify delivery methods Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5.</u> | Intended Start Date |
| Distance Delivery (online/other distance delivery methods) | No | | |

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

| | Yes/No | If Yes, identify delivery methods | Intended |
|--------------------------|--------|---|-----------|
| | | | Start |
| | | | Date |
| Distance Delivery | Yes | U15 – Online asynchronous Term Based | Fall 2020 |
| (online/other distance | | U18 – Online synchronous | |
| delivery methods) | | U98 – Other | |
| | | The full OTD curriculum with or without one | |
| | | of the 4 specializations is delivered primarily | |
| | | on campus. Delivery options for 811 & 812 | |
| | | will vary based on the practice site selected. | |

6. Additional Information:

Alignment with the institutional mission:

The mission of the Department of Occupational Therapy, USD School of Health Sciences is to prepare occupational therapists who value: 1) the use of meaningful occupation to influence health; 2) the unique attributes of the clients they serve; 3) critically using and creating evidence which supports their practice and contributes to the advancement of the profession and society; and 4) innovative services for diverse communities and cultures. This mission, and the proposed Specializations with the OTD degree align well with the USD mission which includes degree offerings in graduate and professional programs. Furthermore, a liberal arts education prepares students for entry to the OTD and the identified Specializations within the degree.

Legislative authorization:

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

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education.

Degrees are authorized at the associate, baccalaureate, masters, education specialist, and doctoral levels."

Evidence that the program does not duplicate existing programming within the Regental System:

The University of South Dakota Doctor of Occupational Therapy program is the only occupational therapy program in the state.

Resource Implications:

Faculty Workload:

The development of Specializations in the OT program does not affect current faculty workload; no additional faculty will need to be hired. Electives are currently offered in the post-professional OTD program. Existing faculty have diverse practice experience and currently teach coursework based on their clinical expertise.

Effect on Class Size:

Creating the Specializations does not have implications for class size since 700 and 800-level courses do not have to meet the 7/10 rule AND, most importantly, these courses outlined below are already being taught by the current OT faculty.

Academic and Student Affairs Consent

AGENDA ITEM: 4 – D (6) DATE: June 24, 2020

SUBJECT

New Specialization: USD Specialization in Rural/Underserved in the Doctor of Occupational Therapy

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Rural/Underserved in the Doctor of Occupational Therapy degree program, including authorization to offer more than 50% but less than 100% of the specialization through distance delivery.

With a foundation in rural, generalist practice, students have the opportunity to focus their research, fieldwork experiences, and capstone in a recognized practice area through a Rural/Underserved Specialization. This Specialization will be appealing to many applicants, prepare them for practice beyond what is required at entry-level, and reduce the extent of onboarding required by USD's practice partners.

The Specialization is optional and available only to enrolled Doctor of Occupational Therapy degree-seeking students. It is awarded after successful completion of the identified program of study with a minimum of a B attained in all coursework leading to the Specialization (32-33 credits), and an A earned in a minimum of 24 credits.

IMPACT AND RECOMMENDATION

USD requests no additional financial or faculty resources to offer the new specialization.

Board office staff recommends approval of the program.

ATTACHMENTS

New Specialization Request Form: USD – Rural/Underserved within the Doctor of Occupational Therapy

DRAFT MOTION 20200624 4-D(6):

I move to authorize USD to offer the specialization in Rural/Underserved in the Doctor of Occupational Therapy, as presented.



ACADEMIC AFFAIRS FORMS New Specialization

| UNIVERSITY: | USD |
|-----------------------------------|---------------------------------------|
| TITLE OF PROPOSED SPECIALIZATION: | Rural/Underserved Specialization |
| NAME OF DEGREE PROGRAM IN WHICH | Doctor of Occupational Therapy |
| SPECIALIZATION IS OFFERED: | |
| INTENDED DATE OF IMPLEMENTATION: | 7/13/2020 |
| PROPOSED CIP CODE: | 51.2306 |
| UNIVERSITY DEPARTMENT: | Occupational Therapy |
| UNIVERSITY DIVISION: | Health Sciences |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

| Elizabeth M. Freeburg | 3/19/2020 |
|---|-----------|
| Institutional Approval Signature | Date |
| President or Chief Academic Officer of the University | |
| | |

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

| 1. | Level of the Specialization: | | |
|----|------------------------------|----------|----------------------|
| | Baccalaureate | Master's | Doctoral \boxtimes |

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.

There is a shortage of health professionals choosing to work in rural and underserved areas. Through this specialization, students focus their research, fieldwork experiences, and capstone in rural/underserved practice to prepare them for working in rural, clinically diverse settings with opportunities to build programs for rural and underserved communities.

With a foundation in rural, generalist practice, students have the opportunity to focus their research, fieldwork experiences, and capstone in a recognized practice area through a Rural/Underserved Specialization.

The Specialization is optional and available only to enrolled Doctor of Occupational Therapy degree-seeking students. It is awarded after successful completion of the identified program of study with a minimum of a B attained in all coursework leading to the Specialization (32 credits), and an A earned in a minimum of 24 credits.

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

Specializations are offered in the areas of Pediatrics, Neuroscience and Rehabilitation, Mental Health, and Rural/Underserved practice. Development of focus areas or Specializations allows the USD Occupational Therapy program to distinguish itself from regional competitors and to provide students with the opportunity to develop additional knowledge and performance skills within an identified area of practice. Such specializations are not frequently identified in entrylevel occupational therapy programs, although a few can be identified. University of Wisconsin-Milwaukee MOT students who are interested can choose to combine elective courses from the OT program with other courses on campus to receive the transcript-designated concentration in assistive technology and accessible design and/or ergonomics (https://uwm.edu/healthsciences/academics/certificate-in-assistive-technology-accessible-**SUNY** Downstate offers Specialization in Early a enrolled occupational therapy students (https://www.downstate.edu/chrp/ot/program/earlyintervention.html). Washington University's webpage states: "The Clinical Doctorate of Occupational Therapy (OTD) prepares graduates beyond the master's degree with in-depth knowledge in a specific area such as practice, advocacy, policy, education, research and program development;" however, the program does not offer transcript-designated specializations. Many students enter graduate education with a specific practice interest in mind. This Specialization opportunity at USD will be appealing to many applicants, prepare them for practice beyond what is required at entry-level, and reduce the extent of onboarding required by our practice partners.

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

| Prefix | Number | Course Title | Credit | New |
|-------------------|------------------|---|--------|-----------|
| | | (add or delete rows as needed) | Hours | (yes, no) |
| ANAT | 711 | Human Gross Anatomy | 6 | No |
| OCTH | 710 | The Meaning of Occupation | 2 | No |
| OCTH | 712 | Structure, Movement and Occupation | 4 | No |
| OCTH | 715 | Occupational Performance: Childhood | 3 | No |
| OCTH | 720 | Philosophical & Theoretical Foundations of Occupational Therapy | 2 | No |
| OCTH | 721 | Neurological Foundation of Occupation | 4 | No |
| OCTH | 724 | Therapeutic Use of Self & Groups | 3 | No |
| OCTH | 725 | Occupational Performance: Adulthood | 3 | No |
| OCTH | 731 | Physical & Psychosocial Health Conditions | 4 | No |
| OCTH | 732 | Therapeutic Adaptations to Enhance Occupational Performance | 4 | No |
| <mark>OCTH</mark> | <mark>733</mark> | Promotion of Health & Prevention of Disability | 3 | No. |
| <mark>OCTH</mark> | <mark>734</mark> | Environmental Influences on Occupation | 3 | No |
| OCTH | 741 | Professional Identity & Field Experiences I | 3 | No |
| OCTH | 742 | Preparatory Methods: Physical Agent Modalities & Orthotic Devices | 4 | No |
| OCTH | 746 | OT Assessment & Intervention: Adult Physical Disabilities | 4 | No |
| OCTH | 747 | OT Assessment & Intervention: Psychosocial Practice | 4 | No |
| OCTH | 748 | Interruptions to Adult Occupations | 2 | No |
| OCTH | 749 | Interruptions to Adult Occupations II | 2 | No |
| OCTH | 750 | Leadership & Management in Healthcare | 4 | No |
| OCTH | 751 | Professional Identity & Field Experiences II | 2 | No |
| OCTH | 754 | Social & Political Contexts of OT Practice | 2 | No |
| OCTH | 756 | OT Assessment & Intervention: Childhood & Adolescence | 4 | No |
| OCTH | 758 | Interruptions to Childhood & Adolescent Occupations | 3 | No |
| OCTH | 774 | Fieldwork Level II | 6 | No |
| OCTH | 770 | The Health Professional as Academic & Clinical Educator | 2 | No |

| <mark>OCTH</mark> | <mark>778</mark> | Level II Fieldwork in Rural/Underserved | <mark>6</mark> | <mark>Yes</mark> |
|-------------------|------------------|--|-------------------|------------------|
| ОСТН | 780 | Research Design and Data Analysis | 3 | No |
| ОСТН | 781 | Evidence-Based Practice | 1 | No |
| <mark>OCTH</mark> | <mark>784</mark> | Scholarly Project Proposal | 1 | <mark>No</mark> |
| OCTH | <mark>786</mark> | Scholarly Project | 2 (1 cr taken 2x) | <mark>No</mark> |
| <mark>OCTH</mark> | <mark>800</mark> | Capstone Proposal | 2 (1 cr taken 2x) | <mark>No</mark> |
| OCTH | 841 | Capstone Experience in Rural/Underserved | 10 | Yes |
| <mark>OCTH</mark> | <mark>842</mark> | Capstone Project in Rural/Underserved | 2 | Yes |
| PHGY | 735 | Human Physiology for OT | 4 | No |
| Elective | <u>Choose</u> | | | <mark>No</mark> |
| | one: | | | |
| | OCTH 759 | Trauma Informed Care (3 cr) | <mark>3</mark> | |
| | OCTH 592 | Special Topic (3 cr) | | |

Total number of hours required for completion of specialization Total number of hours required for completion of degree

| 32 | |
|-----|--|
| 114 | |

5. 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., 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 2020 |

| | Yes/No | If Yes, list location(s) | Intended Start Date |
|--|--------|---|---------------------|
| Off campus | No | | |
| | Yes/No | If Yes, identify delivery methods Delivery methods are defined in <u>AAC</u> Guideline 5.5. | Intended Start Date |
| Distance Delivery (online/other distance delivery methods) | No | | |

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

| | Yes/No | If Yes, identify delivery methods | Intended |
|------------------------|--------|---|------------|
| | | | Start Date |
| Distance Delivery | Yes | U15 – Online asynchronous Term | Fall 2020 |
| (online/other distance | | Based | |
| delivery methods) | | U18 – Online synchronous | |
| | | U98 – Other | |
| | | The full OTD curriculum with or without | |
| | | one of the 4 specializations is delivered | |
| | | primarily on campus. Delivery options for | |
| | | 841 & 842 will vary based on the practice | |
| | | site selected. | |

6. Additional Information:

Alignment with the institutional mission:

The mission of the Department of Occupational Therapy, USD School of Health Sciences is to prepare occupational therapists who value: 1) the use of meaningful occupation to influence health; 2) the unique attributes of the clients they serve; 3) critically using and creating evidence which supports their practice and contributes to the advancement of the profession and society; and 4) innovative services for diverse communities and cultures. This mission, and the proposed Specializations with the OTD degree align well with the USD mission which includes degree offerings in graduate and professional programs. Furthermore, a liberal arts education prepares students for entry to the OTD and the identified Specializations within the degree.

Legislative authorization:

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

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education.

Degrees are authorized at the associate, baccalaureate, masters, education specialist, and doctoral levels."

Evidence that the program does not duplicate existing programming within the Regental System:

The University of South Dakota Doctor of Occupational Therapy program is the only occupational therapy program in the state.

Resource Implications:

Faculty Workload:

The development of Specializations in the OT program does not affect current faculty workload; no additional faculty will need to be hired. Electives are currently offered in the post-professional OTD program. Existing faculty have diverse practice experience and currently teach coursework based on their clinical expertise.

Effect on Class Size:

Creating the Specializations does not have implications for class size since 700 and 800-level courses do not have to meet the 7/10 rule AND, most importantly, these courses outlined below are already being taught by the current OT faculty.

Academic and Student Affairs Consent

AGENDA ITEM: 4 – E (1) **DATE:** June 24, 2020

SUBJECT

New Site: NSU Associate of Science in Business Administration

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 Associate of Science (A.S.) in Business Administration at Huron Community Campus. The City of Huron, Huron Workforce Development, and the Huron Community Campus Board/Foundation have expressed a need and demand for the delivery of a face-to-face Associate of Science Business Administration degree for citizens of Huron and the surrounding area. Northern has partnered with Huron Community Campus since fall 2012 to deliver undergraduate and graduate programs. Portions of the Huron region's population are unable to pursue higher education opportunities at Board of Regents' Institutions due to commuting distance, family commitments, refugee status, or other life commitments.

IMPACT AND RECOMMENDATION

NSU anticipates no negative impact on other programs in the Regental system, as all students in the program will be new, degree seeking students. Longer term, one possible impact may be increased enrollments in BA/BS programs as these students complete their AS degrees.

NSU requests no additional resources to offer the program at the Huron Community Campus.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Site Request Form: NSU AS in Business Administration

DRAFT MOTION 20200624 4-E(1):

I move to approve NSU's new site proposal to offer the AS in Business Administration at the Huron Community Campus.



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: | AS – Business Administration |
| NEW SITE(S): | Huron Community Campus |
| Include address of new physical locations. Delivery methods are defined in <u>AAC Guideline 5.5.</u> | Huron, SD |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2020 |
| CIP CODE: | |
| UNIVERSITY DEPARTMENT: | Management and Marketing |
| BANNER DEPARTMENT CODE: | NMAM |
| UNIVERSITY DIVISION: | School of Business |
| BANNER DIVISION CODE: | 5B |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2:11</u>, 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.

| michael Warous | 5/6/2020 |
|---|----------|
| President (or Designee) 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?

The City of Huron, Huron Workforce Development, and the Huron Community Campus Board/Foundation have expressed a need and demand for the delivery of a face-to-face Associate

of Science Business Administration degree for citizens of Huron and the surrounding area. Northern has partnered with Huron Community Campus since fall 2012 to deliver undergraduate and graduate programs. Portions of the Huron region's population are unable to pursue higher education opportunities at Board of Regents' Institutions due to commuting distance, family commitments, refugee status, or other life commitments.

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 (replace "XX" in the table with the appropriate year).

Students enrolling in this program would be new to the university.

| | Fiscal Years* | | | |
|--|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| Estimates | FY 21 | FY 22 | FY 23 | FY 24 |
| Students new to the university | 10 | 15 | 15 | 20 |
| Students from other university programs | 0 | 0 | 0 | 0 |
| =Total students in the program at the site | 10 | 25 | 30 | 35 |
| Program credit hours (major courses)** | 300 | 750 | 900 | 1050 |
| Graduates | 0 | 10 | 15 | 15 |

^{*}Do not include current fiscal year.

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

There should be no direct impact on other programs in the Regental system, as all students in the program should be new, degree seeking students. Longer term, one possible impact may be increased enrollments in BA/BS programs as these students complete their AS degrees.

^{**}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.

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.

| AS – Business Administration | 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 (A) | 24 (21) | 33 | 0 | 33 | 0 |
| Subtotal, Degree Requirements | 24 (21) | 33 | 0 | 33 | 0 |
| Required Support Courses | | | | | |
| Major Requirements (A) | 23 | 3 | 0 | 39 | 0 |
| Major Electives or Minor | 15 | 0 | 0 | 0 | 0 |
| Subtotal, Requirements of the Proposed Major | 38 | 3 | 0 | 54 | 0 |
| Free Electives | 1 | 1 | 0 | 1 | 0 |
| Total, Degree with Proposed Major | 60 | 37 | 0 | 73 | 0 |

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

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

- a. Admissions Counseling Northern Admission staff routinely travel to HCC to provide admission counseling, registrations, and orientation.
- b. Academic Advising students at HCC are assigned to a professional academic advisor. The professional academic advisor routinely travels to HCC each term to provide face-to-face advising. Additionally, the professional academic advisor is available via email, phone, and live Zoom sessions.
- c. Tutoring Students have access to campus tutoring services in addition to Smarthinking-live online tutoring 24/7. Huron Community Campus also provides tutoring services as needed.
- d. Library Students have electronic access to NSU Library services including Inter-Library Loan.

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

The AS-Business Administration degree is accredited by ACBSP. All on-site faculty in Huron must meet acceptable standards as qualified faculty under both BOR and ACBSP standards. There should be no additional costs assumed by NSU to offer the program at the Huron Community Campus.

⁽A) Students are required to take ECON 201 as a major requirement. This course also fulfills the GE Goal #3 – Social Sciences requirement.

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.

Northern State University, AS in Business Administration

| 1. Assumptions | | 1st | 2nd | 3rd | 4th |
|---|----------|----------------|-------------------|----------------|-------------------|
| Headcount & hours from proposal | | FY20 | FY21 | FY22 | FY23 |
| Fall headcount (see table in proposal) | | 10 | 25 | 30 | 35 |
| Program FY cr hrs, On-Campus | | 0 | 0 | 0 | 0 |
| Program FY cr hrs, Off-Campus | | 300 | 750 | 900 | 1,050 |
| Faculty, Regular FTE | See p. 3 | 0.25 | 0.25 | 0.25 | 0.25 |
| Faculty Salary & Benefits, average | See p. 3 | \$100,091 | \$100,091 | \$100,091 | \$100,091 |
| Faculty, Adjunct - number of courses | See p. 3 | 3 | 3 | 3 | 3 |
| Faculty, Adjunct - per course | See p. 3 | \$3,231 | \$3,231 | \$3,231 | \$3,231 |
| Other FTE (see next page) | See p. 3 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Salary & Benefits, average | See p. 3 | \$10,071 | \$10,071 | \$10,071 | \$10,071 |
| 2. Budget | | | | | |
| Salary & Benefits | | | | | |
| Faculty, Regular | | \$25,023 | \$25,023 | \$25,023 | \$25,023 |
| Faculty, Adjunct (rate x number of courses) | | \$9,693 | \$9,693 | \$9,693 | \$9,693 |
| Other FTE | | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| S&B Sub | ototal | \$34,716 | \$34,716 | \$34,716 | \$34,716 |
| Operating Expenses Travel | | ¢2 000 | \$2,000 | ¢2 000 | £2,000 |
| Contractual Services | | \$3,000 \$0 | \$3,000 \$0 | \$3,000 \$0 | \$3,000 \$0 |
| Supplies & materials | | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 |
| Capital equipment | | <u>\$0</u> | \$0 <u>\$0</u> | <u>\$0</u> | \$0 <u>\$0</u> |
| OE Sub | ototal | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| | Total | \$37,716 | \$37,716 | \$37,716 | \$37,716 |
| 3. Program Resources | | | | | |
| Off-campus support tuition/hr, HEFF net | UG | \$310.86 | \$310.86 | \$310.86 | \$310.86 |

| | Off-campus tuition revenue | hrs x amt | \$93,257 | \$233,142 | \$279,771 | \$326,399 |
|---|----------------------------|------------------|--|--|---------------------------------|---------------------------------|
| On-campus support tuition/hr, HEFF net | On-campus tuition revenue | GR hrs x amt | \$412.23 \$0 | \$412.23 \$0 | \$412.23 \$0 | \$412.23 \$0 |
| Program fee, per cr hr (if any) Delivery fee, per cr hr (if any) University redirections Community/Employers Grants/Donations/Other | | \$0.00 \$0.00 | \$0 \$0 \$0 \$0 \$0 \$0 | \$0 \$0 \$0 \$0 \$0 \$0 | \$0 \$0 \$0 \$0 \$0 | \$0 \$0 \$0 \$0 \$0 |
| | Total Resources | | \$93,257 | \$233,142 | \$279,771 | \$326,399 |

\$55,541

\$195,426

\$242,055 \$288,683

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 | | \$78,751 | \$0 |
| | (see | | |
| University's variable benefits rate | below) | 0.1431 | 0.1431 |
| Variable benefits | | \$11,269 | \$0 |
| Health insurance/FTE, FY18 | | \$10,071 | \$10,071 |
| | Average S&B | \$100.091 | \$10,071 |

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

The average FY20 salary of the 13 people in the department was \$78,751.00.

Explain adjunct faculty costs used in table:

5 courses per year to be taught by adjuncts at \$3,231.00 per course.

Resources Over (Under) Budget

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

Existing staff for the NSU Office of Online & Continuing Eduation will provide administrative support for the program.

Summarize the operating expenses shown in the table:

The AS-Business Administration degree will generate positive net revenue each year to support program delivery.

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

The AS-Business Administration degree delivery at Huron Community Campus is a self-support program. The program will generate the necessary revenue to support delivery.

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

| | FY20 | | | |
|--------------------------------|-------------|---------|----------|-----------------------|
| Off-Campus Tuition, HEFF & Net | Rate | HEFF | Net | |
| Undergraduate | \$351.25 | \$40.39 | \$310.86 | Change cell on page 1 |
| Graduate | \$465.80 | \$53.57 | \$412.23 | to point to your net |
| Externally Supported | \$40.00 | | | |

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

| | FY19 | | | |
|-------------------------------|----------|---------|----------|-----------------------|
| On-Campus Tuition, HEFF & Net | Rate | HEFF | Net | |
| UG Resident - DSU, NSU | \$243.30 | \$27.98 | \$215.32 | Change cell on page 1 |
| UG Resident - SDSU, USD | \$248.35 | \$28.56 | \$219.79 | |

| UG Resident - BHSU UG Resident - SDSMT |
|---|
| GR Resident - DSU,NSU GR Resident - SDSU, USD GR Resident - BHSU GR Resident - SDSMT |
| UG Nonresident - DSU,NSU UG Nonresident - BHSU UG Nonresident - SDSU, USD UG Nonresident - SDSMT |
| GR Nonresident - DSU,NSU |

- X
- GR Nonresident BHSU
- GR Nonresident SDSU, USD
- x GR Nonresident SDSMT

UG Sioux Falls Associate Degree

| to point to your net | \$224.97 | \$29.23 | \$254.20 | |
|-----------------------|----------|---------|----------|--|
| | \$220.98 | \$28.72 | \$249.70 | |
| | | | | |
| Change cell on page 1 | \$282.67 | \$36.73 | \$319.40 | |
| | \$288.55 | \$37.50 | \$326.05 | |
| to point to your net | \$290.46 | \$37.74 | \$328.20 | |
| | \$287.49 | \$37.36 | \$324.85 | |
| | | | | |
| Change cell on page 1 | \$303.02 | \$39.38 | \$342.40 | |
| to point to your net | \$314.79 | \$40.91 | \$355.70 | |
| | \$319.04 | \$41.46 | \$360.50 | |
| | \$346.12 | \$44.98 | \$391.10 | |
| | | | | |
| | | | | |
| Change cell on page 1 | \$527.73 | \$68.57 | \$596.30 | |
| to point to your net | \$541.97 | \$70.43 | \$612.40 | |
| | \$554.76 | \$72.09 | \$626.85 | |
| | \$577.02 | \$74.98 | \$652.00 | |
| | | | | |
| Change cell on page 1 | \$243.73 | \$31.67 | \$275.40 | |
| to point to your net | | | | |

Variable Benefits Rates

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

Rates updated February 2019 (JP)

Academic and Student Affairs Consent

AGENDA ITEM: 4 – E (2) **DATE:** June 24, 2020

SUBJECT

New Site: SDSU Bachelor of Arts in Geography

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer the B.A. in Geography online.

The new site request corresponds with a substantive program modification that will add the option of a B.A. degree for the existing Geography major, which SDSU has authorization to offer online.

IMPACT AND RECOMMENDATION

Delivering the B.A. in Geography online is not expected to negatively impact enrollment in SDSU's face-to-face, on-campus courses, or enrollment in other Regental institutions. Adding an online delivery option increases the accessibility for students who are looking to pursue their education and are place bound due to current employment, family, and other commitments.

SDSU requests no additional resources.

Board office staff recommends approval to offer the program online

ATTACHMENTS

Attachment I – New Site Request Form: SDSU BA in Geography

DRAFT MOTION 20200624 4-E(2):

I move to approve SDSU's new site proposal to offer the BA in Geography online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

| UNIVERSITY: | SDSU |
|---|---------------------------------|
| DEGREE(S) AND PROGRAM: | Geography (B.A.) |
| NEW SITE(S): Include address of new physical locations. Delivery methods are defined in <u>AAC Guideline 5.5.</u> | Online |
| INTENDED DATE OF IMPLEMENTATION: | 2020-2021 Academic Year |
| CIP CODE: | 45.0701 |
| UNIVERSITY DEPARTMENT: | Geography & Geospatial Sciences |
| BANNER DEPARTMENT CODE: | SGGS |
| UNIVERSITY DIVISION: | Natural Sciences |
| BANNER DIVISION CODE: | 3 T |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2:11</u>, 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.

| Bany H. Dunn | |
|-----------------------------|----------|
| | 5/5/2020 |
| President of the University | Date |

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

South Dakota State University (SDSU) requests authorization to deliver an online B.A. in Geography. ¹ In April 2015 SDSU received approval to deliver the B.S. in Geography online. The discipline of geography is both a natural science and a social science. Geographers believe that the challenges confronting humanity result from combinations of natural and human processes and how they interact. Thus, the discipline of geography is placed at the intersection of natural and human processes, making it a bridging discipline. The B.A. requirements also reflect the growing demand for interdisciplinary knowledge and skills. In an increasingly globalized world, knowledge and skills in different disciplines helps students compete in the workplace. In this spirit, the foundational requirements include natural science geography and

¹ The new site request corresponds with a substantive program modification that requests the creation of a B.A. degree for the existing Geography major.

South Dakota State University New Site Request: B.A. in Geography - Online

geospatial techniques' courses in addition to coursework from other social sciences to better position graduates in their career endeavors. The students will benefit from a program that capitalizes on existing expertise on campus and the synergies that such a program cultivates. Many graduates with a B.A. in Geography work for federal, state, and local governmental agencies as well as for businesses, non-profit agencies, and non-governmental organizations. Careers locations range from the State Department and the Central Intelligence Agency to entities dealing with planning, trade, disaster relief, national defense, policing, and intercultural exchanges. Overall, the knowledge and skills of graduates with a B.A. in Geography positions graduates to work with different professionals to bring projects to fruition. For example, as noted by the U.S. Bureau of Labor Statistics, many graduates "work with urban planners, civil engineers, legislators, or real estate professionals to determine the best location for new public transportation".²

Delivery of the B.A. in Geography online will support SDSU's *Imagine 2023* strategic plan.³ The degree helps to "Attain academic excellence" (Goal: Achieve Excellence Through Transformative Education). Specifically, it will:

- 1b. Develop and grow high-quality and distinct academic programs designed to meet the needs of diverse students and market demands;
- 1c. Increase programs offered which use a diversity of delivery methods, times, (or scheduling) and locations.

The Department of Geography and Geospatial Sciences seeks to offer this program both face-to-face in Brookings and online. The online variant is important because it will give access to South Dakotans who are unable to move or travel to Brookings. SDSU will not require additional resources. Current online Geography courses already are attracting many of these students.

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 is the only Regental institution authorized for online delivery of the undergraduate program in Geography.

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.

SDSU expects most of the students to be new to the university. Students like the flexibility of programs offered online, which allow them to continue to live and work anywhere in the state while they are completing their degree. It is not expected that online delivery will have much impact on the enrollments in SDSU's face-to-face, on-campus courses.

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Geographers, on the Internet at https://www.bls.gov/ooh/life-physical-and-social-science/geographers.htm (visited *February 21*, 2020).

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

| | Fiscal Years* | | | |
|--|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| Estimates | FY 21 | FY 22 | FY 23 | FY 24 |
| Students new to the university | 2 | 6 | 10 | 13 |
| Students from other university programs | 2 | 4 | 6 | 8 |
| =Total students in the program at the site | 4 | 10 | 16 | 21 |
| Program credit hours (major courses)** | 48 | 120 | 192 | 252 |
| Graduates | 0 | 2 | 4 | 8 |

^{*}Do not include current fiscal year.

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

Delivering the B.A. in Geography online is not expected to negatively impact enrollment in SDSU's face-to-face, on-campus courses, or enrollment in other Regental institutions. By adding an online delivery option, it would increase the accessibility for students who are looking to pursue their education and are place bound due to current employment, family, and other commitments.

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.

| | | | Credit hours | |
|--|--------------|--------------|--------------|------------|
| | | Credit hours | currently | Credit |
| | | currently | available | hours new |
| | | available | from other | to this |
| | | from this | universities | university |
| | | university | available | for online |
| B.A. in Geography | Credit hours | online | online | delivery |
| System General Education Requirements | 30 | 30 | 30 | 0 |
| Subtotal, Degree Requirements | 30 | 30 | 30 | 0 |
| College of Natural Sciences | 9 | 9 | 6 | 0 |
| Requirements | | | | |
| Major Requirements | 41 | 41 | 14 | 0 |
| Subtotal, Requirements of the Proposed Major | 50 | 50 | 0 | 0 |
| Electives | 40 | 40 | 40 | 0 |
| Total, Degree with Proposed Major | 120 | | | |

Requirements for the B.A. in Geography⁴

Bachelor of Arts in Natural Sciences

System General Education Requirements

- Goal #1 Written Communication: SGR #1 Electives Credits: 6
- Goal #2 Oral Communication: SGR #2 Elective Credits: 3

^{**}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 Program requirements reflect the proposed curriculum based on a corresponding substantive program modification to add a B.A. degree for the existing B.S. in Geography.

South Dakota State University New Site Request: B.A. in Geography - Online

- Goal #3 Social Sciences/Diversity: SGR #3 Electives Credits: 6
- Goal #4 Arts and Humanities/Diversity: SGR #4 Electives Credits: 6
- Goal #5 Mathematics: SGR #5 Elective Credits: 3
- Goal #6 Natural Sciences: SGR #6 Electives Credits: 6

Department of Geography and Geospatial Sciences Requirements

Bachelor of Arts Requirements: 9+

- Modern Foreign Language Including the 202-Level Credits: 6+
- AHSS 111 Introduction to Global Citizenship and Diversity Credits: 3
- One declared minor outside of the major prefix OR a second major OR a teaching specialization. The minor may be a traditional minor within one department or it may be interdisciplinary involving more than one department. The minor can be in a different college. The minor must be declared no later than the student's third semester of enrollment.
- Capstone course in the major discipline
- Upper division coursework Credits: 33

Major Requirements - Bachelor of Arts

- GEOG 131-131L Physical Geography: Weather and Climate and Lab (COM) [SGR #6] Credits: 4
- GEOG 132-132L Physical Geography: Natural Landscapes and Lab (COM) [SGR #6] Credits: 4
- GEOG 200 Introduction to Human Geography (COM) [SGR #3] Credits: 3
- GEOG 210 World Regional Geography (COM) [SGR #3] Credits: 3
- GEOG 372-372L Introduction to GIS and Lab (COM) Credits: 3 or GEOG 383-383L - Cartography and Lab Credits: 3
- GEOG 421-521 Research Methods in Geography Credits: 3 or HIST 480 - Historical Methods and Historiography (COM) Credits: 3
- GEOG 447-547 Geography of the Future (COM) Credits: 3 (Capstone) or GEOG 454-554 - Sustainable Communities Credits: 3 (Capstone)

Regional Geography

Select six credits (one GEOG and one other prefix) from the following. Credits: 6

- FREN 385 Travel Study Abroad Francophone (COM) Credits: 1-6
- FREN 433 French Culture and Civilization Credits: 3
- GEOG 317 Geography of Africa Credits: 3
- GEOG 320 Regional Geography: (COM) Credits: 3
- GEOG 430-530 Geography of Europe Credits: 3
- GER 380 Deutschland Heute (COM) Credits: 3
- GER 435 German Culture History (COM) [##PENDING BOR APPROVAL] Credits: 3
- HIST 476 History of South Dakota (COM) Credits: 3
- POLS 447 Latin American Politics (COM) Credits: 3
- SPAN 433 Spanish Civilization and Culture (COM) Credits: 3
- SPAN 435 Latin American Civilization and Culture Credits: 3

Select from the following

Select twelve credits from the following three categories - Political and Cultural Geography, Economic Geography and Social Geography, and Environmental

Geography. Select two of the categories and complete one GEOG and one other discipline in each of the two chosen categories. Credits: 12

Political and Cultural Geography

- GEOG 353 Geography of Religion Credits: 3
- GEOG 405 Historical Geography Credits: 3
- GEOG 459-559 Political Geography (COM) Credits: 3
- GEOG 460-560 Geopolitics Credits: 3
- GLST 480 Ethics of Globalization Credits: 3
- HIST 368 History and Culture of the American Indian (COM) Credits: 3
- HIST 378 Social and Cultural History of the US Credits: 3
- HIST 462 Formation of Federal Indian Policy Credits: 3
- POLS 341 Europe Democratic Government (COM) Credits: 3
- POLS 350 International Relations (COM) Credits: 3
- POLS 458 Democracy & Authoritarianism Credits: 3
- SPAN 476 19th and 20th Century Spain Credits: 3
- SPAN 477 19th and 20th Century Latin America Credits: 3

Economic Geography and Social Geography

- ECON 413-513 Macroeconomic Policy Credits: 3
- ECON 433-533 Public Finance (COM) Credits: 3
- ECON 440-540 International Economics Credits: 3
- GEOG 351 Economic Geography Credits: 3
- GEOG 425-525 Population Geography Credits: 3
- GEOG 454-554 Sustainable Communities Credits: 3
- GEOG 461-561 Urban Geography Credits: 3
- POLS 360 Politics of Inequality Credits: 3
- SOC 350 Race and Ethnic Relations (COM) Credits: 3
- SOC 440-540 Urban Sociology (COM) Credits: 3
- SOC 462-562 Population Studies (COM) Credits: 3

Environmental Geography

- AGEC 479 Agricultural Policy Credits: 3
- ECON 472-572 Resource and Environmental Economics (COM) Credits: 3
- GEOG 365 Land Use and Planning Credits: 3
- GEOG 415-515 Environmental Geography and Sustainability Credits: 3
- HIST 409-509 Environmental History of the U.S. (COM) [##REVISIONS PENDING BOR APPROVAL] Credits: 3
- SOC 245 Environment and Society Credits: 3

Electives

Taken as needed to complete any additional degree requirements.

Total Required Credits: 120

Academic Requirements

Students must complete a minimum of 18 upper division credits in major courses and earn at least a "C" in each course used to meet the major requirements.

South Dakota State University
New Site Request: B.A. in Geography - Online

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

An academic advisor will be assigned to those distance students in the major. They will connect with the students using e-mail, phone, Skype, and numerous other technologies as they communicate. A student services facilitator is housed in Continuing and Distance Education and is available to assist students in connecting to necessary resources online and on campus. Finally, online tutoring support is available through Smarthinking (Pearson Education) and student services such as disability services accommodations will be available to students upon request.

The South Dakota State University Hilton M. Briggs library has long served students engaged in coursework away from campus. This includes students enrolled online. Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance. The librarian provides online research guides and is available for consultations with faculty and students.
- Distance Library Services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have online access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.

Students will have access to technical support provided by SDSU's Information Technology Services.

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.

The Department of Geography and Geospatial Sciences is not requesting additional faculty or equipment to support online delivery of the B.A. in Geography. Tuition revenue generated from online tuition will adequately fund the program. Growth that requires additional courses will be met by self-support tuition.

Academic and Student Affairs Consent

AGENDA ITEM: 4 – E (3) DATE: June 24, 2020

SUBJECT

New Site: SDSU Bachelor of Science in Geographic Information Sciences

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer the B.S. in Geographic Information Sciences (GISc) online. This request is in response to students' needs, market demands, and an ever-changing society. The B.S. in Geographic Information Sciences will prepare students to utilize their knowledge of geographic applications, and various geospatial technologies to meet the challenges of today's society. The program includes the necessary courses to prepare the graduate to function in geographic information science and allows students to develop their knowledge and skills in one of two concentrations: GIS Analysist or GIS Developer.

IMPACT AND RECOMMENDATION

SDSU expects most of the students to be new to the university. Students like the flexibility of programs offered online, which allow them to continue to live and work anywhere in the state while they are completing their degree.

Delivering the B.S. in Geographic Information Sciences online is not expected to negatively impact enrollment in SDSU's face-to-face, on-campus courses or enrollment in other Regental institutions.

SDSU requests no additional resources.

Board office staff recommends approval to offer the program online

ATTACHMENTS

Attachment I – New Site Request Form: SDSU BS in Geographic Information Sciences

DRAFT MOTION 20200624 4-E(3):

I move to approve SDSU's new site proposal to offer the BS in Geographic Information Sciences online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

| UNIVERSITY: | SDSU |
|---|--|
| DEGREE(S) AND PROGRAM: | Geographic Information Sciences |
| | (B.S.) |
| NEW SITE(S): | Online |
| Include address of new physical locations. | |
| Delivery methods are defined in <u>AAC Guideline 5.5.</u> | |
| INTENDED DATE OF IMPLEMENTATION: | 2020-2021 Academic Year |
| CIP CODE: | 45.0702 |
| UNIVERSITY DEPARTMENT: | Geography & Geospatial Sciences |
| BANNER DEPARTMENT CODE: | SGGS |
| UNIVERSITY DIVISION: | Natural Sciences |
| BANNER DIVISION CODE: | 3 T |

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2:11</u>, 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.

| Bony H. Durn | 5/1/2020 |
|-----------------------------|----------|
| President of the University | Date |

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

South Dakota State University (SDSU) requests authorization to offer the B.S. in Geographic Information Sciences (GISc) online. This request is in response to students' needs, market demands, and an ever-changing society. The B.S. in Geographic Information Sciences will prepare students to utilize their knowledge of geographic applications, and various geospatial technologies to meet the challenges of today's society. The program includes the necessary courses to prepare the graduate to function in geographic information science and allows students to develop their knowledge and skills in one of two concentrations: GIS Analysist or GIS Developer.

Many projections from government agencies and market research firms alike point toward considerable growth of the geospatial technology industry as well as growth in GIS-related

South Dakota State University
New Site Request: B.S. in Geographic Information Sciences - Online

employment sectors and fields. The U.S. Department of Labor Employment and Training Administration (DOLETA), for example, cites an annual growth rate of approximately 35 percent for the geospatial technology industry, with reliable public sector revenue accounting for approximately one third of the industry's total annual receipts. Likewise, P&S Market Research estimates a compound annual growth rate of 10.1 percent from 2017 to 2023 for the global GIS market.

A particular highlight is the field of cartography and photogrammetry. According to the U.S. Department of Labor's Bureau of Labor Statistics (BLS), jobs in the field of cartography and photogrammetry are expected to grow by approximately 19% between 2016 and 2026, with a total estimated growth of "much faster than the average" for all occupations over this same period. With a median salary over \$62,750, employment in jobs related to cartography and photogrammetry are excellent opportunities for recent university graduates who have GIS experience and specialization. ³

In the last five years, many state agencies have incorporated geospatial technologies and have created new positions for GISc analysts, technicians, programmers and managers. Some South Dakota agencies that employ persons with GISc training include the Department of Game, Fish and Parks, Department of Transportation, Bureau of Information Technology, Department of Environment and Natural Resources, and Department of Public Safety to name a few. In addition, Native American tribal governments, city planning departments, and regional planning agencies have created new positions for GISc specialists. Increasingly, there is a demand for GISc professionals in private industry within South Dakota. Surveying and engineering firms throughout the state routinely hire GISc professionals. EROS Data Center employs persons with remote sensing skills. A B.S. in Geographic Information Sciences will provide advanced training for individuals to become productive employees in public and private industries throughout the state of South Dakota, the region and the United States. The South Dakota Department of Labor & Regulation⁴ and Bureau of Labor Statistics (BLS)⁵ predict employment growth in many of the anticipated occupations.

Delivery of the BS in Geographic Information Sciences online will support SDSU's *Imagine* 2023 strategic plan.⁶ The degree helps to "Attain academic excellence" (Goal: Achieve Excellence Through Transformative Education). Specifically, it will:

1b. Develop and grow high-quality and distinct academic programs designed to meet the needs of diverse students and market demands;

1c. Increase programs offered which use a diversity of delivery methods, times, (or scheduling) and locations.

SDSU will not require additional resources.

¹Employment and Training Administration, U.S. Department of Labor, *High Growth Industry Profile: Geospatial Technology*, on the internet https://www.doleta.gov/brg/indprof/geospatial_profile.cfm (visited *February 2, 2018*).

² P&S Marketing Research, on the internet at https://www.psmarketresearch.com/press-release/global-geographic-information-system-market (visited *February 2, 2018*).

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2017-18 Edition*, on the Internet at https://www.bls.gov/ooh/architecture-and-engineering/cartographers-and-photogrammetrists.htm (visited *February 2, 2018*).

⁴ South Dakota Department of Labor and Regulations, *Employment Projections by Occupation*, on the internet at: https://www.southdakotaworks.org (visited *February 2, 2018*).

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2017-18 Edition*, on the Internet at https://www.bls.gov/ooh (visited *February 2, 2018*).

⁶ https://www.sdstate.edu/imagine-2023-aspire-discover-achieve

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 is only Regental institution with a B.S. in Geographic Information Sciences. Northern State University currently offers a Geographic Information Sciences minor and certificate. South Dakota School of Mines and Technology offers a minor and certificate in Geospatial Technology. Neither are authorized to offer their programs online. SDSU is authorized for online delivery of a minor and certificate in Geographic Information Sciences.

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.

SDSU expects most of the students to be new to the university. Students like the flexibility of programs offered online, which allow them to continue to live and work anywhere in the state while they are completing their degree. It is not expected that delivery online will have much impact on the enrollments in SDSU's face-to-face, on-campus courses. Students are already enrolling in the available courses.

| | Fiscal Years* | | | |
|--|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| Estimates | FY 21 | FY 22 | FY 23 | FY 24 |
| Students new to the university | 5 | 8 | 15 | 19 |
| Students from other university programs | 3 | 3 | 4 | 4 |
| =Total students in the program at the site | 8 | 19 | 38 | 58 |
| Program credit hours (major courses)** | 112 | 202 | 494 | 593 |
| Graduates | 0 | 0 | 2 | 6 |

^{*}Do not include current fiscal year.

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

Delivering the B.S. in Geographic Information Sciences online is not expected to negatively impact enrollment in SDSU's face-to-face, on-campus courses or enrollment in other Regental institutions.

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

^{**}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.

New Site Request: B.S. in Geographic Information Sciences - Online

requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.

| | | | Credit hours | |
|--|--------------|--------------|--------------|------------|
| | | Credit hours | currently | Credit |
| | | currently | available | hours new |
| | | available | from other | to this |
| | | from this | universities | university |
| | | university | available | for online |
| BS in Geographical Information Sciences | Credit hours | online | online | delivery |
| System General Education Requirements * | 21 | 21 | 21 | 0 |
| Subtotal, Degree Requirements | 21 | 21 | 21 | 0 |
| College of Natural Sciences | 5 | 5 | 5 | 0 |
| Requirements | | | | |
| Major Requirements | 41 | 41 | 12 | 9 |
| Subtotal, Requirements of the Proposed Major | 92 | 58 | 0 | 0 |
| Electives | 53 | 53 | 53 | 0 |
| Total, Degree with Proposed Major | 120 | | | |

^{*}Major requirements apply towards the 30 credits required for the System General Education Requirements SGR #3 and SGR #6.

As noted in question #1 students may select one of two options – GIS Analyst or GIS Developer. Students are currently able to complete the GIS Analyst option online. To allow students to also complete the GIS Developer option online, sections will be developed for GEOG 471 (new course), GEOG 476-476L, and GEOG 477-477L.

Requirements for the B.S. Geographic Information Sciences

Bachelor of Science in Natural Sciences

System General Education Requirements

- Goal #1 Written Communication: SGR #1 Electives Credits: 6
- Goal #2 Oral Communication: SGR #2 Elective Credits: 3
- Goal #3 Social Sciences/Diversity: GEOG 200 Introduction to Human Geography (COM) [SGR #3] Credits: 3 (Major Requirement) or GEOG 210 - World Regional Geography (COM) [SGR #3] Credits: 3 (Major Requirement) and SGR #3 Elective Credits: 3
- Goal #4 Arts and Humanities/Diversity: SGR #4 Electives Credits: 6
- Goal #5 Mathematics: SGR #5 Elective Credits: 3
- Goal #6 Natural Sciences: GEOG 131-131L Physical Geography: Weather and Climate and Lab (COM) [SGR #6] Credits: 4 (Major Requirement) and GEOG 132-132L -Physical Geography: Natural Landscapes and Lab (COM) [SGR #6] Credits: 4 (Major Requirement)

Department of Geography and Geospatial Sciences Requirements Bachelor of Science Requirements: 13+

- Natural Sciences Credits: 10+
 - Any two lab sciences.
 - Coursework must include 2 prefixes.
 - MATH and STAT courses do not count toward the science requirement.
- AHSS 111 Introduction to Global Citizenship and Diversity Credits: 3

- One declared minor outside of the major prefix OR a second major OR a teaching specialization. The minor may be a traditional minor within one department or it may be interdisciplinary involving more than one department. The minor can be in a different college. The minor must be declared no later than the student's third semester of enrollment.
- Capstone course in the major discipline
- Upper division coursework Credits: 33

System General Education and/or major coursework may satisfy some or all of the above requirements. Consult program advisor for details.

Major Requirements

- GEOG 131-131L Physical Geography: Weather and Climate and Lab (COM) [SGR #6] Credits: 4 *
- GEOG 132-132L Physical Geography: Natural Landscapes and Lab (COM) [SGR #6] Credits: 4 *
- GEOG 200 Introduction to Human Geography (COM) [SGR #3] Credits: 3 *
- GEOG 210 World Regional Geography (COM) [SGR #3] Credits: 3 *
- GEOG 372-372L Introduction to GIS and Lab (COM) Credits: 3 *
- GEOG 421- Research Methods in Geography Credits: 3 *
- GEOG 447 Geography of the Future (COM) Credits: 3 (Capstone) * or GEOG 454 - Sustainable Communities Credits: 3 (Capstone) *
- GEOG 484-484L Remote Sensing and Lab (COM) Credits: 3 *
- Select one of the following options GIS Analyst or GIS Developer. Credits: 15 GIS Analyst Option
 - GEOG 473-473L GIS: Data Creation and Integration and Lab (COM) Credits: 3 *
 - GEOG 474-474L GIS: Vector and Raster Modeling and Lab Credits: 3 *
 - GEOG 475-475L GIS Applications and Lab Credits: 3 *
 - Select six credits from the following list.
 - GEOG 270 Introduction to Small Unmanned Aircraft Systems Credits: 3 *
 - GEOG 383-383L Cartography and Lab Credits: 3 *
 - GEOG 471 Introduction to GIS Programming [##NEW COURSE REQUEST PENDING BOR LEVEL APPROVALS] Credits: 3
 - GEOG 476-476L Web GIS and Lab Credits: 3
 - GEOG 477-477L Spatial Databases and Lab Credits: 3
 - GEOG 483-483L Aerial Remote Sensing and Lab Credits: 3
 - GEOG 485-485L Quantitative Remote Sensing and Lab Credits: 3

GIS Developer Option

- GEOG 471- Introduction to GIS Programming [##NEW COURSE REQUEST PENDING BOR LEVEL APPROVALS | Credits: 3
- GEOG 476-476L Web GIS and Lab Credits: 3
- GEOG 477-477L Spatial Databases and Lab Credits: 3
- Select six credits from the following list.
 - GEOG 270 Introduction to Small Unmanned Aircraft Systems Credits: 3 *
 - GEOG 383-383L Cartography and Lab Credits: 3 *
 - GEOG 473-473L GIS: Data Creation and Integration and Lab (COM) Credits: 3
 - GEOG 474-474L GIS: Vector and Raster Modeling and Lab Credits: 3 *
 - GEOG 475-475L GIS Applications and Lab Credits: 3 *

New Site Request: B.S. in Geographic Information Sciences - Online

- GEOG 483-483L Aerial Remote Sensing and Lab Credits: 3
- GEOG 485-485L Quantitative Remote Sensing and Lab Credits: 3

Electives

• Taken as needed to complete any additional degree requirements.

For those seeking technical careers in GISc, these additional courses are suggested:

- CEE 106-106L Elementary Surveying and Lab Credits: 3, 1
- CEE 434 Hydrology Credits: 3
- CSC 105 Introduction to Computers (COM) Credits: 3
- CSC 150 Computer Science I (COM) Credits: 3
- CSC 205 Advanced Computer Applications (COM) Credits: 3
- CSC 474 Computer Networks Credits: 3
- GE 121 Engineering Design Graphics I Credits: 1
- GEOG 384-384L Advanced Cartography and Lab Credits: 3
- GEOG 485-485L Quantitative Remote Sensing and Lab Credits: 3
- INFO 101 Introduction to Informatics [SGR #6] Credits: 3
- MATH 115 Precalculus (COM) [SGR #5] Credits: 5
- MATH 120 Trigonometry (COM) [SGR #5] Credits: 3

Total Required Credits: 120

Academic Requirements

Students must earn at least a "C" in each course used to meet the major requirements.

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

An academic advisor will be assigned to those distance students in the major. They will connect with the students using e-mail, phone, Skype, and numerous other technologies as they communicate. A student services facilitator is housed in Continuing and Distance Education and is available to assist students in connecting to necessary resources online and on campus. Finally, online tutoring support is available through Smarthinking (Pearson Education) and student services such as disability services accommodations will be available to students upon request.

The South Dakota State University Hilton M. Briggs library has long served students engaged in coursework away from campus. This includes students enrolled online. Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance. The librarian provides online research guides and is available for consultations with faculty and students.
- Distance Library Services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have online access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.

Students will have access to technical support provided by SDSU's Information Technology Services.

^{*}Courses offered online by SDSU.

South Dakota State University New Site Request: B.S. in Geographic Information Sciences - Online

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.

The Department of Geography and Geospatial Sciences is not requesting additional faculty or equipment to support online delivery of the B.S. in Geographic Information Sciences. Tuition revenue generated from online tuition will adequately fund the program. Because nearly all courses are already online or will be in the near future, a budget is not provided. Growth that requires additional courses will be met by self-support tuition.

Academic and Student Affairs Consent

AGENDA ITEM: 4 – F (1) **DATE:** June 24, 2020

SUBJECT

Accelerated Program: SDSU Bachelor of Science in Animal Science – Food Animal Health Specialization

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:5 – Transfer of Credit

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests approval to offer an accelerated Bachelor of Science (B.S.) in Animal Science – Food Animal Health Specialization. The Food Animal Health Specialization is requested in conjunction with the Professional Program in Veterinary Medicine (PPVM) and Biological Sciences (M.S.) – Veterinary Medicine Specialization. The PPVM is a non-degree program at SDSU, providing the first two years of coursework towards the Doctor of Veterinary Medicine (DVM) degree, which will be completed at the University of Minnesota College of Veterinary Medicine. The Food Animal Health Specialization will allow students to complete course requirements for acceptance to veterinary school, along with a strong foundation in large animal production and management, in approximately 3 years. Ultimately, this will aid in reducing time and money students incur in pursuit of a professional Doctor of Veterinary Medicine degree, while improving the graduate rate of students pursuing DVM degrees.

The accelerated program will allow students to apply 19 credits from the PPVM towards the Animal Science (B.S.) – Food Animal Health Specialization while actively pursuing their M.S. and DVM, thus reducing total time and cost to attain the B.S. and M.S. (from SDSU) and DVM (from UMN) degrees.

IMPACT AND RECOMMENDATION

Upon approval, this request will move forward to the Board for formal approval.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – Accelerated Program Request Form: SDSU BS in Animal Science – Food Animal Health Specialization

DRAFT MOTION 20200624 4-F(1):

I move to approve SDSU's proposal to offer an accelerated Bachelor of Science (BS) in Animal Science – Food Animal Health Specialization.



ACADEMIC AFFAIRS FORMS

Accelerated Graduate Program Request

| UNIVERSITY: | SDSU |
|--------------------|---|
| NAME AND DEGREE OF | Animal Science (B.S.) - Food Animal Health |
| UNDERGRADUATE | Specialization |
| PROGRAM: | |
| NAME AND DEGREE OF | Professional Program in Veterinary Medicine (New |
| GRADUATE PROGRAM: | Professional Program - No Degree) |

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.

| Drue H Nam | 5/6/2020 |
|-----------------------------|----------|
| President of the University | Date |

1. Maximum number of credits allowed to transfer between undergraduate and graduate program:

Nineteen (19)

2. Is the response to Question 1 more than thirteen (13) credit hours?

Yes \boxtimes (requires BOR approval) No \square (does not require BOR approval)

3. What is the proposed date (day/month/year) the accelerated program would begin?

2020-2021 Academic Year

4. Please provide a brief explanation of the accelerated program, including specific courses eligible for both the undergraduate and graduate program credit.

Students must follow policy and procedures outlined in <u>SDSU Policy 2:22 Use of Graduate Credit for Undergraduate Degree Requirements.</u>

The Food Animal Health Specialization is requested in conjunction with the Professional Program in Veterinary Medicine (PPVM) and Biological Sciences (M.S.) – Veterinary Medicine Specialization. The PPVM is a non-degree program at SDSU, providing the first two years of coursework towards the Doctor of Veterinary Medicine (DVM) degree, which will be completed at the University of Minnesota College of Veterinary Medicine. The Food Animal Health Specialization will allow students to complete course requirements for acceptance to veterinary school, along with a strong foundation in large animal production and management, in

approximately 3 years. Ultimately, this will aid in reducing time and money students incur in pursuit of a professional Doctor of Veterinary Medicine degree, while improving the graduate rate of students pursuing DVM degrees.

The Food Animal Health specialization, in conjunction with the PPVM, will address needs for food animal veterinarians, thus supporting animal health, food safety, and biosecurity needs of South Dakota's large livestock industries. Students will be trained in animal disease diagnostics and most are expected to directly participate in animal health research.

Currently some students pursuing a Doctor of Veterinary Medicine degree complete the requirements for acceptance to veterinary school without completing a Bachelor of Science degree. This specialization will allow students to complete the requirements for acceptance to veterinary school in approximately 3 years and graduate with a Bachelor's degree after completion of their first year in the Professional Program for Veterinary Medicine. The accelerated program will allow students to apply 19 credits from the PPVM towards the Animal Science (B.S.) - Food Animal Health Specialization while actively pursuing their M.S. and DVM, thus reducing total time and cost to attain the B.S. and M.S. (from SDSU) and DVM (from UMN) degrees.

The following courses are eligible for both undergraduate and graduate program credit:

- VET 602 Integrated Biochemistry and Physiology (7 cr.)
- VET 604 Clinical Skills I (2 cr.)
- VET 606 Critical Scientific Reading (1 cr.)
- VET 626 Agents of Disease I (4 cr.)
- VET 627 Preventative Medicine (5 cr.)

Academic and Student Affairs Consent

AGENDA ITEM: 4 – F (2) **DATE:** June 24, 2020

SUBJECT

Accelerated Program: USD Bachelor of Science in Biology – Human Dynamics Specialization

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:5 – Transfer of Credit

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests approval to offer an accelerated Bachelor of Science (B.S.) in Biology – Human Dynamics Specialization. The addition of the accelerated 3+3 program partnering Biology and Physical Therapy allows students pursuing a B.S. in Biology with a specialization in Human Dynamics to count 29 credit hours of the first year of the doctoral degree in physical therapy (DPT) toward the final (fourth) year of undergraduate programming (biology elective courses). The student will complete 91 credits of undergraduate coursework (including PT Program pre-requisites) before matriculating to the DPT program. Matriculation to the DPT Program is contingent upon acceptance following a competitive admissions process.

IMPACT AND RECOMMENDATION

Upon approval, this request will move forward to the Board for formal approval. However, current policy states that a maximum of 25 credits may be transferred; the current request attached indicates there will be 29 credits allowed. This request is still under review by the System VPAA.

ATTACHMENTS

Attachment I – Accelerated Program Request Form: USD BS in Biology – Human Dynamics Specialization

DRAFT MOTION 20200624 4-F(2):

I move to approve USD's proposal to offer an accelerated Bachelor of Science (BS) in Biology – Human Dynamics Specialization.



ACADEMIC AFFAIRS FORMS

Accelerated Graduate Program Request

| UNIVERSITY: | USD |
|--|---|
| NAME AND DEGREE (e.g., BA, BS) OF | B.S. in Biology – Human Dynamics |
| UNDERGRADUATE PROGRAM: | Specialization |
| NAME AND DEGREE (e.g., MA, MS, PhD) OF | Doctor of Physical Therapy (DPT) |
| GRADUATE PROGRAM: | |

University Approval

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

| Elizabeth M. Freeburg | 4/16/2020 |
|---|-----------|
| 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: 29 credits
- 2. Is the response to Question 1 more than thirteen (13) credit hours?

Yes \boxtimes No \square (requires BOR approval) (does not require BOR approval)

3. What is the proposed date (day/month/year) the accelerated program would begin? Fall, 2020

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 the accelerated 3+3 program partnering Biology and Physical Therapy allows students pursuing a B.S. in Biology with a specialization in Human Dynamics to count 29 credit hours of the first year of the doctoral degree in physical therapy (DPT) toward the final (fourth) year of undergraduate programming (biology elective courses). The student will complete 91 credits of undergraduate coursework (including PT Program pre-requisites) before matriculating to the DPT program. Matriculation to the DPT Program is contingent upon acceptance following a competitive admissions process. See next page for curriculum details.

The University of South Dakota Major Credit Hour count: 57 Major: Biology - Human Dynamics, B.S. [2020-2021 Academic Catalog]

| First Year - 1st Semester BIOL 151/L General Biology I CHEM 112/L: General Chemistry I ENGL 101 Composition I Mathematics First Year Seminar Semester Credit Hours: Second Year - 1st Semester BIOL 280/L Inquiry & Analysis BIOL 471 Genetics BIOL 471 Genetics BIOL 471 Genetics SPCM 101 Fundamentals of Speech Advanced Composition SGR 1 SGR 3 Advanced Composition SGR 1 SGR 3 BIOL 481/L Vertebrate Anatomy & Embryology BIOL 481/L Vertebrate Anatomy & Embryology BIOL 481/L Vertebrate Anatomy & Embryology Major Additional Social Science/Humanities BS 3 BIOL 481/L Vertebrate Anatomy & Embryology BS 4 BIOL 481/L Vertebrate Anatomy & Embryology BS 4 BIOL 482/L Deneral Biology II BIOL 481/L Vertebrate Psychology BIOL | BS + Major BS + Major BS + Major BS SGR 3+M Semester Credit Hours: Major Major Major | 4 4 3 3 |
|---|--|------------------|
| BIOL 151/L General Biology I CHEM 112/L: General Chemistry I ENGL 101 Composition I SGR 6+M 4 CHEM 114/L General Chemistry II ENGL 101 Composition I SGR 1 SGR 5 SGR 5 SGR 5 SGR 5 SPSYC 101 General Psychology First Year Seminar Semester Credit Hours: Semester Credit Hours: Second Year - 1st Semester BIOL 280/L Inquiry & Analysis BIOL 471 Genetics BIOL 471 Genetics SPCM 101 Fundamentals of Speech Advanced Composition SGR 1 SGR 3+M SGR 3+M SGR 3+M SGR 3+M SEMESTER Credit Hours: Third Year - 1st Semester BIOL Elective BIOL 481/L Vertebrate Anatomy & Embryology PSYC Minor Elective BIOL 481/L Vertebrate Anatomy & Embryology Additional Social Science/Humanities BS 3 Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 211/221L) ^a Semester Credit Hours: Fourth Year - 1st Semester BIOL Elective BS 3 Semester Credit Hours: Fourth Year - 1st Semester ANAT 711: Human Anatomy (BIO Elective) Major + PT Major + PT Major + PT ANAT 712: Embryology Anator + PSYC Major + PT ANAT 712: Embryology | BS + Major BS SGR 3+M Semester Credit Hours: Major | 4 3 3 |
| CHEM 112/L: General Chemistry I ENGL 101 Composition I SGR 6+M Athematics SGR 5 SGR 5 SGR 5 SGR 5 Semester Credit Hours: Semester Credit Hours: Semester Credit Hours: Second Year - 1st Semester BIOL 280/L Inquiry & Analysis BIOL 471 Genetics BIOL 471 Genetics BIOL 471 Genetics SPCM 101 Fundamentals of Speech Advanced Composition SGR 1 SGR 3+M SGR 3+M SGR 3+M Semester Credit Hours: Third Year - 1st Semester BIOL Elective BIOL 481/L Vertebrate Anatomy & Embryology Major Additional Social Science/Humanities BIOL 481/L Vertebrate Anatomy & Embryology Additional Social Science/Humanities BIOL Semester Credit Hours: Fourth Year - 1st Semester BIOL Elective Burnand PT Pre-Req: PHYS 111/111L or PHYS Semester Credit Hours: Fourth Year - 1st Semester ANAT 711: Human Anatomy (BIO Elective) Major + PT Burnand Chemistry II Sends 1 Semester Credit Hours: Second Year - 2nd Semester BIOL 420: Biostats BIOL 420: Biostats BIOL 420: Biostats BIOL 420: Biostats BIOL 428/L Comparative Physiology Humanities BS 3 BIOL 428/L Comparative Physiology BYSYC Minor Elective Fibrid Year - 2nd Semester Third Year - 2nd Semester Third Year - 2nd Semester Fourth Year - 2nd Semester Fourth Year - 2nd Semester ANAT 711: Human Anatomy (BIO Elective) BS 3 Semester Credit Hours: Fourth Year - 2nd Semester ANAT 712: Embryology | BS + Major BS SGR 3+M Semester Credit Hours: Major | 4 3 3 |
| ENGL 101 Composition I SGR 1 3 ENGL 210 Intro to Literature Mathematics SGR 5 3 PSYC 101 General Psychology First Year Seminar 1 1 PSYC 101 General Psychology Semester Credit Hours: 15 Second Year - 1st Semester BIOL 280/L Inquiry & Analysis Major 2 BIOL 420: Biostats BIOL 471 Genetics Major 3 PSYC 451 Abnormal Psychology SPCM 101 Fundamentals of Speech SGR 2 3 BIOL 428/L Comparative Physiology Advanced Composition SGR 1 3 Humanities PSYC 321 Human Development SGR 3+M 3 PSYC Minor Elective Semester Credit Hours: 14 Third Year - 1st Semester BIOL Elective Major 3 PSYC Minor Elective BIOL 481/L Vertebrate Anatomy & Embryology Major 4 PSYC Minor Elective PSYC Minor Elective BS 3 Additional Social Science/Humanities Additional Social Science/Humanities BS 3 Fine Art Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 4 Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 4 211/221L) ^a Semester Credit Hours: Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 ANAT 712: Embryology | BS SGR 3+M Semester Credit Hours: | 3 3 |
| Mathematics First Year Seminar Semester Credit Hours: Second Year - 1st Semester | SGR 3+M Semester Credit Hours: Major | 3 |
| First Year Seminar Semester Credit Hours: 1 | Semester Credit Hours: | |
| Second Year - 1st Semester BIOL 280/L Inquiry & Analysis BIOL 471 Genetics BIOL 481/L Vendementals of Speech SGR 2 3 BIOL 428/L Comparative Physiology Humanities PSYC Minor Elective Semester Credit Hours: Third Year - 1st Semester BIOL Elective BIOL 481/L Vertebrate Anatomy & Embryology Major PSYC Minor Elective BS 3 Additional Social Science/Humanities BS 3 Additional Social Science/Humanities BS 3 Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 211/221L) ^a Semester Credit Hours: Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 Second Year - 2nd Semester BIOL 420: Biostats BIOL 420: Biology BIOL 428/L Comparative Physiology BIOL 428/L Comparative | Major | 14 |
| Second Year - 1st SemesterBIOL 280/L Inquiry & AnalysisMajor2BIOL 420: BiostatsBIOL 471 GeneticsMajor3PSYC 451 Abnormal PsychologySPCM 101 Fundamentals of SpeechSGR 23BIOL 428/L Comparative PhysiologAdvanced CompositionSGR 13HumanitiesPSYC 321 Human DevelopmentSGR 3+M3PSYC Minor ElectiveSemester Credit Hours:14Third Year - 1st SemesterBIOL ElectiveMajor3PSYC Minor ElectiveBIOL 481/L Vertebrate Anatomy & EmbryologyMajor4PSYC Minor ElectivePSYC Minor ElectiveBS3Additional Social Science/HumanitiesAdditional Social Science/HumanitiesBS3Fine ArtElective (Recommend PT Pre-Req: PHYS 111/111L or PHYS4Elective (Recommend PT Pre-Req: I 213/213L)aSemester Credit Hours:Fourth Yearb - 1st SemesterANAT 711: Human Anatomy (BIO Elective)cMajor + PT6ANAT 712: Embryology | Major | 14 |
| BIOL 280/L Inquiry & Analysis BIOL 471 Genetics Major SPCM 101 Fundamentals of Speech Advanced Composition SGR 1 SGR 3+M Semester Credit Hours: BIOL 420: Biostats PSYC 451 Abnormal Psychology BIOL 428/L Comparative Physiology Humanities PSYC 321 Human Development SGR 3+M Semester Credit Hours: Third Year - 1st Semester BIOL Elective BIOL 481/L Vertebrate Anatomy & Embryology PSYC Minor Elective BS Additional Social Science/Humanities BS Additional Social Science/Humanities Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 211/221L) ^a Semester Credit Hours: Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT Major 4 PSYC Minor Elective PSYC Minor Elective BS Additional Social Science/Humanities BS Semester Credit Hours: Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT Major + PT Major + PT Major + PT ANAT 712: Embryology | 5 | |
| BIOL 280/L Inquiry & Analysis BIOL 471 Genetics BIOL 471 Genetics Major SPCM 101 Fundamentals of Speech Advanced Composition SGR 1 SGR 3+M Semester Credit Hours: Third Year - 1st Semester BIOL 481/L Vertebrate Anatomy & Embryology Additional Social Science/Humanities BSYC Minor Elective BSS 3 Additional Social Science/Humanities BSS 3 Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 211/221L) ^a Semester Credit Hours: Fourth Year ^b - 1st Semester BIOL 280/L 420: Biostats PSYC 451 Abnormal Psychology Humanities PSYC Minor Elective PSYC Minor Elective Third Year - 2nd Semester Third Year - 2nd Semester Third Year - 2nd Semester Additional Social Science/Humanities BS 3 Additional Social Science/Humanities BS 3 Fine Art Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 211/221L) ^a Semester Credit Hours: Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 ANAT 712: Embryology | 5 | |
| BIOL 471 Genetics | 5 | 4 |
| SPCM 101 Fundamentals of Speech Advanced Composition SGR 1 SGR 1 SGR 3+M SGR 3+M SGR 3+M Semester Credit Hours: Third Year - 1st Semester | | 3 |
| Advanced Composition PSYC 321 Human Development Semester Credit Hours: Third Year - 1st Semester BIOL Elective BIOL 481/L Vertebrate Anatomy & Embryology PSYC Minor Elective BSS 3 Additional Social Science/Humanities Additional Social Science/Humanities Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 211/221L) ^a Semester Credit Hours: Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT Major SGR 3 + M 3 PSYC Minor Elective PSYC Minor Elect | | 4 |
| PSYC 321 Human Development Semester Credit Hours: Third Year - 1st Semester BIOL Elective BIOL 481/L Vertebrate Anatomy & Embryology PSYC Minor Elective BS Additional Social Science/Humanities Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 211/221L) ^a Semester Credit Hours: Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT ANAT 712: Embryology PSYC Minor Elective PSYC M | SGR 4 | 3 |
| Semester Credit Hours: 14 Third Year - 1st Semester BIOL Elective BIOL 481/L Vertebrate Anatomy & Embryology PSYC Minor Elective BS 3 Additional Social Science/Humanities Additional Social Science/Humanities Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 4 Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 4 Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 5 Emester Credit Hours: Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 ANAT 712: Embryology | BS | 3 |
| Third Year - 1st Semester BIOL Elective BIOL 481/L Vertebrate Anatomy & Embryology PSYC Minor Elective BS 3 Additional Social Science/Humanities Additional Social Science/Humanities BS 3 Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 4 Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 4 Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 5 Emester Credit Hours: 17 Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 Third Year - 2nd Semester PSYC Minor Elective PSYC Minor Electi | Semester Credit Hours: | 17 |
| BIOL Elective BIOL 481/L Vertebrate Anatomy & Embryology PSYC Minor Elective PSYC Minor Elective BS 3 Additional Social Science/Humanities Additional Social Science/Humanities BS 3 Fine Art Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 4 Elective (Recommend PT Pre-Req: I 213/213L) ^a Semester Credit Hours: Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 PSYC Minor Elective P | | |
| BIOL 481/L Vertebrate Anatomy & Embryology Major 4 PSYC Minor Elective BS 3 Additional Social Science/Humanities Additional Social Science/Humanities BS 3 Fine Art Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 4 Elective (Recommend PT Pre-Req: I 213/213L) ^a Semester Credit Hours: Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 PSYC Minor Elective Additional Social Science/Humanities Fine Art Elective (Recommend PT Pre-Req: I 213/213L) ^a Semester Credit Hours: Fourth Year ^b - 2nd Semester ANAT 712: Embryology | BS | 3 |
| PSYC Minor Elective Additional Social Science/Humanities BS 3 Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 4 Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 4 Elective (Recommend PT Pre-Req: I 213/213L) ^a Semester Credit Hours: Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 Additional Social Science/Humanitie Fine Art Elective (Recommend PT Pre-Req: I 213/213L) ^a Semester Credit Hours: Fourth Year ^b - 2nd Semester ANAT 712: Embryology | BS | 3 |
| Additional Social Science/Humanities BS 3 Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 4 211/221L) ^a Semester Credit Hours: 17 Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 Fine Art Elective (Recommend PT Pre-Req: I 213/213L) ^a Semester Credit Hours: Fourth Year ^b - 2nd Semester ANAT 712: Embryology | | 3 |
| Elective (Recommend PT Pre-Req: PHYS 111/111L or PHYS 211/221L) ^a Semester Credit Hours: 17 Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 Elective (Recommend PT Pre-Req: I 213/213L) ^a Semester Credit Hours: Fourth Year ^b - 2nd Semester ANAT 712: Embryology | SGR 4 | 3 |
| 211/221L) ^a Semester Credit Hours: 17 Semester Credit Hours: 17 Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 213/213L) ^a Semester Credit Hours: Fourth Year ^b - 2nd Semester ANAT 712: Embryology | | 4 |
| Semester Credit Hours: 17 Semester Credit Hours: Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 Fourth Year ^b - 2nd Semester ANAT 712: Embryology | | |
| Fourth Year ^b - 1st Semester ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 Fourth Year ^b - 2nd Semester ANAT 712: Embryology | - | 16 |
| ANAT 711: Human Anatomy (BIO Elective) ^c Major + PT 6 ANAT 712: Embryology | | |
| | PT | 2 |
| PHGY 730: Human Physiology (BIO Elective) ^c Major + PT 6 PHAR 720: Medical Pharmacology | PT | 2 |
| PHTH 701: Introduction to Patient/Client Mgmnt PT 2 PHTH 702: Physical Agents and El | | 3 |
| PHTH 704: Physical Therapy Examination ^c PT 2 PHTH 710: Movement Science ^c | PT | 6 |
| PHTH 706: Client & Community Health Ed in PT PT 2 PHTH 731: Rehabilitation Neuroscio | | 4 |
| PHTH 712: Professional Conduct & Ethics PT 3 PHTH 786: Research Proposal in H | | 1 |
| PHTH 780: Basic Research Design & Statistics PT 1 PHTH 718: Differential Diagnosis of | | 3 |
| PHTH 781: Evidence Based Practice PT 1 Conditions ^c | | - |
| | edit Hours (Recommended Courses ^c): | 13 |
| Total Semester Hours: 23 | | 21 |
| Total Major Requirements | Total Semester Hours: | 120 |

^aTo fulfill PT pre-requisites, students should take the physics series in their third year for the open electives;

^bStudents not enrolling in the PT program would supplement 12 credits of upper division BIOL credits and 17 credits of other electives in their final year; ^cRecommended BS Elective

Academic and Student Affairs Consent

AGENDA ITEM: 4 – G DATE: June 24, 2020

SUBJECT

Intent to Plan: SDSU Professional Science Master's (PSM)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to develop a proposal to offer a Professional Science Master's (PSM). The Professional Science Master's is proposed as a collaboration between the Colleges of Natural Sciences and Agriculture, Food & Environmental Sciences and Ness School of Management & Economics.

Professional Science Master's (PSMs) are designed for students who are seeking a graduate degree in science or mathematics and understand the need for developing workplace skills valued by top employers. PSM programs prepare students for science careers in business, government, or nonprofit organizations.

The Professional Science Master's addresses project management skills, leadership and supervisory skills required in non-academic work settings. This program would diversify educational opportunities within the region and help drive economic development.

SDSU intends to offer the Professional Science Master's both on campus and through distance delivery.

IMPACT AND RECOMMENDATION

The University does not request new state resources. The specializations would be composed primarily of already existing graduate courses with adjustments for distance graduate students. SDSU intends to request a flat rate tuition for this program.

(Continued)

DRAFT MOTION 20200624 4-G

I move to authorize SDSU to develop a program proposal for a Professional Science Masters, as presented.

I2P: SDSU Professional Science Master's

June 24, 2020 Page 2 of 2

The University anticipates students enrolling in the Professional Science Master's to be undergraduates continuing onto a graduate degree and those already employed (new or returning to the university).

The University conservatively anticipates enrolling between 15-20 students and producing 4-5 graduates per year within five years. The numbers may be higher as the biotechnology and bioprocessing sectors expand in the state.

Board office staff recommends approval of the intent to plan with the following conditions:

- 1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.
- 2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
- 3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Form: SDSU – Professional Science Master's



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

| UNIVERSITY: | SDSU |
|--|-------------------------------------|
| DEGREE(S) AND TITLE OF PROGRAM: | Professional Science Master's (PSM) |
| INTENDED DATE OF IMPLEMENTATION: | 2021-2022 Academic Year |

Please check this box to confirm that:

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

University Approval

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

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

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

South Dakota State University (SDSU) requests authorization to develop a proposal to offer a Professional Science Master's (PSM). The Professional Science Master's is proposed as a collaboration between the Colleges of Natural Sciences and Agriculture, Food & Environmental Sciences and Ness School of Management & Economics. Professional Science Master's (PSMs) are designed for students who are seeking a graduate degree in science or mathematics and understand the need for developing workplace skills valued by top employers. PSM programs prepare students for science careers in business, government, or nonprofit organizations, where workforce needs are increasing.¹

The Professional Science Master's will fill an upper Great Plains gap for STEM and business-trained workforce members. This program will seek approval (similar to accreditation) from the National Professional Science Master's Association (NPSMA), and include the formation of an industry advisory board. Specializations and stackable graduate certificates will include Applied Physics, Bioprocessing/Biotechnology, Environmental Science, Food Technology, Physical Geography, Precision Agriculture, and Veterinary Business Administration.

The PSM would address a regional educational gap for science professionals wishing to

¹ https://www.professionalsciencemasters.org/about

obtain a high value credential and enhance their skill sets. This program would diversify the educational opportunities within the region and help drive economic development. The PSM aligns well with the mission and goals set forth in the SDSU strategic plan.

The University does not request new state resources. The specializations would be composed primarily of already existing graduate courses with adjustments for distance graduate students. SDSU would request a flat rate tuition for this program.

2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)?

The Professional Science Master's addresses project management skills, leadership and supervisory skills important toward enhancing the work force in non-academic settings.² Opportunities to study these skills at this level is a regional educational gap for science professionals wishing to obtain a high value credential and enhance their skill sets. This program would diversify the educational opportunities within the region and help drive economic development.

An online survey of alumni associated with science, technology, engineering, and mathematics programs for universities in the upper Midwest was conducted to determine demand.³ The majority of alumni respondents (66.6%) had earned only a bachelor's degree and 77.5% expected to eventually earn an advanced degree of some kind (master's -47%, doctorate - 27%, other degree - 4%). The majority (72.5%) were not currently attending a college or university.

The majority of respondents (77.4%) were currently employed full-time in:

Science or technology field

- 69.7% science and technology field
- 13.9% not in a science and technology field, but would like to work in that field in the future

Place of work

- 38.8% private sector
- 17.3% academia
- 17.3% other
- 14.3% health care delivery

When asked about future career goals, the respondents provided the following information: Future work sectors (respondents could select more than one option)

- 66 % private industry
- 36% government
- 35% academia
- 27 % consulting

² Cramer, J.M. and P.T. Hamilton. 2017. An internship may not be enough: Enhancing bioscience industry job readiness through practicum experiences. J. Microbial. & Biol. Educ. 18. doi:10.1128/jmbe.v18i1.1248

³ Alfred P. Sloan Foundation. 2011. Market Analysis and Feasibility Study of Professional Science Master's Degree Programs for Universities in the Upper Midwest.

Future type of work (respondents could select more than one option)

- 43% managerial work
- 29% development and production
- 29% research in industry
- 29% government
- 27% academia
- 28% consulting

When considering enrolling in a PSM program:

- 18% as full-time PSM student
- 34% as part-time student

Respondents rated the PSM degree more favorably than other advanced degrees. Sixty percent said they were either somewhat or very likely to pursue a PSM in the future. By comparison, only 48% said they were somewhat or very likely to pursue a traditional science master's, 43% were somewhat or very likely to pursue an MBA, 31% an advanced health-care degree, 30% a non-science master's degree, and 13% a master's of public administration. The majority of those interested in PSMs said they would likely pursue the degree part-time while working full time (57.6%). Only 7.8% said they would pursue the degree full-time without having outside employment.

The job outlooks for people who obtain a PSM are encouraging. Natural Sciences Managers is a category likely closest to the PSM in the U.S. Bureau of Labor Statistics Occupational Handbook⁴, and shows a 6% growth rate that is as fast as average. Many prospective students who would be attracted to this program would already be employed and benefit their career trajectories by obtaining this type of education. Key findings from the 2015/2016 Evaluation Report for Outcomes for PSM Alumni⁵ indicate:

- Overall, the PSM experience was found to be very effective for the respondents' professional development and career goals.
- 93% of the PSM graduates who responded to the survey attained their current jobs closely related to their master's degrees. The majority of the respondents currently work in business and industry.
- Base annual salary increased over time upon completion of the PSM program.

3. How would the proposed program benefit students?

Professional master's programs are playing an increasingly important role in preparing the future workforce and offering students an avenue to career pathways (Borchert, 2005, p.7⁶) Such programs have been characterized as being connected to the workplace by preparing students for entry level, career-oriented professional positions (Borchert, 2005 and Glazer-Raymo, 2005, p. 35⁷).

4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents

⁴ https://www.bls.gov/ooh/management/natural-sciences-managers.htm

⁵ https://www.professionalsciencemasters.org/sites/default/files/outcomes for psm alumni 2015-16.pdf

⁶ Borchert, M.A.E. (2005) *Master's education: A guide for faculty and administrators. A policy statement* (2nd ed.). Washington DC: Council of Graduate Students.

⁷ Glazer-Raymo, J.S. (2005). Professionalizing graduate education: The master's degree in the market-place. *ASHE Higher Education Report*.

Strategic Plan 2014-2020?

The Professional Science Master's will support the statutory mission of South Dakota State University as provided by 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 PSM aligns with student success by offering a unique program for students that will increase the number of STEM degrees completed in the state. The program seeks approval similar to accreditation, aligning with quality and performance expectations. The program partners with industry and will lead to research and economic development as well as increasing the number of STEM graduates and potentially inspiring new STEM entrepreneurs in the state.

5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?

None.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?

| | Institution | Program Title |
|--------------|--------------------------------------|--|
| Minnesota | Minnesota State | Professional Science Master's |
| | University, Mankato ⁸ | Engineering Management |
| | | Geographic Information Sciences |
| | | Information Security and Risk Management |
| | University of Minnesota ⁹ | Master of Financial Mathematics (MFM) |
| North Dakota | None | |
| Montana | None | |
| Wyoming | None | |

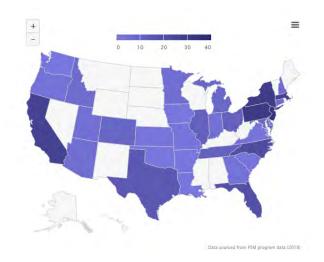
When looking at the national offerings of PSM programs, there is a gap in this region of the upper Great Plains (see map below).¹⁰

⁸ http://www.mnsu.edu/psm/about.html

⁹ http://mcfam.math.umn.edu/

^{10 1 ... //} Cart. Hatti.utimi.cdu/

¹⁰ https://www.professionalsciencemasters.org/psm-programs-state



7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

The University anticipates students enrolling in the Professional Science Master's are expected to be undergraduates continuing onto a graduate degree and those already employed (new or returning to the university).

8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

The University conservatively anticipates enrolling between 15-20 students and producing 4-5 graduates per year within five years. The numbers may be higher as the biotechnology and bioprocessing sectors expand in the state.

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

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

| | Yes/No | Intended Start Date |
|-----------|--------|-------------------------|
| On campus | Yes | 2021-2022 Academic Year |

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

| | Yes/No | Delivery methods are defined in | Intended Start Date |
|------------------------|--------|---------------------------------|---------------------|
| | | AAC Guideline 5.5. | |
| Distance Delivery | Yes | 015 - Internet Asynchronous- | 2021-2022 |
| (online/other distance | | Term Based Instruction; | Academic Year |
| delivery methods) | | 018 - Internet Synchronous | |

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

10. What are the university's plans for obtaining the resources needed to implement the program? *Indicate "yes" or "no" in the columns below.*

| | Development/ | Long-term |
|---|--------------|-----------|
| | Start-up | Operation |
| Reallocate existing resources | Yes | Yes |
| Apply for external resources | Yes | Yes |
| If checking this box, please provide examples of the external | | |
| funding identified below. | | |
| Ask Board to seek new State resources | No | No |
| Note that requesting the Board to seek new State resources | | |
| may require additional planning and is dependent upon the | | |
| Board taking action to make the funding request part of | | |
| their budget priorities. Universities intending to ask the | | |
| Board for new State resources for a program should contact | | |
| the Board office prior to submitting the intent to plan. | | |
| Ask Board to approve a new or increased student fee | Yes | Yes |

The specializations would be composed primarily of already existing graduate courses with adjustments for distance graduate students. SDSU would request a flat rate tuition for this program.

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.

Appendix A contains an example of a similar program at Kansas State University-Olathe. This curriculum was selected because it is a PSM similar to the program proposed here. This example includes a stackable curriculum that will allow students to build their program. SDSU's Professional Science Master's program will have more specialization and certificate options, but the concept is very similar.

Appendix A

Curriculum Example: Kansas State University-Olathe

Additional information regarding the Professional Science Master's may be found at: https://olathe.k-state.edu/academics/degrees/psm/



Flexible course schedule

The Professional Science Master's (PSM) degree is tailored for students. Students in the program choose from classes that align with their interests and career goals. Courses can be taken online, at K-State Olathe campus or as a combination.

Build your degree

To earn a PSM, a student must complete 30 total credits, including:

- 15 credits of STEM courses
- · 12 credits of professional skills courses
- 3 credits of Capstone courses

Professional skills courses

- Interdisciplinary Process
- Regulatory Aspects of Vaccine Development in Animal Health
- Project Management
- Managerial Finances, Metrics and Analytics
- Informatics and Technology Management
- Multidisciplinary Thought and Presentation
- · Trade and Agricultural Health
- Globalization, Cooperation and Food Trade
- · Interpersonal and Intrapersonal Dynamics
- Leading Adults in a Globalized Diverse World
- · Developing Teams and Leaders
- Group Dynamics
- · Seminars in Adult Education

STEM courses

- · Meat Selection and Utilization
- Monogastric Nutrition
- · Equine Nutrition
- Meat Industry Technology
- Biological and Agricultural Engineering
- · One Health
- Epidemiology
- · Environmental Health
- Global Health Issues
- Pathobiology
- Vaccinology
- · Zoonotic Pathogens in the Food Chain
- Food Microbiology
- Food Microbiology Lab
- Problems in Food Science
- HACCP
- · Quality Assurance of Food Products
- · Consumer Research Fundamentals
- · Qualitative Consumer Research
- · Quantitative Consumer Research
- · Postharvest Technology and Physiology of Horticultural Crops
- Health-Promoting Phytochemicals and Physiology of Fruits and Vegetables
- Sustainable Agriculture
- Urban Agriculture
- · Farm to Fork Produce Safety
- Urban Food Systems
- Urban Agriculture Study Tour
- Biostatistics
- · Statistical Methods for the Sciences
- Statistical Modeling

Capstone course

Capstone Experiences

More information

Learn more and encourage employees to apply at olathe.k-state.edu/psm



Academic and Student Affairs Consent

AGENDA ITEM: 4 – H DATE: June 24, 2020

SUBJECT

Site Termination Requests – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

AAC Guideline 2.15 – Site Termination

BACKGROUND / DISCUSSION

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

- Degree Program: General Studies (AA) (Site Termination)
 Proposed Site to Terminate: Community College for Sioux Falls (CCSF)

 Justification: A change in administrative structure at CCSF has precipitated the termination of the program at this site for SDSU.
- Degree Program: General Studies (BGS) (Site Termination)
 Proposed Site to Terminate: Community College for Sioux Falls (CCSF)

 Justification: A change in administrative structure at CCSF has precipitated the termination of the program at this site for SDSU.
- Degree Program: Interdisciplinary Studies (BS) (Site Termination)
 Proposed Site to Terminate: Community College for Sioux Falls (CCSF)

 Justification: A change in administrative structure at CCSF has precipitated the termination of the program at this site for SDSU.

IMPACT AND RECOMMENDATION

SDSU does not expect any cost savings associated with their requests.

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDSU Site Termination Requests

DRAFT MOTION 20200624 4-H:

I move to approve SDSU's requests to terminate the CCSF delivery sites for their AA in General Studies, BGS in General Studies, and BS in Interdisciplinary Studies programs, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Termination of a Site

| UNIVERSITY: | SDSU |
|--|------------------------------------|
| DEGREE(S) AND PROGRAM: | General Studies (A.A.) |
| SITE PROPOSED FOR TERMINATION ¹ | Community College for Sioux Falls |
| CIP CODE: | 42.0102 |
| UNIVERSITY DEPARTMENT: | Arts, Humanities & Social Sciences |
| BANNER DEPARTMENT CODE: | SCAS |
| UNIVERSITY DIVISION: | Arts, Humanities & Social Sciences |
| BANNER DIVISION CODE: | 38 |

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.

| × | Saugh, | Vam | | | |
|----|--|--|------------|------------|------------------|
| | | | | | 5/6/2020 |
| | Presi | ident of the University | 7 | | Date |
| | | | | | |
| 1. | Program Degree Le | vel: | | | |
| | Associate ⊠ | Bachelor's □ | Master's □ | Doctoral □ | |
| 2. | Category: | | | | |
| | Certificate □ | Specialization \square | Minor □ | Major ⊠ | |
| 3. | Provide a justificatio A change in administ | on for terminating detrative structure at CC | | | of the program a |

this site for SDSU.

4. If there are current students in the program, what are the implications of terminating the site and what is the plan for completion by the students?

This site currently has seven students enrolled in the A.A. in General Studies. Students have three options for degree completion. First, students can finish the program on the main South Dakota State University campus in Brookings. Second, students can finish the degree online through SDSU. Third, the University of South Dakota (USD) will offer the General Studies program at CCSF.

5. What is the last date (day/month/year) by which a student can graduate in the program? Spring 2021

¹ If this is an off-campus site, please include the physical address of the site as a well as a description or name of the location.

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

Summer 2020 for the CCSF site only.

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

There are no potential cost savings associated with this program termination.

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

There are no employee terminations or other implications of this termination.



ACADEMIC AFFAIRS FORMS

Termination of a Site

| UNIVERSITY: | SDSU |
|--|--|
| DEGREE(S) AND PROGRAM: | General Studies (B.G.S.) |
| SITE PROPOSED FOR TERMINATION ¹ | Community College for Sioux Falls |
| CIP CODE: | 42.0102 |
| UNIVERSITY DEPARTMENT: | Arts, Humanities & Social Sciences |
| BANNER DEPARTMENT CODE: | SCAS |
| UNIVERSITY DIVISION: | Arts, Humanities & Social Sciences |
| BANNER DIVISION CODE: | 3S |

University Approval

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

| Saugh Mann | | | | | | | | | |
|------------|-----------------------|---------------------------|-----------------|------------|----------|--|--|--|--|
| | | | | | 5/6/2020 | | | | |
| | Pı | resident of the Universit | у | | Date | | | | |
| | | | | | | | | | |
| 1. | Program Degree | Level: | | | | | | | |
| | Associate □ | Bachelor's ⊠ | Master's □ | Doctoral □ | | | | | |
| 2. | Category: | | | | | | | | |
| | Certificate □ | Specialization □ | Minor \square | Major ⊠ | | | | | |
| 3. | • | ation for terminating d | | e: | C.1 | | | | |

A change in administrative structure at CCSF has precipitated the termination of the program at this site for SDSU.

4. If there are current students in the program, what are the implications of terminating the site and what is the plan for completion by the students?

This site currently has 0 students enrolled in the BGS in General Studies. The University of South Dakota (USD) will offer the General Studies program at CCSF.

- 5. What is the last date (day/month/year) by which a student can graduate in the program? Spring 2020 for the CCSF site only.
- 6. What is the proposed date (day/month/year) terminated status takes effect (the proposed date for terminated status is also the last date a student may enroll in or declare the program)?

Spring 2020 for the CCSF site only.

¹ If this is an off-campus site, please include the physical address of the site as a well as a description or name of the location.

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

There are no potential cost savings associated with this program termination.

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

There are no employee terminations or other implications of this termination.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Termination of a Site

| UNIVERSITY: | SDSU |
|--|--|
| DEGREE(S) AND PROGRAM: | Interdisciplinary Studies (B.S.) |
| SITE PROPOSED FOR TERMINATION ¹ | Community College for Sioux Falls |
| CIP CODE: | 42.0101 |
| UNIVERSITY DEPARTMENT: | Arts, Humanities & Social Sciences |
| BANNER DEPARTMENT CODE: | SCAS |
| UNIVERSITY DIVISION: | Arts, Humanities & Social Sciences |
| BANNER DIVISION CODE: | 38 |

University Approval

Spring 2021

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.

| × | Saug H. | Ham | | | |
|----|--|---|-------------------|-----------------|------------------|
| | | | | | 5/6/2020 |
| | Pres | ident of the University | y | | Date |
| 1. | Program Degree Le | evel: | | | |
| | Associate □ | Bachelor's ⊠ | Master's □ | Doctoral □ | |
| 2. | Category: Certificate □ | Specialization □ | Minor □ | Major ⊠ | |
| 3. | Provide a justification A change in administ this site for SDSU. | on for terminating d trative structure at CC | | | f the program at |
| 4. | I. If there are current students in the program, what are the implications of terminating the site and what is the plan for completion by the students? This site currently has 1 student enrolled in the B.S. in Interdisciplinary Studies. The student can finish the program on the main South Dakota State University campus in Brookings or online. | | | | |
| 5. | What is the last dat | e (day/month/year) b | y which a student | can graduate in | the program? |

¹ If this is an off-campus site, please include the physical address of the site as a well as a description or name of the location.

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

Spring 2020 for the CCSF site only.

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

There are no potential cost savings associated with this program termination.

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

There are no employee terminations or other implications of this termination.

Academic and Student Affairs Consent

AGENDA ITEM: 4-I DATE: June 24, 2020

SUBJECT

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

CONTROLLING STATUTE, RULE, OR POLICY

AAC Guideline 2.12 – Programs on Inactive Status AAC Guideline 2.13 – Program Termination

BACKGROUND / DISCUSSION

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

• Degree Program: Digital Humanities Graduate Certificate (Terminate)

Justification: The university has had this certificate for several years and have struggled to get enrollments. There are currently no students enroll in the program and DSU is asking for the program to be terminated.

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

 Degree Program: Curriculum & Instruction (M.Ed.) – Career & Technical Education Specialization (Terminate)

Justification: The program was terminated at SDSU during the 2011-2012 academic year. The program code had been left active to allow students to graduate. This request will address Banner-related administrative clean-up.

(Continued)

DRAFT MOTION 20200624 4-I:

I move to approve BHSU, DSU, NSU, SDSU, and USD's respective requests to terminate the Digital Humanities Graduate Certificate (DSU), Curriculum & Instruction (M.Ed.) – Career & Technical Education Specialization (SDSU), Curriculum & Instruction (M.Ed.) (SDSU), Educational Administration (M.Ed.) (SDSU), Nutrition & Exercise Science (M.S.) (SDSU), Nursing (M.S.) (SDSU), Wildlife and Fisheries Sciences (M.S.) (SDSU), Experiential Learning Certificate (SDSU), Inclusion and Equity Minor (SDSU), Peace and Conflict Studies Minor (SDSU), and M.Ed. in Principal Preparation (BHSU, NSU, SDSU, USD) programs; and inactivate the MS in Sociology (SDSU), PhD in Sociology (SDSU), BSEd in Physical Education (USD), Latin Minor (USD), and PhD in Biological Sciences – Bioinformatics Specialization (USD) programs, as presented.

- Degree Program: Curriculum & Instruction (M.Ed.); Educational Administration (M.Ed.); Nutrition & Exercise Science (M.S.); Nursing (M.S.); Wildlife and Fisheries Sciences (M.S.) (Terminate)
 - Justification: In the transition from Colleague to Banner the code for the majors were set at active and allowed students to indicate they wanted to be admitted to the program code. SDSU requests to change the code to no longer allow students to declare and graduate from the major without a specialization. This request will address Banner-related administrative clean-up.
- Degree Program: Experiential Learning Certificate (Terminate)

 Justification: The certificate in Experiential Learning was first offered in the 20152016 academic year. Since its launch, enrollment in the certificate program has never
 exceeded ten students; only three students were enrolled in fall 2019. This level of
 enrollment does not justify the resource commitment necessary for curricular and cocurricular programming, student recruitment and advising, and program assessment.
- Degree Program: Inclusion and Equity Minor (Terminate)

 Justification: Headcount enrollment in the minor has not exceeded one student since the minor's launch in fall 2017.
- Degree Program: Peace and Conflict Studies Minor (Terminate)

 Justification: Headcount enrollment in the minor has not exceeded five students during the previous five years. Only two students were enrolled in spring 2019 (the most recent data available).
- Degree Program: MS in Sociology (Inactivate)

 Justification: Enrollment in the M.S. in Sociology has fallen to six students in fall 2019. An additional eight students are enrolled in the Community Development specialization offered through the GPIDEA consortium. These two programs have no common coursework, and the M.S. in Sociology shares only one required course with the Ph.D. in Sociology. As a result, the department currently must maintain three separate curricula of graduate-level coursework in addition to its undergraduate curriculum. This arrangement has become financially unsustainable and has eroded the academic quality of all of the department's undergraduate and graduate programming.
- Degree Program: PhD in Sociology (Inactivate)

 Justification: Enrollment in the Ph.D. in Sociology has fallen from a recent high of 39 students in fall 2015 down to 16 students in fall 2019. This program shares only one required course with the M.S. in Sociology and shares no common courses with the M.S. in Sociology Community Development Specialization. As a result, the department currently must maintain three separate curricula of graduate-level coursework in addition to its undergraduate curriculum. This arrangement has become financially unsustainable and has eroded the academic quality of all of the department's undergraduate and graduate programming.

Inactivation/Termination
June 24, 2020
Page 3 of 3

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

- Degree Program: BSEd in Physical Education (Inactivate)

 Justification: There are currently only 6 students in the major. A new emphasis will be created within the BSED in Secondary Education program for Physical Education within the Teacher Residency and Education division. Physical Education is more akin to teacher education than kinesiology and sport management and, thus, makes more sense as part of a teacher education program. Students who complete an elementary or K-12 teaching degree may add a PE endorsement with a Praxis exam.
- Degree Program: Latin Minor (Inactivate)

 Justification: Due to small enrollments, the department is unable to offer the courses required for the minor.
- Degree Program: PhD in Biological Sciences Bioinformatics Specialization (Inactivate)
 Justification: Due to the departure of faculty members, the department is unable to offer the required courses or to advise and mentor students who wish to pursue this specialization.

The System Associate VPAA has also authorized that the following program be terminated for BHSU, NSU, SDSU, and USD (no attachment available):

• Degree Program: M.Ed. in Principal Preparation (Terminate)

Justification: The collaborative program in Principal Preparation (XMED.PRP in Banner; X.MED.PRIN in Colleague) never got off the ground. Courses were never developed/created, and students were never enrolled.

IMPACT AND RECOMMENDATION

DSU and SDSU expect some cost savings associated with their termination requests.

Board staff recommend approval.

ATTACHMENTS

Attachment I – DSU Program Termination Request Attachment II – SDSU Program Inactivation/Termination Requests Attachment III – USD Program Inactivation Requests



UNIVERSITY:

SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

DSU

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.

| Digital Huma | nities Certificate |
|----------------------|---|
| (Graduate lev | vel) |
| 24.0103 | |
| College of Ar | ts and Sciences |
| DLAN | |
| | |
| DCERTF.DH | M |
| aluated and approved | as provided by university |
| | 5/4/2020 |
| | Date |
| | |
| appropriate box): | |
| Master's ⊠ | Doctoral |
| | |
| 0x): ¹ | |
| | (Graduate lever 24.0103 College of Ar DLAN DCERTF.DH tor: I certify that I have alwated and approved Cappropriate box Cappropriate box |

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

| 3. | 3. The program action proposed is (place an "X" in the appropriate box): ² | | | | | |
|----|---|--|-----------------------|-------------|--|--|
| | Inactive Status | | Termination | \boxtimes | | |
| | See auestion 4 | | See questions 5 and 6 | | | |

4. INACTIVE STATUS

- A. Provide a justification for inactivating the program:
- B. If there are current students in the program, what are the implications of placing the program on inactive status?
- C. What is the last date (day/month/year) by which a student can graduate in the program?
- D. What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?

5. TERMINATION WITH ENROLLED STUDENTS

- A. Provide a justification for terminating the program:
- 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?

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.

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

The university has had this certificate for several years and have struggled to get enrollments. There are currently no students enroll in the program and DSU is asking for the program to be terminated.

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

Summer 2020

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

One of the English faculty who would have taught the courses in the certificate is retiring at the end of the spring 2020 semester. DSU is not rehiring an English faculty position next year.

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

The courses in this certificate are not in the teaching schedule. There are no employees being terminated.



ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

| UNIVERSITY: | SDSU |
|-------------------------|--|
| DEGREE(S) AND PROGRAM: | Curriculum & Instruction (M.Ed.) – |
| | Career & Technical Education |
| | Specialization [SMED.CI-CTE] |
| CIP CODE: | 13.0301 - Curriculum & Instruction Major |
| | 13.1319 - Career & Technical Education |
| | Specialization |
| UNIVERSITY DEPARTMENT: | Grad Study – Teaching, Learning & |
| | Leadership |
| BANNER DEPARTMENT CODE: | SGTL |
| UNIVERSITY DIVISION: | Graduate School |
| BANNER DIVISION CODE: | 3G |

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.

| | Bany H. | Dunn | | | |
|----|-------------------|------------------------|-----------------|------------|----------|
| | | | | | 5/4/2020 |
| | | President of the Unive | ersity | | Date |
| | | | | | |
| 1. | Program Degree | e Level: | | | |
| | Associate □ | Bachelor's □ | Master's ⊠ | Doctoral □ | |
| 2. | Category: | | | | |
| | Certificate □ | Specialization ⊠ | Minor \square | Major □ | |
| 3. | The program ac | ction proposed is: | | | |
| | Inactive Status □ | Termination | \boxtimes | | |
| 6. | TERMINATIO | N WITHOUT ENRO | OLLED STUDEN | NTS | |

a. Provide a justification for terminating the program:

The Curriculum & Instruction (M.Ed.) – Career & Technical Education Specialization was terminated at SDSU during the 2011-2012 academic year. The program code had been left active to allow students to graduate. This request will address Banner-related administrative clean-up.

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

Immediate - 5/8/2020

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

There are no potential cost savings associated with this program termination.

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

There are no employee terminations or other implications of this termination.



ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

| UNIVERSITY: | SDSU |
|-------------------------------|--|
| DEGREE(S) AND PROGRAM: | Curriculum & Instruction (M.Ed.) [SMED.CI] |
| | Educational Administration (M.Ed.) [SMED.EDL] |
| | Nutrition & Exercise Science (M.S.) [SMS.NEX] |
| | Nursing (M.S.) [SMS.NUR] |
| | Wildlife and Fisheries Sciences (M.S.) [SMS.WLF] |
| CIP CODE: | See Below |
| UNIVERSITY DEPARTMENT: | See Below |
| BANNER DEPARTMENT | See Below |
| CODE: | |
| UNIVERSITY DIVISION: | Graduate School |
| BANNER DIVISION CODE: | 3G |

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.

| | Bany H. | Jann | | | |
|----|-------------------|-----------------------|-----------------|------------|----------|
| | | | | | 5/4/2020 |
| | P | resident of the Unive | ersity | | Date |
| | | | | | |
| 1. | Program Degree | Level: | | | |
| | Associate □ | Bachelor's □ | Master's ⊠ | Doctoral □ | |
| 2. | Category: | | | | |
| | Certificate □ | Specialization □ | Minor \square | Major ⊠ | |
| 3. | The program act | tion proposed is: | | | |
| | Inactive Status □ | Termination | \boxtimes | | |
| 6. | TERMINATION | WITHOUT ENRO | DLLED STUDENT | 'S | |

a. Provide a justification for terminating the program:

Students are required to select a specialization within the programs in the following chart. In the transition from Colleague to Banner the code for the majors were set at active and allowed students to indicate they wanted to be admitted to the program code. SDSU requests to change the code to no longer allow students to declare and graduate from the major without a specialization. This request will address Banner-related administrative clean-up.

| Program Code | Program | Major CIP | University Department |
|-----------------|-------------------------------------|--------------|--|
| SMED.CI | Curriculum & Instruction (M.Ed.) | 13.0301 | Grad Study Teaching Learning & Leadership (SGTL) |
| SMED.EDL | Educational Administration (M.Ed.) | 13.0401 | Grad Study Teaching Learning & Leadership (SGTL) |
| SMS.NEX | Nutrition & Exercise Science (M.S.) | 19.0504 | Grad Study Health & Nutritional Sciences (SGHN) |

| Program Code | Program | Major CIP | University Department |
|-----------------|--|--------------|---|
| SMS.NUR | Nursing (M.S.) | 51.3801 | Grad Study Nursing (SGNU) |
| SMS.WLF | Wildlife and Fisheries Sciences (M.S.) | 03.0601 | Grad Study Natural Resource Management (SGNR) |

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

Immediate - 5/8/2020

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

There are no potential cost savings associated with the program termination.

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

There are no employee terminations or other implications of the termination.



ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

| UNIVERSITY: | SDSU |
|-------------------------------|---|
| DEGREE(S) AND PROGRAM: | Experiential Learning Certificate [SCERTU.EPL] |
| CIP CODE: | 24.0102 |
| UNIVERSITY DEPARTMENT: | College of Arts, Humanities & Social Sciences |
| BANNER DEPARTMENT CODE: | SINS |
| UNIVERSITY DIVISION: | College of Arts, Humanities & Social Sciences |
| BANNER DIVISION CODE: | 3S |

University Approval

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

| × | Sauge | 4 Dann | | | 5/6/2020 |
|----|-----------------------|-------------------------|--------------------|---------------|---------------------|
| | D | resident of the Univer | raits | | 5/6/2020 Date |
| | Г | resident of the Oniver | isity | | Date |
| 1 | Due gue ya De gue e | Lavel | | | |
| ı. | Program Degree | | | | |
| | Associate □ | Bachelor's ⊠ | Master's □ | Doctoral □ | |
| 2. | Category:1 | | | | |
| | Certificate ⊠ | Specialization □ | Minor \square | Major □ | |
| 3. | The program act | ion proposed is:2 | | | |
| | Inactive Status □ | Termination [| \boxtimes | | |
| 5. | TERMINATION | WITH ENROLLE | D STUDENTS | | |
| | a. Provide a jus | tification for termina | ating the program: | | |
| | • | e in Experiential Learn | | in the 2015-2 | 2016 academic year. |
| | | ch, enrollment in the c | _ | | • |
| | | dents were enrolled in | | | |
| | <i>y</i> | | | | J J |

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

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.

resource commitment necessary for curricular and co-curricular programming, student recruitment and advising, and program assessment.

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

Current students will be able to complete the program as planned. The Experiential Learning certificate draws entirely on courses offered by other programs, so termination of the certificate will not require alteration to course schedules. Remaining students will receive academic advising from a professional advisor in the College of Arts, Humanities & Social Sciences.

- 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)? Spring 2020
- 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*)? Spring 2020
- e. What is the last term or date (day/month/year) by which a student can graduate from the program? Spring 2023
- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

Potential cost savings consist primarily of professional staff workload associated with student recruitment, student advising, co-curricular programming, and program assessment. These savings will be used to close the college's operating deficit.

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

The coordinator position for the Experiential Learning certificate will be terminated. SDSU expects no impact on other programs.



ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

| UNIVERSITY: | SDSU |
|-------------------------------|---|
| DEGREE(S) AND PROGRAM: | Inclusion and Equity Minor [SIEQ] |
| CIP CODE: | 30.2301 |
| UNIVERSITY DEPARTMENT: | College of Arts, Humanities & Social Sciences |
| BANNER DEPARTMENT CODE: | SCAS |
| UNIVERSITY DIVISION: | College of Arts, Humanities & Social Sciences |
| BANNER DIVISION CODE: | 3S |

University Approval

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

| | iicy. | | | | |
|----|-------------------|---|---------------------------|------------|-------------------|
| × | Saug | 4 Dann | | | |
| | | | | | 5/6/2020 |
| | | President of the Unive | ersity | | Date |
| | | | | | |
| 1. | Program Degre | e Level: | | | |
| | Associate □ | Bachelor's ⊠ | Master's □ | Doctoral □ | |
| 2. | Category:1 | | | | |
| | Certificate □ | Specialization □ | Minor $\boxtimes \square$ | Major □ | |
| 3. | The program ac | ction proposed is:2 | | | |
| | Inactive Status □ | Termination | \boxtimes | | |
| 5. | TERMINATIO | N WITH ENROLLI | ED STUDENTS | | |
| | • | stification for terminal street street in the minor | 0 1 | | minor's launch in |

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

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

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

The one currently enrolled student will be able to complete the program as planned. This minor draws mostly on courses offered by other programs, so the impact on course scheduling will be minimal. The College of Arts, Humanities & Social Sciences will provide academic advising support to help the student identify courses that will allow for completion.

- 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)?

 Spring 2020
- 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*)?

 Spring 2020
- e. What is the last term or date (day/month/year) by which a student can graduate from the program?

 Spring 2023

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

Potential cost savings consist primarily of faculty and professional staff workload associated with student recruitment, student advising, the instruction of one required upper-division course, and supervision of a required independent study. These savings will be used to close the college's operating deficit.

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

This and other program terminations in the College of Arts, Humanities & Social Sciences, will allow for the termination of a full-time Instructor position in the Department of English. The Department will retain its capacity to offer an appropriate selection of courses in SGR #1 and SGR #4, so SDSU expects no impact on other programs.



ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

| UNIVERSITY: | SDSU |
|-------------------------------|---|
| DEGREE(S) AND PROGRAM: | Peace and Conflict Studies Minor [SPCT] |
| CIP CODE: | 30.0501 |
| UNIVERSITY DEPARTMENT: | English |
| BANNER DEPARTMENT CODE: | SENG |
| UNIVERSITY DIVISION: | College of Arts, Humanities & Social Sciences |
| BANNER DIVISION CODE: | 38 |

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.

| × | Saug, | 4 Dann | | | 5/6/2020 | | | |
|----|---|------------------------|---------------------|---------------------|------------------|--|--|--|
| |] | President of the Unive | ersity | | Date | | | |
| 1. | Program Degree | e Level: | | | | | | |
| 2. | Associate □ | Bachelor's ⊠ | Master's □ | Doctoral □ | | | | |
| | Certificate □ | Specialization □ | Minor ⊠□ | Major □ | | | | |
| 3. | The program ac | etion proposed is:2 | | | | | | |
| | Inactive Status □ | Termination | \boxtimes | | | | | |
| 5. | TERMINATIO | N WITH ENROLLE | ED STUDENTS | | | | | |
| | a. Provide a justification for terminating the program: | | | | | | | |
| | | nrollment in the minor | | | · . | | | |
| | years. Only t | two students were enr | olled in spring 201 | 19 (the most recent | data available). | | | |

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

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

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

Current students will be able to complete the program as planned. The Peace & Conflict Studies minor draws mostly on courses offered by other programs, so the impact on course scheduling will be minimal. Current students will continue to receive academic advising in support of their minor from an advisor in the Department of English.

- 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)? Spring 2020
- 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*)? Spring 2020
- e. What is the last term or date (day/month/year) by which a student can graduate from the program? Spring 2023
- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

Potential cost savings consist primarily of faculty and professional staff workload associated with student recruitment, student advising, co-curricular programming, and the instruction of one required course in the minor. These savings will be used to close the college's operating deficit.

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

This and other program terminations in the College of Arts, Humanities & Social Sciences, will allow for the termination of a full-time Instructor position in the Department of English. The Department will retain its capacity to offer an appropriate selection of courses in SGR #1 and SGR #4, so SDSU expects no impact on other programs.



ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

| UNIVERSITY: | SDSU |
|------------------------------|--|
| DEGREE(S) AND PROGRAM: | Sociology (M.S.) [SMS.SOC, SMS.SOC.AP] |
| CIP CODE: | 45.1101 |
| UNIVERSITY DEPARTMENT: | Sociology & Rural Studies |
| BANNER DEPARTMENT CODE: | SGSS |
| UNIVERSITY DIVISION: | Graduate School |
| BANNER DIVISION CODE: | 3G |

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.

| × | Saug 1 | Hum | | | |
|----|--------------------|---------------------|-----------------|------------|----------|
| | | | | | 5/6/2020 |
| | Pr | esident of the Univ | ersity | | Date |
| | | | - | | |
| 1. | Program Degree l | Level: | | | |
| | Associate □ | Bachelor's □ | Master's ⊠ | Doctoral □ | |
| 2. | Category: | | | | |
| | Certificate □ | Specialization ⊠ | Minor \square | Major ⊠ | |
| 3. | The program action | on proposed is: | | | |
| | Inactive Status ⊠ | | | | |

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Enrollment in the M.S. in Sociology has fallen to six students in fall 2019. An additional eight students are enrolled in the Community Development specialization offered through the GPIDEA consortium. These two programs have no common coursework, and the M.S. in Sociology shares only one required course with the Ph.D. in Sociology. As a result, the department currently must maintain three separate curricula of graduate-level coursework in addition to its undergraduate curriculum. This arrangement has become financially unsustainable and has eroded the academic quality of all of the department's undergraduate and graduate programming.

The department intends to redesign the M.S. in Sociology. In the meantime, this program will be placed on inactive status. SDSU will allow the M.S. in Sociology to terminate if the

department is unable to redesign the program to allow for efficient, sustainable, and high-quality delivery.

The Sociology (M.S.) - Community Development Specialization will remain active and continue to be offered through the GPIDEA consortium.

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

Admission to this program will be immediately suspended, so there will be no first year class effective fall 2020. Returning students will be advised to complete any remaining coursework during the 2020-2021 academic year. As the M.S. in Sociology is a two-year program, this plan should allow for the timely graduation of currently enrolled students. The department may need to provide advising services for students whose thesis or research paper extends past the normal completion time.

- C. What is the last date (day/month/year) by which a student can graduate in the program? Spring 2022
- 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)?

 Spring 2020



ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

| UNIVERSITY: | SDSU |
|--------------------------------|--------------------------------------|
| DEGREE(S) AND PROGRAM: | Sociology (Ph.D.) [SPHD.SOC] |
| CIP CODE: | 45.1101 |
| UNIVERSITY DEPARTMENT: | Grad Study Sociology & Rural Studies |
| BANNER DEPARTMENT CODE: | SGSS |
| UNIVERSITY DIVISION: | Graduate School |
| BANNER DIVISION CODE: | 3G |

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.

| × | Saus | A Dann | | | | | |
|----|---|---------------------------|--------------------|-----------------------|---------------|--|--|
| | | | | | 5/6/2020 | | |
| | | President of the Unive | ersity | | Date | | |
| | | | | | | | |
| 1. | Program Degre | ee Level: | | | | | |
| | Associate □ | | Master's □ | Doctoral ⊠ | | | |
| 2. | Category: ¹ | | | | | | |
| | Certificate □ | Specialization □ | Minor \square | Major ⊠ | | | |
| 3. | The program a | ction proposed is:2 | | - | | | |
| | Inactive Status 2 | ☑ Termination | | | | | |
| 4. | INACTIVE ST | ATUS | | | | | |
| | A. Provide a ju | istification for inactiv | vating the progra | ım: | | | |
| | Enrollment in the Ph.D. in Sociology has fallen from a recent high of 39 students in fall | | | | | | |
| | | to 16 students in fall 20 | | | | | |
| | | Sociology and shares n | | | | | |
| | Community | Development Speciali | zation. As a resul | lt, the department co | urrently must | | |

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

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.

maintain three separate curricula of graduate-level coursework in addition to its undergraduate curriculum. This arrangement has become financially unsustainable and has eroded the academic quality of all of the department's undergraduate and graduate programming.

The Ph.D. program places a particular strain on the department's resources. Doctoral students require intensive advising prior to and during their dissertation stage to complete the degree successfully. Students who just meet the program's minimum admissions standards require additional support and mentorship. The department cannot provide the necessary level of graduate advising while simultaneously offering a high-quality undergraduate program given its current staffing.

The department proposes to place the M.S. and Ph.D. in Sociology on inactive status to allow for a reevaluation of the programs. SDSU believes that these consolidations will result in an improved academic experience for students in continuing programs. SDSU will allow the Ph.D. in Sociology to terminate if the department is unable to redesign the program to allow for efficient, sustainable, and high-quality delivery.

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

Admission to the program will be immediately suspended, so there will be no first year class effective fall 2020. The department will commit to offering a highly-curated selection of courses that will allow returning students to complete their coursework over the next two academic years (2020-2021 and 2021-2022). It will continue to provide academic support as needed for students in the dissertation stage, with this obligation naturally falling over time as students graduate.

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

Spring 2024

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

Spring 2020



ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

| UNIVERSITY: | University of South Dakota |
|-------------------------------|----------------------------------|
| DEGREE(S) AND PROGRAM: | B.S. Ed., Physical Education |
| CIP CODE: | 13.1314 |
| UNIVERSITY DEPARTMENT: | Kinesiology and Sport Management |
| UNIVERSITY DIVISION: | School of Education |

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 | | | | | D | ate |
|----|-----------------------------|-----------|-----------------|----------|-----------|----------|-------------|
| 1. | Program Degre | ee Level: | | | | | |
| | Associate | | Bachelor's ⊠ | Master's | | Doctoral | |
| 2. | Category: ¹ | | | | | | |
| | Certificate | | Specialization | Minor | | Major | \boxtimes |
| 3. | The program a | ction pro | Inactive Status | ⊠ Saa | | nination | |
| | | | See question 4 | see | questions | s and 0 | |

4. INACTIVE STATUS

- A. **Provide a justification for inactivating the program:** There are currently only 6 students in the major. A new emphasis will be created within the BSED in Secondary Education program for Physical Education within the Teacher Residency and Education division. Physical Education is more akin to teacher education than kinesiology and sport management and, thus, makes more sense as part of a teacher education program. Students who complete an elementary or K-12 teaching degree may add a PE endorsement with a Praxis exam.
- **B.** If there are current students in the program, what are the implications of placing the program on inactive status? Current students will be able to complete the program or switch to the BSED in secondary education.

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague. [No longer the rule with Banner 2020.01.28 Tammy Leitru]

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.

The following courses will be offered one additional time, and students who plan to complete the degree will need to enroll during these semesters. Students' advisors have been alerted.

PE 352 – Adapted PE – offered summer 2020PE 480 – 7-12 PE Methods – offered fall 2020

PE 452 Motor Learning and Development – offered spring 2021

The following substitutions will be made for courses not offered in upcoming semesters:

KSM 180 or 150- may replace PE 180 Foundations of HPER

PE 271, 470, 471,473 (coaching courses – any combination) may replace PE 200, 202, 203, 204

The following courses will continue to be offered:

PE 296 – Field Experience

PE 394 – Internship

PE 330 - PK-8 Health, First Aid, Safety, Physical Education Methods

PE 354 – Prevention and Care of Athletic Injuries

PE 271 – Introduction to Coaching Men and Women

PE 470 – Coaching Basketball (fall)

PE 471 – Coaching Football (spring)

PE 473 – Coaching Track and Field (spring)

Students completing either an elementary, secondary, or K-12 teaching degree may add a Physical Education endorsement to their South Dakota license with a Praxis exam.

- C. What is the last date (day/month/year) by which a student can graduate in the program: May 2025
- 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)?** 2020-2021 catalog



ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

| UNIVERSITY: | University of South Dakota |
|------------------------|----------------------------|
| DEGREE(S) AND PROGRAM: | Latin Minor |
| CIP CODE: | 161203 |
| UNIVERSITY DEPARTMENT: | History |
| UNIVERSITY DIVISION: | College of Arts & Sciences |

University Approval

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

| | President of the University | | | | | Date | |
|----|------------------------------------|-----------|---|----------|-------------|---------------------------------|--|
| 1. | Program Degree Associate | | Bachelor's ⊠ | Master's | | Doctoral | |
| 2. | Category: ¹ Certificate | | Specialization | Minor | \boxtimes | Major 🗆 | |
| 3. | The program a | ction pro | posed is: ² Inactive Status See question 4 | ⊠ See | | Termination \Box ions 5 and 6 | |

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Due to small enrollments, the department is unable to offer the courses required for the minor.

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

No students are currently enrolled.

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

What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)? 5/9/2020

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

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.



ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

| UNIVERSITY: | University of South Dakota | |
|------------------------|--|--|
| DEGREE(S) AND PROGRAM: | Biological Sciences, Ph.D., Bioinformatics | |
| | Specialization | |
| CIP CODE: | 26.0101 | |
| UNIVERSITY DEPARTMENT: | Biology | |
| UNIVERSITY DIVISION: | College of Arts & Sciences | |

University Approval

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

| President of the University | | | | Date | |
|-----------------------------|--|-----------------|------------|-----------------|--|
| 1. | Program Degree Level Associate □ | Bachelor's □ | Master's □ | Doctoral ⊠ | |
| 2. | Category:¹ Certificate □ | Specialization | Minor | Major 🗆 | |
| 3. | . The program action proposed is: ² | | | | |
| | | Inactive Status | | Γermination ☐ | |
| | | See question 4 | See questi | ions 5 and 6 | |
| | | | | | |

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Due to the departure of faculty members, the department is unable to offer the required courses or to advise and mentor students who wish to pursue this specialization.

- B. If there are current students in the program, what are the implications of placing the program on inactive status? No students are currently enrolled.
- C. What is the last date (day/month/year) by which a student can graduate in the program: N/A
- D. What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)? 5/9/2020

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

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.

Academic and Student Affairs Consent

AGENDA ITEM: 4 – J DATE: June 24, 2020

SUBJECT

Agreement on Academic Cooperation – SDSMT

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION

Board of Regents Policy 5:3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, South Dakota School of Mines and Technology (SDSMT) seeks approval to enter into an agreement on academic cooperation with Pontificia Universidad Javeriana (PUJ), Bogota, Colombia.

IMPACT AND RECOMMENDATION

The South Dakota School of Mines and Technology actively seeks international partnership opportunities with universities that are reviewed and deemed to be a good match in our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

Regarding student exchange, each institution agrees to accept and enroll exchange students on a full-time, non-degree basis. Exchange students will pay tuition and fees at their home campus (with exceptions to this noted in Section 6 of the agreement). Students will be responsible for paying for their own housing, meals, travel and any other incidental costs. This agreement would be valid for a period of five years.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: SDSMT & PUJ

DRAFT MOTION 20200624 4-J:

I move to approve the South Dakota School of Mines and Technology's agreement on academic cooperation with Pontificia Universidad Javeriana (PUJ), Bogota, Colombia.

EXCHANGE AGREEMENT

BETWEEN

PONTIFICIA UNIVERSIDAD JAVERIANA

BOGOTA, COLOMBIA

AND

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY RAPID CITY, SOUTH DAKOTA, USA

The Pontificia Universidad Javeriana, Bogota, Colombia (hereafter referred to as "PUJ") and South Dakota School of Mines and Technology (SDSM&T) recognizing the educational and cultural exchanges which can be achieved between our two institutions, enter into this agreement to facilitate the exchange of students and scholars.

1. Definitions

- i) For the purposes of this agreement "home" institution shall mean the institution at which a student intends to graduate, and "host" institution shall mean the institution which has agreed to accept the student from the home institution.
- ii) Semester or academic year shall normally refer to the period relevant to the host institution.
- iii) "Faculty" shall represent the appropriate academic entity at the respective institutions.

2. Purpose of the Agreement

- i) The general purpose of this agreement is to establish specific educational relations and cooperation between the two participating institutions in order to promote academic linkages and to enrich the understanding of the culture of the two countries concerned.
- ii) The purpose of exchanges between Faculty members is to promote collaborative research, other educational developments and to further mutual understanding.
- iii) The purpose of each student exchange is to enable students to enroll in subjects at the host institution for credit which will be applied towards their degree at their home institution.

3. Responsibilities of Participating Institutions and Students

- i) Each institution shall undertake all those measures as are seen as reasonable to give maximum effect to this exchange program.
- ii) Each institution agrees to accept and enroll exchange students as full-time, "non-degree" students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in item number 6 of this document. SDSM&T students going to PUJ pay tuition and fees to SDSM&T.
- iii) Each exchange student will be provided with the same academic resources and support services that are available to all students at the host institution.
- iv) It is the responsibility of each exchange student to obtain official approval from his or her home institution for subjects taken at the host institution.
- v) It is the responsibility of each exchange student to ensure that he or she obtains a copy of his or her official statement of results (transcript) covering the subjects taken during the period of exchange. In addition, each host institution will forward a copy of the statement of results to the home institution's International Office. Exchange students will be responsible for paying any fees associated with having a transcript sent from the host institution to the home institution.

vi) Exchange students will be subject to the rules and procedures as specified by the host institution for the academic period in which the student enrolls. The home institution will have responsibility for all matters concerning credit for subjects taken.

4. Balancing the Exchange

- i) It is the objective under this agreement that there will be parity in the number of students exchanged. For the purpose of computing this parity, the exchanges will be weighed as follows:
- ii) One short-term, credit-bearing program (less than 4 weeks) = 0.25 units; one summer session (4 11 weeks) = 0.5 units; one summer term (12 weeks) = 1.0 unit; one semester = 1.0 unit; one academic year = 2 units. However, each institution should be prepared to consider a disparity in any given semester or year during the period of this agreement. Any and all imbalances shall be resolved by the end of the period of this agreement.
- iii) The period of study for an exchange will be for one or two semesters the longest, but the number is limited to one semester over parity in each semester for the duration of the agreement.
- iv) In principle, the exchange of students will occur on a one for one basis. This number may vary in any given year. Each institution will make every effort to keep the number of students participating balanced. The number of PUJ students each year who are relieved of any payments of tuition and fees to SDSM&T is limited to one over parity. All other PUJ students are welcome to study at SDSM&T but will be required to pay full out-of-state tuition and fees. The selection of which students pay, and which do not will be determined by PUJ.

5. Selection and Enrollment of Students

It is expected that only highly motivated students of above-average academic quality will be selected to participate in an exchange program. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

- i) have completed at least two years of study at their home institution (University-specific programs, such as research, may have additional requirements);
- ii) are enrolled at their home and host institution for the full period of the exchange;
- iii) have an enrollment proposal, approved by their home Faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International Office of subject availability, including enrollment limitations and conditions;
- iv) have obtained agreement from their home Faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a practical assignment as part of an exchange program; In those cases, the parties, will define the conditions for those practical assignment by written agreement;
- v) are proficient in the language of instruction at the host university. For PUJ students, SDSM&T will accept in lieu of the TOEFL or IELTS examination a favorable recommendation from a professor who is qualified to determine the student's English proficiency. for SDSM&T students who plan to take courses held in Spanish atPUJ are advised to show proof of language skills of at least level B1or better. For SDSM&T students, PUJ will accept in lieu of an official language examination a favorable recommendation from a professor who is qualified to determine the student's Spanish Language proficiency.

Each home institution will endeavor to send completed applications for their students to the International Offices at the host institution at least twelve (12) weeks before the beginning of the entry semester. This may be somewhat flexible, depending on estimated student visa processing times. The host institution reserves the right of final approval on the admission of a student.

6. Financial Responsibilities of Institutions

- i) Participating students from SDSM&T will pay appropriate tuition and fees at SDSM&T as per the published tuition and fee schedule. Participating students of SDSM&T are relieved of any payments of tuition and fees to PUJ except as cited in the following paragraphs. In addition, participants of PUJ will pay tuition and fees at PUJ, if so required. Participating students of PUJ are relieved of any payments of tuition and fees to SDSM&T except as cited in the following paragraphs.
- ii) Students attending SDSM&T in reciprocal exchange agreements will pay all applicable incidental charges, the international student fee, appropriate room and board fees, and possibly the Tablet PC lease fee. (Some courses require use of the Tablet PC.) They will not be charged the system mandatory fees or discipline fees, provided the exchange is in balance and the outgoing student receives a similar waiver of academic fees. Students who enroll in an off-campus course will pay all off-campus tuition and program delivery fees associated with the course.
- iii) At PUJ international students participating in the exchange program will not be resonsible for admistrative fees.
- iv) All living expenses shall be borne by the students of both institutions.
- v) The host institution will provide the appropriate orientation program(s) to the students at no additional cost. Excursions offered throughout the summer programs and the semester will be charged in full or in part to the student.

7. Financial Responsibilities of Exchange Students

- i) Exchange students will be financially responsible for:
 - travel to and from the host institution
 - books, stationery, etc.
 - Exchange students shall be responsible for obtaining any necessary visas and complying with all immigration laws and regulations of the country of the host institution. The host institution shall cooperate in such efforts, but will not be responsible to assure the granting of any visas, permits or approvals.
 - accommodation and living expenses
 - personal travel within the host country
 - nominal fee for official transcripts and/or Statement of Results
 - health coverage relevant to the exchange institution and country
 - SDSM&T has student insurance that is mandated through our governing Board of Regents, so students coming to SDSM&T must plan to purchase this insurance.
 - Students attending PUJ must purchase appropriate medical, accident, civil liability and repatriation insurance before leaving their home country.
- ii) The home institution shall satisfy itself that a candidate for exchange has the ability to meet all his or her financial responsibilities as detailed above.

8. Accommodation

- i) The host institution ensures assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including utility accounts and rental deposit. The host institution cannot guarantee housing on campus.
- ii) Accommodations for short term programs will be determined on an individual basis.

9. Exchange Student Families

It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all

additional expenses and workload are the responsibility of the exchange student. (Please note that SDSM&T does not have accommodations on campus for married students with families.)

10. **Faculty and Staff Exchanges**

The two institutions agree in principle to the possibility of exchanges by Faculty and general staff (Administrative and Technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.

11. **Exchange Program Review**

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research.

12. **Period of Agreement**

This Agreement will come into effect from the date of signature by both parties and will remain in force for a period of five years, and renewable every five years thereafter. The Agreement may be terminated by either party provided six months written notice is given to the other party.

13. **Notices**

- i) Any notice or other communication under this Agreement shall be given in writing and delivered by hand, sent by pre-paid post or facsimiled transmission.
- ii) The address for any such notices is as follows:

| PONTIFICIA U | JNIVERSIDAD JAVERIANA | South Dakota School of Mines and Technology |
|---|-------------------------------------|---|
| Name: | GIOVANNI CALVANO | Name: Ms. Susan Aadland |
| Position: | Director of International Relations | Position: Director, Ivanhoe International Cente |
| Address: | Carrera 7 No.40-62, Building Emilio | Address: 501 East Saint Joseph Street |
| Arango S.J.5 th floor, Bogotá D.C., Colombia | | Rapid City, SD 57701-3995 |
| Telephone: | (57 1) 3208320 Ext. 2725 | USA |
| E-mail: foreignstudents@javeriana.edu.co | | Telephone: +1-605-394-6884 |
| | outgoing@javeriana.edu.co | Facsimile: +1-605-394-6883 |

14. Signatures

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

e-mail: international@sdsmt.edu

| Signed on behalf of | Signed on behalf of | | |
|---|---|--|--|
| PONTIFICIA UNIVERSIDAD JAVERIANA | South Dakota School of Mines and Technology | | |
| by | by | | |
| Father Luis Fernando Álvarez Londoño S.J. | Jim Rankin, PhD PE | | |
| Vice-President for Extension and Interinstitutional | President | | |
| Relations | | | |
| Date: | Date: | | |

Academic and Student Affairs Consent

AGENDA ITEM: 4 – K DATE: June 24, 2020

SUBJECT

Articulation Agreements – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:27 – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is "transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree." Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, South Dakota State University requests approval for the following articulation agreements:

- Students who have completed coursework in the Associate of Applied Sciences degree in Business Associate Human Resources Option at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Sociology at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Business Associate at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of General Studies degree at SDSU.

(Continued)

DRAFT MOTION 20200624 4-K:

I move to approve South Dakota State University's articulation agreements with Lake Area Technical Institute and Southeast Community College, as presented.

- Students who have completed coursework in the Associate of Applied Sciences degree in Business Associate at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Interdisciplinary Studies at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Financial Services at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Business Economics at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Financial Services at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of General Studies degree at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Financial Services at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Interdisciplinary Studies at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Human Services Technician at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of General Studies degree at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Human Services Technician at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Interdisciplinary Studies at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Human Services Technician at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Sociology at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Law Enforcement at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of General Studies degree at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Law Enforcement at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Interdisciplinary Studies at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences
 degree in Law Enforcement at Lake Area Technical Institute (LATI) can apply
 credit toward the Bachelor of Science or Bachelor of Arts degree in Political
 Science at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Law Enforcement at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Sociology at SDSU.

- Students who have completed coursework in the Associate of Applied Sciences degree in Business Associate Marketing/Management Option at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Advertising at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Occupational Therapy Assistant at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of General Studies degree at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Occupational Therapy Assistant at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Interdisciplinary Studies at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Business Associate Photography/Media Option at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Journalism at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Physical Therapist Assistant at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of General Studies degree at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Physical Therapist Assistant at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Interdisciplinary Studies at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Manufacturing Engineering Technology at Southeast Community College (SCC) can apply credit toward the Bachelor of Science degree in Operations Management at SDSU.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Articulation Agreements: LATI Attachment II – SDSU Articulation Agreements: SCC

4

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Business Associate – Human Resources Option

Towards the
Sociology Major
Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Business Associate Human Resources Option an opportunity to earn a Bachelor of Science or Arts degree with a major in Sociology at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 54 technical course credits from the A.A.S. degree in Business Associate Human Resources Option. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts degree with a major in Sociology are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year

technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (15-27 credits</u> from classes on the approved lists in SDSU Bulletin.

- SGR Goal #1: Written Communication: ENGL 101 & ENGL 201 Composition I & II (3-6 credits)
- 2. SGR Goal #3: Social Sciences/Diversity (0-6 credits in two disciplines)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in two disciplines or in a sequence of modern foreign language courses)
- 4. SGR Goal #5: Mathematics (0-3 credits)
- 5. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits) Bachelor of Science Degree Requirements 7 credits

- 1. Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- 1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Course Requirements (33 credits)

- 1. SOC 284 Investigating the Social World 3 credits
- 2. SOC 307 Research Methods I 3 credits
- 3. SOC 308 Research Methods II 3 credits
- 4. SOC 403 Sociological Theory 3 credits
- 5. SOC 489 Capstone 3 credits
- 6. SOC/ANTH Electives: 18 upper division credits

Program or General Electives (0-3 Upper division credits)

Total minimum number of credits at SDSU: 60
Total number of credits from LATI: 60
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

I. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

II. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Lake Area Technical Institute with approval from the South Dakota Board of Education. 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.

III. Effective Date of Agreement

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

IV. Acceptance of Agreement

For South Dakota State University

| | Date: | |
|---------------------------------------|-----------------|--|
| Dean, College of Arts, Humanities and | Social Sciences | |
| | | |
| | Data | |
| | Date: | |
| Provost and Vice President for Acader | nic Affairs | |
| | | |
| | • | |
| | | |

For Lake Area Technical Institute

President, Lake Area Technica Unstitute

Date: 1/21/20

PLAN OF STUDY FOR

Associate of Applied Science in Business Associate – Human Resources Option at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts Degree with a major in Sociology

AAS DEGREE IN BUSINESS ASSOCIATE – HUMAN RESOURCES OPTION 76 CREDITS

LATI General Education Coursework, Suggested For Transfer to SDSU*

- CSC 105, Computer Software Applications (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 114, College Algebra (3 credits)
- PSYC 101, General Psychology (3 credits)
- SPCM 101, Fundamentals of Speech (3 credits)
- Selected Social Science Course: SOC 100, Introduction to Sociology (3 credits)[recommended]; ECON 201, Principles of Microeconomics I (3 credits) or ECON 202, Principles of Macroeconomics II (3 credits) or

Business Associate • Human Resources Option Semester Course Outline • 2019 - 2020



20 Months (4 Semesters, 1 Summer Session) • Revised: 7/25/19

Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 76

| first Yea | Fall Semester |
|-----------|---------------|
|-----------|---------------|

| Course Number | Course Title | Clock Hours | Credits |
|---------------|----------------------------------|-------------|---------|
| BUS 101 | Introduction to Business | 45 | 3 |
| BUS 160 | Principles of Selling | 45 | 3 |
| BUS 170 | Human Resource Management | 45 | 3 |
| BUS 215 | Business Ethics | 45 | 3 |
| ACCT 210 | Principles of Accounting I | 45 | 9 |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| | Total | 270 | 18 |

First Year Spring Semester

| Course Number | Course Title | | Clock Hours | Credits |
|--|---|-------|-------------|---------|
| 6SA 108 | Employment Law | | 45 | 9 |
| BUS 120 | Principles of Marketing | | 45 | 3 |
| BUS 230 | Management Policy | | 45 | 3 |
| BSA 232 or CSC 125 | Social Media Marketing or Advanced Computer Applications | | 45 | 3 |
| ♦ ACCT 251 or BUS 256 | Principles of Accounting II or Financial Management | | 45 | 3 |
| ECON 105 - Leadersh | re Course (Choose one) ip in the Global Workplace s of Microeconomics i * | | 45 | 3 |
| ECON 202 - Principle SOC 100 - Introduction | s of Macroeconomics il * on to Sociology * | | | |
| <u></u> | | Total | 270 | 18 |

| Course Number | Course Title | | Clock Hours | Credit |
|---------------|--|------|-------------|--------|
| BSA 230 | Quickbooks | | 15 | 1 |
| 8US 150 | Advertising | | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * (CSS 100 – Career Search Strategies 5 credit) | | 45 | 3 |
| | 7 | otal | 105 | 7 |

Second Year - Fall Semester

| Course Number | Course Title | | Clock Hours | Credits |
|---|------------------------|-------|-------------|---------|
| BSA 210 | Compensation Benefits | | 45 | 3 |
| BUS 140 | Business Law | | 45 | 3 |
| BUS 244 | International Business | | 45 | 3 |
| Selected Behavioral Sc PSYC 100 - Psychology PSYC 101 - General Ps | • | | 45 | 3 |
| Selected Mathematics MATH 100 – Applied G MATH 101 – Intermed | General Math | | 45 | 3 |
| MATH 114 - College A | igebra * | | | |
| | | Total | 225 | 15 |

| Course Number | Course Title | Clock Hours | Credits |
|--------------------------------|--|-------------|---------|
| BSA 212 | Retruitment, Training, and Development | 48 | 3 |
| BUS 209 | Principles of Insurance | 48 | 3 |
| BUS 220 | Personal Finance | 48 | 3 |
| BUS 235 | Business Internship | | |
| or •• BUS 240 plus Elective | Business Internship plus Elective | 360 | 6 |
| Selected Communication | ns Course (Choose one) | | |
| COMM 101 - Easomunic | ations and Career Strategies | 45 | 3 |
| ENGL 101 - Composition | * (CSS 100 – Career Search Strategies .5 credit) | | |
| | Total | 563 | 18 |

Identified on the current program semester outline of env Business Associate Option or Financial Services

- urfully completed ACCT 210 Principles of Accounting I for have appro from the instructor) before enrolling in ACCT 211 - Principles of Accounting II or BUS 236 - Financial Many

BSA 232 - Social Media Marketing BUS 162 - Retail

BUS 210 - Small Bu

HUS 238 - Business innovations ENT 220 - Business Team Davelonment

with an asterisk (*) can be transferred directly to the university system and may be substituted for recomme. courses on the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course CHSL 101, must also register for CSS 109 — Carea Search Strategies for S credit. This curriculum is required for all Lake Area Tech graduates and is included in the COMM

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Business Associate

Towards the
General Studies Major
Bachelor of General Studies Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Business Associate an opportunity to earn a Bachelor of General Studies degree with a major in General Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 54 technical course credits from the A.A.S. degree in Business Associate. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of General Studies degree with a major in General Studies are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (15-27 credits</u> from classes on the approved lists in SDSU Bulletin.

- SGR Goal #1: Written Communication: ENGL 101 & ENGL 201 Composition I & II (3-6 credits)
- 2. SGR Goal #3: Social Sciences/Diversity (0-6 credits in two disciplines)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in two disciplines or in a sequence of foreign language courses)
- 4. SGR Goal #5: Mathematics (0-3 credits)
- 5. SGR Goal #6: Natural Sciences (6 credits)

Major Requirements: 33-48 credits

- 1. GS 490, Capstone (3 credits)
- 2. Major electives (45 credits)
 - a. 20 academic credits must be upper division
 - b. 0-15 technical credits from transfer block may be applied to the major

<u>Program or General Electives (0-12 credits)</u>: if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 60
Total number of credits from LATI: 60
Total minimum credits required: 120

Additional Requirements:

- Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

I. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

II. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Lake Area Technical Institute with approval from the South Dakota Board of Education. 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.

III. Effective Date of Agreement

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

Date: 1/21/20

12

IV. Acceptance of Agreement

For South Dakota State University

| | Date: |
|---|-------|
| Dean, College of Arts, Humanities and Social Sciences | _ |
| | |
| | Date: |
| Provost and Vice President for Academic Affairs | batc |

For Lake Area Technical Institute

President, Lake Area Technica Institute

APPENDIX A PLAN OF STUDY FOR

Associate of Applied Science in Business Associate at Lake Area Technical Institute to enroll in SDSU's Bachelor of General Studies Degree with a major in General Studies

AAS DEGREE IN BUSINESS ASSOCIATE 70 - 76 CREDITS

LATI General Education Coursework, Suggested For Transfer to SDSU*

- CSC 105, Computer Software Applications (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 114, College Algebra (3 credits)
- PSYC 101, General Psychology (3 credits)
- SPCM 101, Fundamentals of Speech (3 credits)
- Selected Social Science Course: ECON 201, Principles of Microeconomics I (3 credits) or ECON 202, Principles of Macroeconomics II (3 credits) or SOC 100, Introduction to Sociology (3 credits)

Business Associate • Entrepreneurship Option Semester Course Outline • 2019 – 2020



| | | | | | | | | |
|---|---------------|----------------|-----------|---------|---|----------|---------|------|
| | | | | | _ | | | |
| D | Months | 4 Semesters, : | i. Summer | Session | • | Revised: | 7/25/19 | |

Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 72

| | 35 | | 1. |
|---|----|---|----|
| 2 | ff | ď | A |

First Year - Fall Semester

| Course Number | Course Title | Clock Hours | Credits | |
|---------------|-----------------------------|-------------|---------|--|
| ENT 100 | Entrepreneurship Essentials | 45 | 3 | |
| ENT 102 | Opportunity Analysis | 45 | 3 | |
| BUS 140 | Business Law . | 45 | 3 | |
| ACCT 210 | Principles of Accounting I | 45 | 3 | |
| SPCM 101 | Fundamentals of Speech * | 45 | 3 | |
| | Total | 225 | 15 | |

First Year - Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|----------------------------------|-------------|---------|
| ENT 120 | Business Enterprise | 45 | 3 |
| ENT 130 | Financing/Small Business Funding | 45 | 3 |
| BSA 232 | Social Media | 45 | 3 |
| 8US 160 | Principles of Selling | 45 | 3 |
| BUS 220 | Personal Finance | 45 | 3 |
| BUS 238 | Business innovation | 45 | 3 |
| | Total | 270 | 18 |

First Year - Summer Session

| Course Number | Course Title | Clock Hours | Credits |
|---------------|----------------------|-------------|---------|
| ENT 135 | Competitive Analysis | 30 | 2 |
| BSA 230 | QuickBooks | 15 | 1 |
| BUS 150 | Advertising | 45 | 3 |
| | Total | 90 | 6 |

Second Year – Fall Semester

| Course Number | Course Title | Clock Hours | Credits |
|--------------------------------------|------------------------------------|-------------|---------|
| ENT 205 | Strategic Elements | 45 | 3 |
| BUS 215 | Business Ethics | 45 | 3 |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| ECON 105 | Leadership in the Global Worlplace | 45 | 3 |
| Selected Mathema | ntics Course (Choose one) | | |
| MATH 100 - Applic | ed General Math | 45 | 9 |
| MATH 101 - Intern | nediate Algebra | | |
| MATH 114 - Colleg | ge Algebra * | | |
| | Total | 225 | 15 |

Second Year - Spring Semeste

| Course Number | Course Title | | Clock Hours | Credits |
|---|---|-------|-------------|---------|
| ENT 210 | Entrepreneurship Capstone | | 45 | 9 |
| ENT 220 | Business Team Development | , | 45 | 3 |
| BUS 120 | Principles of Marketing | | 45 | 3 |
| BUS 230 | Management Policy | | 45 | 3 |
| COMM 101 - Com | ications Course (Choose one) munications and Career Strategies sition* (CSS 100 — Career Search Strategies .5 credit) | | 45 | 9 |
| Selected Behavioral Science Course (Choose one) PSYC 100 – Psychology of Human Relations PSYC 101 – General Psychology ** | | | 45 | 5 |
| | | Total | 270 | 18 |

Students will select a course in each of the areas listed to meet general education requirements. Courses marked with
an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on
the outline. Students should speak with an advisor before doing so.

Business Associate • Marketing/Management Option Semester Course Outline - 2019 - 2020

20 Months (4 Semesters, 1 Summer Session) • Boyland 7/25/19
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 76

Business Associate - Photography/Media Option

Semester Course Outline - 2019 - 2020

20 Months (4 Semesters, 1 Summer Session) • Revised: 7/15/19
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 70

| irst Year – Fall Semester Course Number | Course Title | Clock ifours | Credits |
|--|---|--------------|---------|
| BUS 101 | Introduction to Business | 45 | 3 |
| BUS 122 | Business Relationships | 45 | 3 |
| BUS 160 | Principles of Setting | 45 | 3 |
| ACCT 210 | Principles of Accounting ! | 45 | . 9 |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * (CSS 100 – Career Search Strategies .5 credit) | 45 | 3 |
| | Total | 270 | 18 |

| irst Year — Spring Semest Course Number | Course Title | Clock Hours | Credita |
|--|--|-------------|---------|
| BUS 120 | Principles of Marketing | 45 | 3 |
| BUS 230 | Management Policy | 45 | 3 |
| BSA 232 or CSC 125 | Social Media Marketing or Advanced Computer Applications | 45 | 9 |
| ACCT 211 or BUS 236 | Principles of Accounting II pr Financial Management | 45 | 9 |
| | | 45 | 3 |
| Selected Elective | <u> </u> | 45 | 3 |
| Jerento Circuit | Total | 270 | 18 |

| Course Title | ······································ | Clock Hours | Credits |
|-------------------|---|---|----------------------------|
| Ouickbooks | | 15 | 1 |
| | | 45 | 3 |
| | | 45 | 3 |
| | Total | 105 | |
| | 15000 | 105 | |
| der Course little | | Clock Hours | Credits |
| der Course Title | ruas . | | Credit: |
| | Quickbooks Adventising Principles of Microeconomics 1 * | Course Title Quickbooks Adventising Principles of Microeconomics I * | Course Title Clock Hours |

| Course Number | Course Title | Clock Hours | Credit |
|---|--|-------------|--------|
| aus 140 | Business Law | 45 | 3 |
| 8US 244 | International Business | 45 | 3 |
| Selected Communicat CONM 101 - Commu | ions Course (Choose one) nications and Career Strategies on * (CSS 100 – Career Search Strategies .5 czedit) | 45 | 3 |
| Selected Mathematics BATH 100 — Applied C MATH 101 — Intermed | : Course: (Choose one) Seneral Math Bate Algebra | 45 | 3 |
| MATH 114 — College A Selected Elective | (George | 45 | 3 |
| 20mrteo Ewelike | Taa | 225 | 15 |

| Course Number | Courte Title | Clock Hours | Credits |
|-----------------------|----------------------------------|-------------|---------|
| BUS 162 | Retailing | 45 | 3 |
| 8US 210 | Small Business Development | 45 | 3 |
| 8LIS 220 | Passonal Finance | 45 | 3 |
| BUS 238 | Business Innovation | 45 | 3 |
| BUS 235 | Eusiness internatio | Ϊ | _ |
| ar . | or | 360 | 6 |
| BUS 240 plus Elective | Business Internship plus Becsive | | 18 |
| | Total | 540 | 18 |

tive and/or additional courses not Ested on your current program actions uson to approved by your adviser and wately identified on the current program samester outline of any Business Accordate Option or Pleasethal Services all elective and/or addition

- Prerequisite: Students must have successfully completed ACCT 210 Principles of Accounting ((or have approval from the instructor) before enrolling in ACCT 211 Principles of Accounting () or 6115-256 Prissusial Management
- Preventable: Students must have successfully completed ACCT 210 Principles of Accounting 1 and ACCT 211 Principles of Account is or SUS 236 Principles of Account is of Acco in BUS 210 - Small Business Development.

Selected Elections

First Year - Summer Session

| Tail September | |
|-------------------------------------|--|
| 85A 216 - Compensation and Burning | |
| BUS 170 - Human Resource Management | |
| aug nati Burinam Pilière | |

ENT 100 - Entrepreneurship Essentials

Spring Semester
65.4.108 — Employment Low
65.4.211 — Recruitment, Training, and Development
85.4.222 — Social Media Marketing

GUS 209 — Principles of Insurance ENT 220 — Business Trans Development

which are access a course or each of the areas listed to make general aducation requirements. Courses a with an asterial (*) can be transferred directly to the university system and may be substituted for recommon courses on the outlines. Students whould speak with an advisor before doing so.

Students who select to Jako reactionable.

Students who select to Lake bransferable communications course EMGL 1GL, must also register for CSS 100 - Career Search Strategies for -5 credit. This curriculum is regularly for all Lake Area Tech graduates and it included in the cubits 101 course has is separate from the university system.

| rst Year — Fall Semes Course Number | Course Title | Clock Hours | Credits |
|--|-------------------------------------|-------------|---------|
| BSA 100 | Introduction to Digital Photography | 45 | 3 |
| BSA 107 | Intro to Photo Studio | 15 | 1 |
| BSA 114 | Design I | 45 | 3 |
| BUS 101 | Introduction to Business | 45 | 3 |
| SUS 160 | Principles of Selling | 45 | 3 |
| SC 105 | Computer Software Applications * | 45 | 3 |
| | Tota | 240 | 16 |

| rst Year – Spring Sen Course Number | Course Title | Clock Hours | Credit |
|---|------------------------------|-------------|--------|
| BSA 116 | Advanced Image Processing | 45 | 3 |
| BSA 118 | Advanced Digital Photography | 45 | 3 |
| 8\$A 126 | Lighting in Photography | 45 | 3 |
| SA 128 | Studio Lighting | 15 | 1 |
| ACCT 210 | Principles of Accounting I | 45 | 3 |
| CCT 210 Principles of Accounting Selected Behavioral Science Course (Choose one) PSYC 100 - Psychology of Human Relations PSYC 101 - General Psychology | | 45 | 3 |
| | Total | 240 | 16 |

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|---|-------|-------------|---------|
| 85A 230 | Quickbooks | | 15 | 1 |
| BUS 150 | Advertising | | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * (CSS 100 – Career Search Strategies .5 credit) | | 45 | 3 |
| | | Total | 105 | 7 |

| econd Year — Fall Ser Course Number | Course Title | | Clock Hours | Credits |
|--|---|-------|-------------|---------|
| BSA 200 | Video/Media | | 45 | 3 |
| BSA 204 | Event/Corporate Photography | | 45 | 3 |
| COMM 101 - Com | ications Course (Choose one) munications and Career Strategies osition * (CSS 100 – Career Search Strategies .5 credit) | | 45 | 3 |
| | atics Course (Choose one) ad General Math mediate Algebra | | 45 | 9 |
| 1991111 224 0046 | | Total | 180 | 17 |

| cond Year – Spring S Course Number | Course Title | | Clock Hours | Credita |
|--|---|---|-------------|---------|
| BSA 202 | Portrait Photography | , | 45 | 3 |
| BSA 207 | Portrait Studio | | 15 | 1 |
| BUS 210 | Small Business Development | | 45 | 3 |
| BSA 232 | Social Media | | 45 | 3 |
| BUS 220 | Personal Finance | | 45 | 3 |
| BUS 265 | Photography Internship/Capstone Project | | 180 | 3 |
| ECON 105 Leade ECON 201 Princi ECON 202 Princi | ence Course (Choose one) rship in the Giobal Workplace poles of Microeconomics I * ples of Macroeconomics II * ction to Sociology * | | 45 | 3 |
| 200 TOO III OTO | Court in accountable | Total | 420 | 19 |

All elective and/or additional courses not fisted on your current program outline must be approved by your adviser and appropriately identified on the current program semester outline of any Business Associate Option or Financial Services

 Students will select a course in each of the creas listed to meet general education requirements. Courses marked with an extensi (*) can be transferred directly to the university system and may be substituted for recommended courses on the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 101, must also register for CSS 100 - Career Search Strategies for .5 credit. This curriculum is required for all Lake Area Tech graduates and is included in the COMMS 101 course but it superate from the university system.

Business Associate • Human Resources Option Semester Course Outline • 2019 - 2020



18

20 Months (4 Semesters, 1 Summer Session) • Revised: 7/25/19 Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 76

First Year Fall Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|----------------------------------|-------------|---------|
| BUS 101 | Introduction to Business | 45 | 3 |
| BUS 160 | Principles of Selling | 45 | 3 |
| BUS 170 | Human Resource Management | 45 | 3 |
| BUS 215 | Business Ethics | 45 | 3 |
| ACCT 210 | Principles of Accounting (| 45 | 3 |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| | Total | 270 | 18 |

First Year Spring Semester Course Title Clock Hours Credits Course Number 801 A28 Employment Law Principles of Marketing BUS 120 45 3 BUS 230 Management Policy 45 3 BSA 232 Social Media Marketing 3 45 CSC 125 Advanced Computer Applications ♦ ACCT 211 Principles of Accounting II 45 OΓ BUS 236 Financial Management • Selected Social Science Course (Choose one) ECON 105 - Leadership in the Global Workplace 45 3

ECON 201 - Principles of Microeconomics I * ECON 202 - Principles of Macroeconomics 8 * SOC 100 - Introduction to Sociology * Total 270

| Course Number | Course Title | Clock Hours | Credits |
|---------------|---|-------------|---------|
| BSA 230 | Quickbooks | 15 | 1 |
| BUS 150 | Advertising | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * (CSS 100 – Career Search Strategies .5 credit) | 45 | 3 |
| | Total | tos | 7 |

Second Year - Fall Semester

| Course Number | Course Title | Clock Hours | Credits |
|---|-----------------------------|-------------|---------|
| BSA 210 | Compensation Benefits | 45 | 3 |
| BUS 140 | Business Law | 45 | 3 |
| BUS 244 | International Business | 45 | 8 |
| Selected Behavioral Sc PSYC 100 — Psychology PSYC 101 — General Psychology | | 45 | 3 |
| Selected Mathematics MATH 100 — Applied 0 MATH 101 — Intermed MATH 124 — College A | eneral Math late Algebra | . 45 | 3 |
| | Total | 225 | 15 |

| ### 858.212 Recruitment, Training, and Development 45 ### 815.209 Principles of Insurance 48 ### 815.220 Personal Finance 360 | Course Number | Course Title | Clock Hours | Crediti |
|---|-------------------|--|-------------|---------|
| BUS 220 Personal Finance 48 BUS 235 Business Internship or 360 | BSA 212 | Recruitment, Training, and Development | 48 | 3 |
| BUS 235 or \$\daggerightarrow BUS 240 plus Elective \$\daggerightarrow BUS 240 plus Elective \$\daggerightarrow BUS 240 plus Elective \$\daggerightarrow Communications Course (Choose one) \$\daggerightarrow COMM 101 - Communications and Correct Strategies \$\daggerightarrow COMM 101 - COMM | BUS 209 | Principles of insurance | 48 | 3 |
| or Business Internship plus Elective • Business Internship plus Elective • Selected Communications Course (Choose one) COMM 101 - Communications and Career Strategies ENGL 101 - Composition * (CSS 100 - Career Search Strategies _5 credit) | BUS 220 | Personal Finance | 48 | 3 |
| COMM 101 - Communications and Career Strategies 45 ENGL 101 - Composition * (CSS 100 - Career Stearch Strategies ,5 credit) | or | Or | 360 | 6 |
| Total \$63 | COMM 101 Communic | ations and Career Strategies | 45 | 9 |
| | | Tota | 1 563 | 18 |

All elective and/or additional courses not listed on your current program outline must be approved by your adviser and appropriately identified on the current program semaster outline of any Eusiness Associate Option or Financial Services

Prerequisits: Students must have successfully completed ACCT 210 - Principles of Accounting I (or have approval from the instructor) before enrolling in ACCT 211 - Principles of Accounting II or BUS 236 - Financial Management.

Selectud Electives
 Fall Sessesses
 Suls 127 — Business Relationships
 ENT 100 — Entrepreseurship Executats

Selected Electives: Fall Sensester
BUS 127 - Business Reletionships
ENT 100 - Entrepreneurship Essestisis
ENT 100 - Entrepreneurship Essestisis
ENT 200 - Entrepreneurship Essestisis
EUS 218 - Business Development
RUS 218 - Business Development
RUS

Students who select to take transferable communications course ENGL IOL, must also register for CSS 100 — Carner Search Strologies for .5 credit. This curriculum is respicted for all Lake Area Tech graduates and is included in the CDMM 101 course but is separate from the university system.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Business Associate

Towards the
Interdisciplinary Studies Major
Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Business Associate an opportunity to earn a Bachelor of Science or Arts degree with a major in Interdisciplinary Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 48 technical course credits from the A.A.S. degree in Business Associate. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts degree with a major in Interdisciplinary Studies are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year

technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (15-27 credits</u> from classes on the approved lists in SDSU Bulletin.

- SGR Goal #1: Written Communication: ENGL 101 & ENGL 201 Composition I
 & II (3-6 credits)
- 2. SGR Goal #3: Social Sciences/Diversity (0-6 credits in two disciplines)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in two disciplines or in a sequence of modern foreign language courses)
- 4. SGR Goal #5: Mathematics (0-3 credits)
- 5. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits)

Bachelor of Science Degree Requirements 7 credits

- Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- 1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Requirements (36-43 credits)

- 1. IDL 262 Foundations of Interdisciplinary Studies (3 credits)
- 2. IDL 362 Interdisciplinary Inquiry and Integration (3 credits)
- 3. IDL 479 Interdisciplinary Studies Capstone (3 credits)
- 4. ACS 489 Transition to Careers (1 credit)
- 5. Goal-based Plan of Study (50%+ must be upper division) (33 credits)
 - a. Up to 7 technical credits from transfer block may be applied to the 33 credit plan of study

Total minimum number of credits at SDSU: 66
Total number of credits from LATI: 54
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

I. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

II. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Lake Area Technical Institute with approval from the South Dakota Board of Education. 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.

III. Effective Date of Agreement

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

| IV. Acceptance of Agree | ement |
|-------------------------|-------|
|-------------------------|-------|

For South Dakota State University

| | Date: |
|---|-------|
| Dean, College of Arts, Humanities and Social Sciences | |
| | |
| | Date: |
| Provost and Vice President for Academic Affairs | |

For Lake Area Technical Institute

President, Lake Area Technical Institute

Date: 1/21/20

APPENDIX A PLAN OF STUDY FOR

Associate of Applied Science in Business Associate at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts Degree with a major in Interdisciplinary Studies

AAS DEGREE IN BUSINESS ASSOCIATE 70 - 76 CREDITS

LATI General Education Coursework, Suggested For Transfer to SDSU*

- CSC 105, Computer Software Applications (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 114, College Algebra (3 credits)
- PSYC 101, General Psychology (3 credits)
- SPCM 101, Fundamentals of Speech (3 credits)
- Selected Social Science Course: ECON 201, Principles of Microeconomics I (3 credits) or ECON 202, Principles of Macroeconomics II (3 credits) or SOC 100, Introduction to Sociology (3 credits)

Business Associate • Entrepreneurship Option

Semester Course Outline • 2019 - 2020

20 Months (4 Semesters, 1 Summer Session) • Revised: 7/25/19 Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 72



| Course Number | Course Title | *************************************** | Clock Hours | €redits |
|--|---|---|-------------|----------------|
| ENT 205 | Strategic Elements | | 45 | 3 |
| BUS 215 | Business Ethics | | 45 | 3 |
| CSC 105 | Computer Software Applications * | | 45 | 3 |
| ECON 105 | Leadership in the Global Workplace | | 45 | 3 |
| Selected Mathematics MATH 100 – Applie MATH 101 – Inters MATH 114 – College | nediate Algebra | | 45 | 3 |
| | , | Total | 225 | 15 |

First Year - Fall Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|-----------------------------|-------------|---------|
| ENT 100 | Entrepreneurship Essentials | 45 | 3 |
| ENT 102 | Opportunity Analysis | 45 | 3 |
| BUS 140 | Business Law | 45 | 3 |
| ACCT 210 | Principles of Accounting (| 45 | 3 |
| SPCM 101 | Fundamentals of Speech * | 45 | 3 |
| | Total | 225 | 15 |

First Year - Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|----------------------------------|-------------|---------|
| ENT 120 | Business Enterprise | 45 | 3 |
| ENT 130 | Financing/Small Business Funding | 45 | 3 |
| BSA 232 | Social Media | 45 | 3 |
| BUS 160 | Principles of Selling | 45 | 3 |
| BUS 220 | Personal Finance | 45 | 3 |
| BUS 238 | Business Innovation | 45 | 3 |
| <u> </u> | Total | 270 | 18 |

First Year - Summer Session

| Course Number | Course Title | Clock Hours | Credits |
|---------------|----------------------|-------------|---------|
| ENT 135 | Competitive Analysis | 30 | 2 |
| BSA 230 | QuickBooks | 15 | 1 |
| BUS 150 | Advertising | 45 | 3 |
| | . Total | 90 | 6 |

| Course Number | Course Title | Clock Hours | Credits |
|----------------|---|-------------|---------|
| ENT 210 | Entrepreneurship Capstone | 45 | 3 |
| ENT 220 | Business Team Development | 45 | 3 |
| BUS 120 | Principles of Marketing | 45 | 3 |
| BUS 230 | Management Policy | 45 | 3 |
| COMM 101 - Com | ications Course (Choose one) munications and Career Strategies sition ° (CSS 100 – Career Search Strategies 5 credit) | 45 | 3 |
| | al Science Course (Choose one) logy of Human Relations Il Psychology * | 45 | 3 |
| | Total | 270 | 18 |

Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on the outline. Students should speak with an advisor before doing so.

Business Associate - Marketing/Management Option Semester Course Outline - 2019 - 2020

20 Months (4 Semesters, 1 Summer Session) - Revised: 7/25/19

Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 76

First Year – Fall Semester

| Coarse Number | Course Title | Clock Hours | Credits | |
|---------------|---|-------------|---------|--|
| BUS 101 | Introduction to Business | 45 | 9 | |
| BUS 122 | Business Relationships | 45 | . 3 | |
| BUS 160 | Principles of Selling | 45 | 3 | |
| ACCT 210 | Principles of Accounting I | 45 | 3 | |
| CSC 105 | Computer Software Applications * | 45 | 3 | |
| SPCM 101 | Fundamentals of Speech * (CSS 100 – Career Search Strategies .5 credit) | 45 | 3 | |
| | Total | 270 | 18 | |

First Year - Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|---|--|-------------|---------|
| BUS 120 | Principles of Marketing | 45 | 3 |
| BUS 230 | Management Policy | 45 - | 3 |
| 85A 252 or C5C 125 | Social Media Marketing or Advanced Computer Applications | 45 | 9 |
| *ACCT 211 or BUS 236 | Principles of Accounting II or Financial Management | 45 | 3 |
| Selected Behavioral S PSYC 100 — Psycholog PSYC 101 — General P | | 45 | 9 |
| Selected Elective | | 4.5 | 3 |
| | Total | 270 | 18 |

First Year - Summer Session

| Course Number | Course Title | Clock Hours | Credits |
|---------------|----------------------------------|-------------|---------|
| BSA 230 | Quickbooks | 15 | 1 |
| BUS 150 | Advenishg | 45 | 3 |
| ECON 201 | Principles of Microeconomics 1 * | 45 | 3 |
| · | Total | 165 | 7 |

nd Year – Fall Semester

| Course Humber | Course Title | \Box | Clock Hours | Credits | |
|--|--|--------|-------------|---------|--|
| BUS 140 | Business Law | \neg | 45 | 3 | |
| BUS 244 | International Business | | 45 | 3 | |
| COMM 101 - Commu | ions Course (Choose one) nications and Career Strategies on * (CSS 100 – Career Search Strategies .5 tredit) | | 45 | 3 | |
| Selected Mathematics MATH 100 - Applied C MATH 101 - Intermed MATH 114 - College A | Seneral Math Sate Algubra | | 45 | 3 | |
| ··· Selected Elective | | | 45 | 3 | |
| | · · · · · · · · · · · · · · · · · · · | Total | 225 | 15 | |

| Course Number | Course Title | Clock Hours | Credits |
|-----------------------|-----------------------------------|-------------|---------|
| BUS 162 | Retailing | 45 | 3 |
| BUS 210 | Small Business Development | 45 | 3 |
| BUS 220 | Personal Finance | 45 | 3 |
| BUS 238 | Business Innovation | 45 | 3 |
| BUS 235 | Business Internship | | |
| Ot. | or . | 350 | 6 |
| BUS 240 plus Elective | Business Internship plus Elective | | |
| | Total | 540 | 18 |

All elective and/or additional courses pot/lined on your corrent program outline must be approved by your addition and appropriately identified on the current program summater outline of any Business Associate Option or Financial Services Option.

- Presequisite: Students must have Euccessfully completed ACCT 210 Principles of Accounting I for have approved from the instructor) before enrolling in ACCT 212 Principles of Accounting II or 8US 238 Figure 8 Management
- Prerequisite: Students must have successfully completed ACCT 210 Principles of Accounting 1 and ACCT 211 –
 Principles of Account 13 or BULT 214 Prancial Management (or have approval from the instructural before enrolling in BUS 210 - Small Bodiness Develop
- Colorad Floriage

Tall Semester BSA 210 - Compensation and Benefits BUS 170 – Human Resource Mikragement BUS 115 – Business Fibirs Spring Semester

85A 100 – Employment Law

85A 212 – Recruitment, Training, and Development

85A 212 – Social Media Marketing

BUS 200 – Principles of Insurance

ENT 220 – Business Team Development

Students will select a course in each of the areas listed to ment general education requirements. Courses marked
with an asterials (*) can be transferred directly to the university system and may be extrativated for recommended
courses on the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 104, must also register for CSS 200 — Career Search Strategies for J. credit. This curriculum is required for all Lake Area Yerk graduants and is included in the CDRAM 101 course but is separate from the tableship system.

Business Associate • Photography/Media Option Semester Course Outline - 2019 - 2020



20 Months (4 Semesters, 1 Summer Session) • Revised: 1/25/19 Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 70

First Year — Fall Semester

| Course Number | umber Course Title | | Credits | |
|---------------|-------------------------------------|-----|---------|--|
| BSA 100 | Introduction to Digital Photography | 45 | 3 | |
| BSA 107 | Intro to Photo Studio | 15 | 1 | |
| BSA 114 | Design I | 45 | 3 | |
| BUS 101 | Introduction to Business | 45 | 3 | |
| BUS 160 | Principles of Selling | 45 | 3 | |
| CSC 105 | Computer Software Applications * | 45 | 3 | |
| | Total | 240 | 16 | |

First Year - Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|--|-------------|---------|
| BSA 116 | Advanced image Processing | 45 | 3 |
| BSA 118 | Advanced Digital Photography | 45 | 3 |
| BSA 126 | Lighting in Photography | 45 | 3 |
| BSA 128 | Studio Lighting | 15 | 1 |
| ACCT 210 | Principles of Accounting I | 45 | 3 |
| | al Science Course (Choose one) logy of Human Rebitions il Psychology * | 45 | 3 |
| | Total | 240 | 16 |

First Venr -- Summer Session

| Course Number | Course Title | Clock Hours | Credits |
|---------------|---|-------------|---------|
| BSA 230 | Quickbooks | 15 | 1 |
| BUS 150 | Advertising | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * (CSS 100 – Career Search Strategies .5 credit) | 45 | 3 |
| | Total | 105 | 7 |

id Year – Fall Semester

| Course Number | ber Course Title Clock Hours | | Credits | |
|--|---|-------|---------|----|
| BSA 200 | Video/Media | | 45 | 3 |
| BSA 204 | Event/Corporate Photography | | 45 | 3 |
| COMM 101 Com | ications Course (Choose one) munications and Career Strategies usition * (CSS 100 – Career Search Strategies .5 credit) | | 45 | 9 |
| Selected Mathema MATH 100 - Applil MATH 101 - Intern MATH 114 - Colley | nediate Algebra | | 45 | 3 |
| | | Total | 180 | 12 |

Second Year - Spring Semester

| Course Number | Course Title | | Clock Hours | Credits |
|--|---|-------|-------------|---------|
| BSA 202 | Portrait Photography | | 45 | 3 |
| BSA 207 | Portrait Studio | | 15 | 1 |
| BUS 210 | Small Business Development | | 45 | 3 |
| BSA 232 | Social Media | | 45 | 3 |
| BUS 220 | Personal Finance | | 45 | 3 |
| BUS 265 | Photography Internship/Capstone Project | | 1.80 | 3 |
| ECON 105 - Leade ECON 201 - Princi ECON 202 - Princi | ence Course (Choose one) rship in the Global Workpiace ples of Nicroeconomics I * crists of Nicroeconomics II * critical to Sociology * | | 45 | 3 |
| | | Total | 420 | 19 |

All elective and/or additional courses not listed on your current program outline must be approved by your adviser and appropriately identified on the current program semester outline of any Business Associate Option or Financial Services Option.

 Students will select a course in each of the ereas limed to meet general education requirements. Courses marks with an asterist (*) can be transferred directly to the university system and may be substituted for recommended courses on the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 101, must also register for CSS 100—Career Search Strategies for .5 credit. This curriculum is required for all Lake Area Tech graduates and is included in the COMM 101 course but is separate from the university system.

Business Associate • Human Resources Option Semester Course Outline • 2019 - 2020



20 Months (4 Semesters, 1 Summer Session) • Revised: 7/25/19
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 76

| First | Year | Fall | Seme | stei |
|-------|------|------|------|------|
|-------|------|------|------|------|

| Course Number | Course Title | Clock Hours | Credits |
|---------------|----------------------------------|-------------|---------|
| BUS 101 | Introduction to Business | 45 | 3 |
| BUS 160 | Principles of Selling | 45 | 3 |
| BUS 170 | Human Resource Management | 45 | 3 |
| BUS 215 | Business Ethics | 45 | 3 |
| ACCT 210 | Principles of Accounting I | 45 | 3 |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| | Tota | 270 | 18 |

| Course Number | Course Tide | | Clock Hours | Credits |
|---|--------------------------------|-------|-------------|---------|
| BSA 108 | Employment Law | | 45 | 3 |
| BUS 120 | Principles of Marketing | | 45 | 3 |
| BUS 230 | Management Policy | | 45 | 3 |
| 8\$A 232 or | Social Media Marketing | | 45 | 3 |
| CSC 125 | Advanced Computer Applications | | 73 | |
| ♦ ACCT 211 | Principles of Accounting II | | | |
| or BUS 23 6 | or Financial Management | | 45 | 3 |
| Selected Social Science | ce Course (Choose one) | | | |
| ECON 105 - Leadersh | ip in the Global Workplace | | 45 | 3 |
| ECON 201 – Principle | s of Microeconomics I * | | | |
| ECON 302 - Principle | s of Macroeconomics II * | | | |
| SOC 100 - Introduction | on to Sociology * | | | |
| | | Total | 270 | 18 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|---|-------------|---------|
| BSA 230 | Quickbooks | 15 | 1 |
| BUS 150 | Advertising | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * (CSS 100 – Career Search Strategies .5 credit) | 45 | 3 |
| | Total | 105 | 7 |

| Course Number | Course Tide | Clock Hours | Credits |
|--|---|-------------|---------|
| BSA 210 | Compensation Benefits | 45 | 3 |
| BUS 140 | Business Law | 45 | 33 |
| BUS 244 | International Business | 45 | 3 |
| | icience Course (Choose one) ny of Human Relations Sychology * | 45 | 3 |
| Selected Mathematic MATH 100—Applied MATH 101—Interme MATH 114—College | diate Algebra | 45 | . з |
| | Total | 225 | 15 |

| Course Number | Course Title | Clock Hours | Credit |
|--|--|-------------|--------|
| BSA 212 | Recruitment, Training, and Development | 48 | .3 |
| BUS 209 | Principles of insurance | 48 | 3 |
| BUS 220 | Personal Finance | 48 | 3 |
| BUS 295 | Business internship | | |
| OF. | or ` | 360 | 6 |
| ♦♦ BUS 240 plus Elective | Business Internship plus Elective | | |
| Selected Communication | is Course (Choose one) | | |
| COMM 101 — Communic | ations and Coreer Strategies | 45 | 3 |
| ENGL 101 — Composition | * (CSS 100 – Career Search Strategies .5 credit) | | |
| | Total | 563 | 18 |

erequisites Students must have successfully completed ACCT 210 -- Principles of Accounting 1 (or have approval on the instructor) before enrolling in ACCT 211 -- Principles of Accounding II or BUS 236 -- Financial Management.

Selected Electivan
Sall Samester
Bit 5122 — Business Relationships
ENT 100 — Entrepreneurship Extentials
ENT 100 — Entrepreneurship Extentials
EUS 210 — Small Business Development
Bits 210 — Small Business Development
Bits 228 — Business Development
Bits 220 — Small Business
Bits 220 —

Students who select to take transferable communications course ENGL 101, must also register for CSS 100 — Career Search Strategies for 5 credit. This curriculum is required for all Lake Area Tech graduates and is included in the COMM 101 course but is separate from the university system.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Financial Services Major

Towards the
Business Economics Major
Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Financial Services an opportunity to earn a Bachelor of Science or Arts degree with a major in Business Economics at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 25 technical course credits from the A.A.S. degree in Financial Services. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts degree with a major in Business Economics are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available.

Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (19-21 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 201 (3 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in two disciplines or in a sequence of modern foreign language courses)
- 3. SGR Goal #5: Mathematics: MATH 121 or MATH 123 (4-5 credits)
- 4. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits)

Bachelor of Science Degree Requirements 7 credits

- 1. Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- 1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Requirements (55-60 credits)

- 1. ECON 201**, Principles of Microeconomics (0 Credits)
- 2. ECON 202*, Principles of Macroeconomics (0-3 Credits)
- BLAW 350, Legal Environment of Business (3 Credits)
- 4. DSCI 424, Operations Research or BADM 321, Business Statistics II (3 Credits)
- 5. ECON 301, Intermediate Microeconomics OR ECON 431, Managerial Economics (3 Credits)
- ECON 302, Intermediate Macroeconomics OR ECON 330, Money and Banking (3 Credits)
- 7. ECON 319, Seminar with Industry Leaders (1 Credit)
- 8. FIN 310, Business Finance (3 Credits)
- 9. HRM 460, Human Resource Management (3 Credits)
- 10. MGMT/ CSC 325, Management Information Systems (3 Credits)
- 11. MGMT 360, Organization and Management (3 Credits)
- 12. MKTG 370, Marketing (3 Credits)
- 13. BADM 485, Business and Financial Decisions in a Global Economy (capstone) (3 credits)

- 14. Upper-division Electives in the following subject areas (15 credits)

 ACCT/AGEC/BADM/BLAW/DSCI/ECON/ENTR/FIN/HRM/MGMT/MKTG
- 15. ENGL 379, Technical Communication (3 Credits)
- 16. STAT 281, Introduction to Statistics (3 Credits)

 *If the starred courses above are taken at LATI, they will reduce the number of credits needed from SDSU to satisfy the Business Economics major requirements.

 **ECON 201 is required in the LATI program and satisfies 3 credits of SGR #3 and the Business Economics major requirements.

<u>Program or General Electives (0 credits)</u>: if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 77
Total number of credits from LATI: 43
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.
- 3. Students must earn a grade of "C" or better in CSC/MGMT 325 Management Information Systems, FIN 310 Business Finance, HRM 460 Human Resource Management, and MGMT 360 Organization and Management.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

VII. Acceptance of Agreement

| For South Dakota State University | | |
|---|-------|---------|
| | Date: | |
| Dean, College of Arts, Humanities and Social Sciences | 54.0 | |
| | Date: | 4 |
| Provost and Vice President for Academic Affairs | | |
| For Lake Area Technical Institute | | |
| President, Lake Area Technica Unstitute | Date: | 1/21/20 |

APPENDIX A PLANS OF STUDY FOR

Associate of Applied Science in Financial Services at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts Degree with a major in Business Economics

74.5 CREDITS AAS DEGREE IN Financial Services

Required or Suggested coursework Transferable to SDSU (18-21 credits)

- PSYC 101, General Psychology (3 credits)*
- SPCM 101, Fundamentals of Speech (3 credits)*
- ENGL 101, Composition (3 credits)*
- MATH 114, College Algebra (3 credits)*
- ECON 201, Principles of Microeconomics I (3 credits)*
- ECON 202, Principles of Macroeconomics II (3 credits)*
- CSC 105, Computer Software Applications (3 credits)*

Financial Services • Agri-Financial E-Degree Option Semester Course Outline - 2019 - 2020

27 Months (6 Semesters of Part-time Enrollment) * Berisal: 1/25/19

sociate of Applied Science (A.A.S.) Degree • Credits Required for Gradu

Financial Services . Consumer Financial E-Degree Option Semester Course Outline • 2019 - 2020



27 Months [6 Semesters of Fort-lime Enrollment] • Revised: 1/25/18
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 74.5

| First Fail Semister | | | |
|---------------------|----------------------------|-------------|---------|
| Course Resembles | Course Title | Clock Hours | Credits |
| AG 159 | Form/Russin Records | 45 | 3 |
| ACCT 216 | Principles of Accounting (| 45 | 3 |
| | Total | 90 | ñ |

| • | | |
|----------------------------|---|---|
| Course Title | Clock House | Credits |
| Principles of Selling | 45 | 3 |
| Personal Finance | 45 | 3 |
| Principles of Accounting 6 | 45 | 3 |
| | Principles of Selling Personal Finance | Course Title Clock Hours Principles of Selling 45 Personal Finance 49 |

| Second Fall Semeste | r. | | |
|---------------------|---------------------------|-------------|---------|
| Course Number | Course Yitle | Clock Hours | Credits |
| BUS 219 | Fundamentals of Lending (| 45 | 3 |
| 8L5 236 | Financial Management | 45 | 3 |
| ACCT 218 | Tax Accessing I | 45 | 3 |
| | Total | 135 | 9 |

| Second Spring Seme | econd Spring Semester | | | |
|--------------------|------------------------------|-------------|---------|--|
| Course Number | Course Title | Clock Hours | Credits | |
| BUS 213 | Marketing Financial Services | 45 | 3 | |
| BUS 222 | Fundamentals of Lending # | 49 | 3 | |
| ACCT 224 | Financial Statement Analysis | 45 | 3 | |
| | Total | ,335 | 9 | |

| Course Number | . Esurse Title | Cinck Hours | Credits |
|---------------|-----------------------|-------------|---------|
| BLIS 140 | Surfaces Law | aS . | 3 |
| 8US 200 | Principles of Banking | 45 | 3 |
| BUS 226 | Wealth Management | 30 | 2 |
| | Total | 170 | 8 |

| Course Number | Course Title | Clock Hours | credit |
|---------------|-----------------------------------|-------------|--------|
| EUS 241 | Agtending | 45 | 3 |
| BUS 245 | Internship A | 180 | 3 |
| BUS Z47 | Internship B or Elective | 180 | 3 |
| CSC 109 | Computer Software Applications * | 45 | 3 |
| CZC 125 | Advanced Computer Applications | 43 | 3 |
| CSS 300 | Career Search Strategies | 3 | .5 |
| ECON 201 | Principles of Microeconomics 1 * | 45 | 3 |
| ECON 202 | Principles of Macroeconomics () * | 45 | 3 |
| EMGL 1001 | Composition * | 43 | 3 |
| MATH 101 | Intermediate Algebra | | |
| or | 97 | 45 | 3 |
| MATH 114 | College Algebra * | i 1 | |
| P5YC 101 | General Psychology * | 45 | 3 |
| SPCM IDI | Fundamentals of Speech * | 45 | 3 |
| | Yotal | 773 | 33.5 |

| First Fall Senanter | | | |
|---------------------|----------------------------|-------------|---------|
| Course Kumber | Course Title | Clock Hours | Credits |
| 4G 159 | Parm/Ramph Records | 45 | 3 |
| ACCT 210 | Principles of Accounting 6 | 45 | 3 |
| | Testal | 90 | A' |

| First Spring Semeste | • | | |
|----------------------|-----------------------------|-------------|---------|
| Course Number | Course Title | Ciork Hours | Credits |
| BUS 209 | Principles of Insurance | 45 | 3 |
| BUS 229 | Personal Finance | 45 | 3 |
| ACGT 211 | Principles of Accounting II | 45 | 3 |
| | Test | ıl 139 | 9 |

| Second Fall Semestr | Y . | | |
|---------------------|---------------------------|-------------|---------|
| Course Mathy | Course Title | Clock Hours | Credits |
| BUS 219 | Fundamentals of Lending 1 | 45 | 3 |
| BUS 236 | Financial Management | 45 | 3 |
| ACCT 218 | Tax Accounting 1 | 45 | 3 |
| | Yotal | 235 | |

| Second Spring Seme | ster | | |
|--------------------|------------------------------|-------------|---------|
| Course Number | Course Title | Clock Hours | Credits |
| BUS 213 | Marketing Financial Services | 45 | 3 |
| 8US 222 | Fundamentals of Lending | 45 | 3 |
| ACCT 224 | Financial Statument Analysis | 45 | 3 |
| | Tetal | 139 | |

| Course Number | Course Vitle | Clock Hours | Credits |
|----------------------------|---|-------------|---------|
| BUS 140 | Business Law | 45 | 3 |
| BUS 200 | Principles of Sarding | 45 | 3 |
| DUS 7.26 | Wealth Management | 50 | 2 |
| Course Number | Course Title | Clock Hours | Credits |
| BUS 160 | Principles of Selling | 45 | 3 |
| BUS 246 | Internship A | 3.50 | 3 |
| BUS 247 | Internship II or Elective | 150 | 3 |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| CSC 125 | Advanced Computer Applications | 45 | 3 |
| CSS 100 | Career Search Strategies | 9 | 5 |
| ECON 201 | Principles of Microeconomics I * | 45 | 3 |
| ECON 202 | Principles of Macroeconomics II * | 45 | 3 |
| ENGL 101 | Composition * | 45 | 3 |
| MATH 101 Dr MATH 114 | Intermediate Aigebra pr College Aigebra * | 45 | 3 |
| PSYC 101 | General Psychology * | 45 | 3 |
| SPCM 101 | Fundamentals of Speech.* | 45 | 3 |
| | Total | 773 | 33.5 |

Financial Services - Business Accounting E-Degree Option





27 Months (6 Semesters of Part-time Enrollment) • seried: 7/25/19
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 74

| 4.5 | IECH |
|-----|------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| HAZ HELZERGEZEL | <u> </u> | | |
|-----------------|----------------------------|-------------|---------|
| COURSE Number | Course Title | Clock Hoses | Credits |
| AG 159 | Farm/Ranch Becords | 45 | 3 |
| ACCT 210 | Principles of Accounting (| 435 | 3 |
| , | Total | 90 | - 5 |

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|----------------------------|-------|-------------|---------|
| BU5 ZZC | Personal Finance | | 45 | 3 |
| ACCY 211 | Principles of Accounting 8 | | 45 | 3 |
| ACCT 222 | Payroll Accounting | | 45 | 3 |
| | | Total | 135 | 9 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|------------------------------|-------------|---------|
| BUS 236 | Financial Management | 45 | 3 |
| ACCT 218 | Tax Accounting (| 45 | 3 |
| ACET 230 | Principles of Accounting III | 45 | 3 |
| | Total | 135 | 9 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|-------------------------------|-------------|---------|
| ACET 224 | Figuratial Statement Analysis | 45 | 3 |
| ACCT 233 | Principles of Accounting IV | 45 | 3 |
| ACCT 235 | Tax Accounting 6 | 30 | 2 |
| ACCT 237 | Applied Federal income Tax | 78 | 1 |
| | Total | 148 | 9 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|-------------------|-------------|---------|
| BUS 140 | Business Law | 45 | 3 |
| 8US 225 | Wealth Management | 30 | 2 |
| ACET 214 | Cost Accounting | 45 | 3 |
| | Tata | 1 120 | 8 |
| | | | |
| Course Number | Course Title | Clock Hours | a |

| Course Number | Course Title | Clock Hours | Credits |
|----------------|----------------------------------|-------------|---------|
| ACCT 220 | Computer Accounting Applications | 45 | 3 |
| BLTS 246 | Internship A | 180 | .3 |
| BUS 247 | Internship B or Elective | 180 | 3 |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| CSC 125 | Advanced Computer Applications | 45 | 3 |
| CSS 100 | Career Search Strategies | 8 | - 5 |
| ECON 201 | Principles of Microeconomics ; * | 45 | 3 |
| ECON 202 | Principles of Macroeconomics B * | 45 | 3 |
| ENGL 101 | Composition * | 45 | 3 |
| MATH 301 | Intermediate Algebra | | |
| or MATH 114 | or College Algebra * | 43 | 3 |
| PSYC 101 | General Psychology * | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * | 45 | 3 |
| | Tota | 773 | 33.5 |

All elective and/or additional courses not listed on your current program outline must be approved by your adviser and appropriately identified on the current program semester outline of any Ag Option, Business Associate Option, or Financial Services Option.

Courses marked with an assertsk $\{^e\}$ can be transferred directly to the university system. Students should speak with an advisor before doing so.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Financial Services Major

Towards the

General Studies Major

Bachelor of General Studies BGS Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

1. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Financial Services an opportunity to earn a Bachelor of General Studies degree with a major in General Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 45 technical course credits from the A.A.S. degree in Financial Service. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in General Studies are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (15-18 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 201 (3 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in two disciplines or in a sequence of modern foreign language courses)
- 3. SGR Goal #5: Mathematics (0-3 credits)
- 4. SGR Goal #6: Natural Sciences (6 credits)

Major Requirements: 33-48 credits

- 1. GS 490, Capstone (3 credits)
- 2. Major electives (45 credits)
 - a. 20 academic credits must be upper division
 - b. 0-15 technical credits from transfer block may be applied to the major

<u>Program or General Electives (0-12 credits</u>): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 60
Total number of credits from LATI: 60
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

| VII. Acceptance | of Agreement |
|-----------------|--------------|
|-----------------|--------------|

| For South Dakota State University | | |
|---|---------|---------|
| | Date: | |
| Dean, College of Arts, Humanities and Social Sciences | | |
| | Date: | |
| Provost and Vice President for Academic Affairs | | |
| For Lake Area Technical Institute | | |
| President, Lake Area Technica Nnytitute | _Date:_ | 1/21/20 |

APPENDIX A

PLANS OF STUDY FOR

Associate of Applied Science in Financial Services options at Lake Area Technical Institute to enroll in SDSU's Bachelor of General Studies

74.5 CREDITS AAS DEGREE IN Financial Services

Required or Suggested coursework Transferable to SDSU (18-21 credits)

- PSYC 101, General Psychology (3 credits)*
- SPCM 101, Fundamentals of Speech (3 credits)*
- ENGL 101, Composition (3 credits)*
- MATH 114, College Algebra (3 credits)*
- ECON 201, Principles of Microeconomics I (3 credits)*
- ECON 202, Principles of Macroeconomics II (3 credits)*
- CSC 105, Computer Software Applications (3 credits)*

Financial Services - Agri-Financial E-Degree Option Semester Course Outline • 2019 – 2020

27 Months (6 Semesters of Part-time Enrollment) • Barkak 1/24/19 Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 74.5

Financial Services - Consumer Financial E-Degree Option Semester Course Outline - 2019 – 2020



27 Months (6 Semesters of Part-time Enrollment) •
Associate of Applied Science (A.A.S.) Degree • Credits

| First Fell Successor | | | |
|----------------------|----------------------------|-------------|---------|
| Country Number | Course Title | Clock Hours | ()redit |
| AG 359 | Form/Ranch Records | 45 | 3 |
| ACET 210 | Principles of Accounting 1 | 45 | 3 |
| | Total | 90 | Б |

| First Spring Semeste | · | | |
|----------------------|-----------------------------|-------------|---------|
| Course Number | Course Title | Clock House | Credits |
| BUS 160 | Principles of Selling | 45 | 3 |
| 8LES 220 | Personal Finance | 4S | 3 |
| ACCT 211 | Principles of Accounting II | 45 | 3 |
| | Total | 135 | - |

| Second Fall Semests | r | | |
|---------------------|---------------------------|-------------|---------|
| Coerse Number | Course Title | Chock Hours | Credits |
| BUS 210 | Pandamentals of Lending I | 45 | 3 |
| 8U5 236 | Financial Management | 45 | 3 |
| ACCT Z18 | Tax Accounting I | 45 | 3 |
| | Total | 135 | 9 |

| Course Number | Course Title | Clack Hours | Credits |
|---------------|------------------------------|-------------|---------|
| BUS 223 | Marketing Pinancial Services | 45 | 3 |
| 81.55.372 | Fundamentals of Lending II | 45 | 3 |
| ACET 224 | Financial Statement Analysis | 45 | 3 |
| • | Total | 135 | 9 |

| Third Fall Semester | | | |
|---------------------|-----------------------|-------------|---------|
| Cessse Number | . Course Title | Clark Hours | Credits |
| BJE 140 | Business law | 45 | 3 |
| BUS 200 | Principles of Banking | 45 | 3 |
| BUS 226 | Wealth Management | 30 | 2 |
| | Total | 120 | В |

| Course mumber | Course Title | Clock Hours | Credit |
|----------------------------|---|-------------|--------|
| BUS 241 | Ag lexióng | 45 | 3 |
| BLIS 248 | intereship A | 160 | 3 |
| BUS 247 | Internship B or Elective | 180 | 5 |
| CSC 105 | Computer Software Applications * | -65 | 3 |
| CSC 325 | Advanced Computer Applications | 45 | 3 |
| CSS 100 | Career Search Strategies | 1 | .5 |
| ECCN 201 | Principles of Microeconomics 1 * | 45 | 3 |
| ECON 203 | Principles of Macroeconomics II * | 45 | 3 |
| ENGL IOI | Composition * | 45 | 3 |
| MATH 101 OF MATH 114 | informediate Algebra or College Algebra * | 45 | 5 |
| PSVC 101 | General Psychology * | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * | 45 | 3 |
| | Total | 773 | 33.5 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|----------------------------|-------------|---------|
| AG 159 | Farm/Banch Records | 45 | 3 |
| ACCT 210 | Principles of Accounting (| 45 | 3. |
| | TORAL | 90 | 6 |

| First Spring Semeste | • | | |
|----------------------|-----------------------------|-------------|---------|
| Course Number | Course Title | Clock Hours | Credits |
| BUS 209 | Principles of Insurance | 45 | 3 |
| EUS 220 | Personal finance | 45 | 3 |
| ACCT 211 | Principles of Accounting II | 45 | 3 |
| | IctoT | 139 | Δ. |

| Second Fall Semeste | <u>!</u> | | |
|---------------------|---------------------------|-------------|---------|
| Course Number | Course Title | Clock Hours | Credits |
| 5US 219 | Fundamentals of Lending 1 | 45 | 3 |
| 5US 236 | Financial Management | 45 | 3 |
| ACCT 118 | Tax Accounting i | 45 | 3 |
| | Total | 135 | 9 |

| Course Kumber | Coerse Title | Ciock Hours | Credits |
|---------------|------------------------------|-------------|---------|
| EUS 215 | Marketing Financial Services | 43 | 3 |
| BU2 555 | Fundamentals of Lending # | 45 | 3 |
| ACCT 224 | Financial Statement Analysis | | 3 . |
| | Total | 135 | 3 |

| Course Number | Course Title | Clock Hours | Credits |
|----------------------------|---|-------------|---------|
| BUS 140 | Business Law | 45 | 3 |
| BUS 200 | Principles of Banking | 45 | 3 |
| BUS 225 | Wealth Management | 30 | 2 |
| Course Sumber | Course Title | Clock Hours | Credits |
| BUS 160 | Principles of Selling | 45 | 3 . |
| BUS 246 | Internship A | 180 | 3 |
| BUS 247 | Internship 6 or Elective | 180 | 3 |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| CSC 125 | Advanced Computer Applications | 45 | 3 |
| C22 100 | Carver Search Strategies | 2 | ,5 |
| ECON 201 | Principles of Microeconomics I * | 45 | 3 |
| ECON 202 | Principles of Macroeronomics B * | 45 | 3 |
| ENGL 101 | Composition * | 45 | 3 |
| MATH 101 or MATH 114 | Intermediate Aigebra Or College Aigebra * | 45 | 3 |
| PSYC 101 | General Psychology ^a | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * | 45 | 3 |
| | Total | 773 | 53.5 |

Financial Services - Business Accounting E-Degree Option Semester Course Outline • 2019 – 2020



27 Months (6 Semesters of Part-time Enrollment) • Berisat: 1/25/19
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 74.5

First Fall Semester

| CONSTR Muscher | Course Title | Cincle Hoses | Credits |
|----------------|----------------------------|--------------|---------|
| AG 159 | Farm/Ranch Records | 45 | 3 |
| ACCT 210 | Principles of Accounting L | 45 | 3 |
| | Total | 90 | 6 |

| First Spring Semeste | r | | |
|----------------------|-----------------------------|-------------|---------|
| Course Number | Course Title | Clock Hours | Credits |
| 8US 220 | Personal Finance | 45 | 3 |
| ACET 211 | Principles of Accounting II | 45 | 3 |
| ACCT 222 | Payroli Accounting | 45 | 3 |
| | Y-4-1 | *** | _ |

| Second Fall Semester | | | |
|----------------------|------------------------------|-------------|---------|
| Course Number | Course Title | Clock Hours | Credits |
| 8US 236 | Financial Management | 45 | 3 |
| ACCT 218 | Tax Accounting (| 45 | 3 |
| ACUT 230 | Principles of Accounting III | 45 | 3 |
| | Total | 135 | 9 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|------------------------------|-------------|---------|
| ACCT 224 | Einancial Statement Analysis | 45 | 3 |
| ACCT 255 | Principles of Accounting IV | 45 | 3 |
| ACCT 235 | Yax Accounting II | 30 | 2 |
| AOCT 237 | Applied Federal Income Tax | 7.8 | 1 |
| | Total | 148 | 9 |

Third Fall Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|-------------------|-------------|---------|
| BUS 140 | Business Law | 45 | 3 |
| BUS 216 | Wealth Management | 30 | 2 |
| ACET 214 | Cost Accounting | 45 | 3 |
| | Total | 120 | 8 |

| Course Number | Course Title | Clock Houses | Credits |
|----------------------------|---|--------------|---------|
| ACET 220 | Computer Accounting Applications | 45 | 3 |
| BUS 246 | Intereship A | 180 | 3 |
| BUS 247 | Internship 8 or Elective | 180 | 3 |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| CSC 125 | Advanced Computer Applications | 45 | 3 |
| CSS 100 | Career Search Strategies | 2 | .5 |
| ECON 201 | Principles of Microeconomics (* | 45 | 3 |
| ECON 202 | Principles of Macroeconomics II * | 45 | 3 |
| ENGL 101 | Composition * | 45 | 3 |
| MATH 101 OF MATH 114 | intermediate Algebra or College Algebra * | 45 | 1 |
| PSYC 101 | General Psychology * | 45 | 3 |
| SPCM 1D1 | Fundamentals of Speech * | 45 | 3 |
| | Total | 773 | 33.5 |

All elective and/or additional courses not listed on your current program outline must be approved by your adviser and appropriately identified on the current program sumentur outline of any Ag Option, Business Associate Option, or Financial Services Option.

Courses marked with an asterisk $\{^4\}$ can be transferred directly to the university system. Students should speak with an advisor before doing so.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Financial Services Major

Towards the Interdisciplinary Studies Major Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Financial Services an opportunity to earn a Bachelor of Science or Arts degree with a major in Interdisciplinary Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 45 technical course credits from the A.A.S. degree in Financial Services. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts degree with a major in Interdisciplinary Studies are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available.

Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (15-18 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 201 (3 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in two disciplines or in a sequence of modern foreign language courses)
- 3. SGR Goal #5: Mathematics (0-3 credits)
- 4. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits)

Bachelor of Science Degree Requirements 7 credits

- Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- 1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Requirements (36-43 credits)

- 1. IDL 262 Foundations of Interdisciplinary Studies Credits: 3
- 2. IDL 362 Interdisciplinary Inquiry and Integration Credits: 3
- 3. IDL 479 Interdisciplinary Studies Capstone Credits: 3
- 4. UC 489 Transition to Careers Credits: 1
- Goal-based Plan of Study (50%+ must be upper division) Credits: 33
 Up to 7 technical credits from transfer block may be applied to the 33 credit plan of study

<u>Program or General Electives (0-6 credits</u>): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 60
Total number of credits from LATI: 60
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

| VII. Acceptance of | ^f Agreement |
|--------------------|------------------------|
|--------------------|------------------------|

| For South Dakota State University | |
|---|--------------------|
| | |
| | _Date: |
| Dean, College of Arts, Humanities and Social Sciences | |
| | |
| | Date: |
| Provost and Vice President for Academic Affairs | |
| For Lake Area Technical Institute | |
| Millah | |
| President, Lake Area Technical Institute | - Julie. 1/ 21/ 40 |

APPENDIX A

PLANS OF STUDY FOR

Associate of Applied Science in Financial Services at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts Degree with a major in Interdisciplinary Studies

74.5 CREDITS AAS DEGREE IN Financial Services

Required or Suggested coursework Transferable to SDSU (18-21 credits)

- PSYC 101, General Psychology (3 credits)*
- SPCM 101, Fundamentals of Speech (3 credits)*
- ENGL 101, Composition (3 credits)*
- MATH 114, College Algebra (3 credits)*
- ECON 201, Principles of Microeconomics I (3 credits)*
- ECON 202, Principles of Macroeconomics II (3 credits)*
- CSC 105, Computer Software Applications (3 credits)*

Financial Services - Agri-Financial E-Degree Option

Semester Course Outfine • 2019 – 2020

77 Months (6 Semesters of Part-time Enrollment) • Revisal: 7/25/10
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 74.5



Financial Services • Consumer Financial E-Degree Option

Semester Course Outline • 2019 – 2020

27 Months (6 Semesters of Post-time Enrollment) • Revised: 7/25/19 Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 74.5



| First Fall Semester | | | |
|---------------------|----------------------------|-------------|---------|
| Course Number | Course Title | Clerk Hours | Credits |
| 43 159 | Form/Runch Records | 45 | 3 |
| ACCT 21D | Principles of Accounting 1 | - 6 | 3 |
| | Total | 90 | € |

| First Spring Separate | r | | |
|-----------------------|-----------------------------|-------------|---------|
| Course Number | Course Title | Clock Hours | Credits |
| BUS 160 | Principles of Selfaty | 45 | 4 |
| BL/5 220 | Personal Finance | 45 | 3 |
| ACCT 211 | Principles of Accounting II | 45 | 5 |
| | Total | 135 | 9 |

| Second Fall Successur | | | |
|-----------------------|---------------------------|-------------|---------|
| Coorse Number | Course title | Clock House | Credits |
| BUS 219 | Fundamentals of Lending I | 45 | 5 |
| 81/15 236 | Figureial Management | 45 | .5 |
| ACCT 218 | Tax Accounting I | 45 | 3 |
| | Total | 239 | 9 |

| Course Number | Course title | Clock Hours | Credits |
|---------------|------------------------------|-------------|---------|
| BU\$ 215 | Marketing Financial Services | 45 | • |
| MAIS 222 | Fundamentals of Lending # | 45 | 3 |
| ACCT 224 | Financial Statement Analysis | 43 | 3 |
| | Total | 135 | 9 |

| Third Fall Semester | | | |
|---------------------|-----------------------|-------------|---------|
| Course Rumber | Course Title | Clock Hours | Credits |
| 8US 340 | Business Law | 45 . | 3 |
| BUS 200 | Principles of Banking | 45 | 3 |
| 8US 226 | Wealth Management | 30 | - 2 |
| | Yotal | 120 | 2 |

| Course Number | Course 11de | Clock Hours | credit |
|----------------------------|---|-------------|--------|
| BUS 241 | Ag tanding | .45 | 3 |
| 8US 246 | Internship A | 180 | 3 |
| BUS 247 | Internship B or Elective | 130 | 3 |
| CSC 105 | Computer Software Applications * | .65 | 3 |
| CSC 125 | Advanced Computer Applications | 45 | 3 |
| C55 100 | Career Search Strategies | S | .5 |
| ECON 201 | Principles of Microeconomics 1 * | 45 | 3 |
| ECON 202 | Principles of Macroeconomics II * | 45 | 3 |
| ENEL IOL | Composition * | 45 | 3 |
| MATH 101 OF MATH 134 | intermediate Algebra or college Algebra * | 45 | 3 |
| PSVC 101 | General Psychology * | AS. | 3 |
| SPCM 101 | Pundamentals of Speech * | 43 | 3 |
| | Total | 773 | 33.5 |

All elective analysis additional courses not listed on your current program outline must be approved by your adviser and appropriately identified on the current program semester outline of any Ag Option, Business Associate Option, or Finance Review Courses and Course of Courses and Course of Cou

stygen, papers quite 20: Formers usures were us serving C. I case of despitated blacoh on one numerous alaborar zondestit around these way as

| Mar var acacaca | | | |
|-----------------|----------------------------|-------------|---------|
| Course Number | Course Title | Cfock Hours | Credits |
| AG 129 | Farm/Banch Records | 45 | .5 |
| ACCT 250 | Principles of Accounting (| 45 | 3 |
| | Total | 90 | 6 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|-----------------------------|-------------|---------|
| EUS.209 | Principles of Insurance | 45. | 3 |
| BUS 230 | Personal Finance | 45 | 3. |
| ACGT 211 | Principles of Accounting (I | 45 | 3 |
| | Total | 115 | Δ. |

| Second Fall Semest | er . | | |
|--------------------|---------------------------|-------------|---------|
| Course Number | Course Title | Clock House | Credits |
| BJ\$ 219 | Fundamentals of Lending (| 45 | 3 |
| ERJS 236 | Financial Management | 45 | 3 |
| ACCT 118 | Tax Accounting 1 | 45 | 3 |
| | Total | 128 | |

| Second Spring Sense | ster | | |
|---------------------|------------------------------|-------------|---------|
| Course Number | Course Yitle | Clock Hours | Credits |
| BUS 213 | Marketing Financial Servicus | 45 | 3 |
| BUS Z22 | Fundamentals of Lending () | 45 | 3 |
| ACCT 224 | Financiai Statement Analysis | 45 | 3 |
| | | | |

| Course Number | Course title | Cinck Hoses | Credit |
|----------------------------|---|-------------|--------|
| BUS 140 | Scalmers Law | 45 | 3 |
| BUS 200 | Principles of Banking | 45 | 3 |
| 5US 726 | Wealth Management | 30 | 2 |
| Course Number | Course Wife | Clock Hours | Credit |
| BUS 160 | Principles of Salling | 45 | 3 |
| BUS 245 | Internship A | 180 | 3 |
| BUS 247 | Internalip 6 or Elective | 180 | 3 |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| CSC 125 | Advanced Computer Applications | 45 | 3 |
| C55 100 | Career Search Strategies | 3 | .5 |
| ECON 201 | Principles of Microeconomics I * | 45 | 3 |
| ECON XIZ | Principles of Macroeconomics 2 * | 45 | 3 |
| EMGL 101 | Composition * | 45 | . 3 |
| MATH 101 Or MATH 114 | intermediate Algebra or College Algebra * | 49 | 3 |
| PSYC 101 | General Psychology * | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * | 45 | 3 |
| | Iotal | 773 | 33.5 |

All elective and/or additional courses not fisted on your current program outline must be approved by your advisor and appropriately identified on the current program remester outline of any Ag Option, Business Associate Option, or Firancial Control of the Control Paris of the Cont

Courses marked with an extertak (*) can be transferred directly to the university system. Students should speak with an advisor before doing so.

Financial Services - Business Accounting E-Degree Option

Semester Course Outline • 2019 – 2020

Second Fall Semester

Third Fall Somester



27 Mooths (6 Semesters of Part-time Enrollment) - Revised: 7/25/19 Associate of Applied Science (A.A.S.) Degree - Credits Required for Graduation: 74.5

HECH.

Clock Hours Credits

| And fall Separate | | | |
|-------------------|----------------------------|-------------|---------|
| Course Mumber | Course Title | Clock House | Credits |
| AG 159 | Farm/Ranch Records | 9 | 3 |
| ACCT 210 | Principles of Accounting 1 | 45 | 3 |
| | Total | 252 | - 6 |

| først Spring Senseste | | | |
|-----------------------|-----------------------------|-------------|---------|
| Course Number | Course Title | Clock Hours | Credits |
| 8US 220 | Personal Finence | 45 | 3 |
| ACCT 211 | Principles of Accounting It | 45 | 3 |
| ACCT 222 | Payroll Accounting | 45 | 3 |
| | Yest I | 135 | • |

| | Clock Hours | Credits |
|------------------------------|--|--|
| Financial Management | 45 | 3 |
| Tax Accounting 1 | 45 | 3 |
| Principles of Accounting III | 45 | 3 |
| Total | 135 | 9 |
| | Yax Accounting 1 Principles of Accounting II Total | Yax Accounting 1 45 Principles of Accounting II 45 |

| Course Number | Course Title | Clock House | Credits |
|---------------|------------------------------|-------------|---------|
| ACCT 224 | Financial Statement Analysis | . 45 | 3 |
| ACCT 233 | Principles of Accounting IV | 45 | 3 |
| ACCT 235 | Tax Accounting U | 30 | Z |
| ACCT 237 | Applied Federal Income Tax | 28 | 1 |
| | Total | 148 | 9 |

Course Title

| BUS 140 | Business Law | 45 | 3 |
|----------------------------|---|-------------|---------|
| BUS 235 | Wealth Management | 30 | 2 |
| ACCT 214 | Cost Accounting | 45 | 3 |
| | Total | 120 | 3 |
| Course Number | Course Title | Clock Horas | Credits |
| ACCT 220 | Computer Accounting Applications | 45 | 3 |
| EUS 245 | internship A | 180 | 3 |
| 8US 247 | tntemship & or Elective | 130 | 3 |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| CSC 125 | Advanced Computer Applications | 45 | 3 |
| C22 100 | Career Search Strategies | 8 | .5 |
| ECON 201 | Principles of Microeconomics I * | 45 | 9 |
| ECON 202 | Principles of Macroeconomics II * | 45 | 3 |
| ENG1 101 | Composition * | 45 | 3 |
| MATH 101 OF MATH 114 | intermediate Algebra or College Algebra * | 45 | 3 |
| PSVC 101 | General Psychology * | 45 | 3 |
| SPCM IDI | Fundamentals of Speech * | 45 | 3 |
| | Yotal | 773 | 335 |

All elective and/or additional courses not fisted on your current program outline must be approved by your adviser and appropriately identified on the current program semester outline of any Ag Option, Business Associate Option, or Financial Services Option.

Courses marked with an asterick (*) can be transferred directly to the university system. Students should speak with an advisor before doing to:

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Human Services Technician

Towards the General Studies Major Bachelor of General Studies BGS Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Human Services Technician an opportunity to earn a Bachelor of General Studies degree with a major in General Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 54 technical course credits from the A.A.S. degree in Human Services Technician. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in General Studies are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined

below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (18-27 credits</u> from classes on the approved lists in SDSU Bulletin.

- SGR Goal #1: Written Communication: ENGL 101 & ENGL 201 Composition I
 II (3-6 credits)
- 2. SGR Goal #3: Social Sciences/Diversity (3-6 credits from two disciplines)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits from two disciplines or in a sequence of modern foreign language courses)
- 4. SGR Goal #5: Mathematics (0-3 credits)
- 5. SGR Goal #6: Natural Sciences (6 credits)

Major Requirements: 33-48 credits

- 1. GS 490, Capstone (3 credits)
- 2. Major electives (45 credits)
 - a. 20 academic credits must be upper division
 - b. 0-15 technical credits from transfer block may be applied to the major

<u>Program or General Electives (0-6 credits</u>): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 60
Total number of credits from LATI: 60
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

VII. Acceptance of Agreement

Date:

Dean, College of Arts, Humanities and Social Sciences

For Lake Area Technical Institute

For South Dakota State University

President, Lake Area Technical Institute

APPENDIX A

PLAN OF STUDY FOR

Associate of Applied Science in Human Services Technician Option at Lake Area Technical Institute to enroll in SDSU's Bachelor of General Studies

AAS DEGREE IN Human Services Technician Activity Technician/Mental Health/Development **Disabilities Option**

Required and suggested transferable courses to SDSU

ENGL 101 Composition I* 3 credits

MATH 114 College Algebra* 3 credits

SPCM 101 Fundamentals of Speech* 3 credits

PSYC 101 General Psychology* 3 credits

SOC 100 Introduction to Sociology* 3 credits

Activity Technician/Mental Health Option

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|--|-------|-------------|---------|
| HST 117 | Medical Terminology | | 28 | 1 |
| HST 136 | Medication Administration | | 24 | .5 |
| HST 139 | Death and Dying | | 1.5 | 1 |
| HST 143 | Developmental Disabilities | | 84 | 3 |
| HST 149 | Behavior Support Training | | 84 | 3 |
| HST 160 | Clinical Experience | | 90 | 1.5 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | | 8 | .5 |
| HAZ 100 | Hazardous Materials | | 14 | .5 |
| COMM 101-Co | nications Course (Choose one) mmunications and Career Strategies position * (CSS 100 – Career Search Strategies .5 credit) | | 45 | 3 |
| | . | Total | 382 | 14 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|--|-------------|---------|
| HST 119 | Group Techniques | 2.6 | 1 |
| = HST 127 | Personal Care Assistant (Nutritional Diets) | 56 | 2 |
| H5T 132 | Sexual Offending and People with Disabilities | 56 | 2 |
| HST 137 | Families | 56 | 2 |
| HST 159 | Diversity Studies | 56 | 2 |
| HST 164 | Program Planning | 56 | 2 |
| HST 203 | On-The-Job Training in the Activity Technician/Mental Health Setting | 150 | 2.5 |
| PSYC 100 | Psychology of Human Relations | 45 | 3 |
| - | Total | 503 | 16.5 |

■ The following can be substituted for HST 127

CNA 101 - Certified Nursing Assistant Theory, 2 credits

CNA 103 - Certified Nursing Assistant Theory and Clinical, 3 credits

iecund Year – Fall Semester

| Course Number | Course Title | | Clock Hours | Credits |
|-----------------|--|-------|-------------|---------|
| HST 176 | Casework Skills and Resources | | 56 | 2 |
| HST 177 | Ethics and issues in Human Services | | 45 | 3 |
| HST 188 | Addictions | | 45 | 3 |
| PSYC 101 | General Psychology * (Must take before PSYC 251) | | 45 | 3 |
| MATH 100 – Арј | natics Course (Choose one) oliced General Math emediate Algebra lege Algebra * | | 45 | 9 |
| 50C 100 — Intro | idente Course (Choose one) duction to Sociology * Issues (Only offered in the Spring Semester) | | 45 | 3 |
| | | Total | 281 | 17 |

| Course Mumber | Course Title | Cłack Hours | Credits |
|---|---|----------------------------|------------------|
| CSC 102 | Windows Applications for Technicians | 45 | 3 |
| ECON 105 | Leadership in the Global Workplace | 45 | 3 |
| PSYC 251 | Abnormal Psychology (Must take PSYC 201 first) | 45 | 3 |
| • SPCM 101 | Fundamentals of Speech * (CSS 100 - Career Search Strategies .5 credit) | 45 | 3 |
| HST 179 – Introduc HST 183 – Juvenile HST 195 – Life Spar | s Development Resource Management Finance | 45 45 45 45 45 | 8 3 3 9 |
| | Total | 225 | 15 |
| Additional Elective | \$ | | |
| HST 173 | Special Topics in Human Services | 28 | 1 |
| HST 192 | Police Academy | 28 | 1 |
| COMM 105 | Reginning Sign Laurenge | 20 | • |

is will select a course in each of the areas listed to meet general education requirements. Courses marked with an asterisk (*) can be transferred directly to the university system and may be substituted for recommended cours the outline. Students should speak with an advisor before doing so.

CSS 200 — Career Search Strategies for '5 credit. This corriculum is required for all take Area Tech graduates and is included in the COMM 101 course but is separate from the university system.

Child Development Option

Fall Semester

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|--|-------|-------------|---------|
| HST 108 | Guiding Children's Behavior | | 84 | 3 |
| HST 115 | Early Education Curriculum I | | 84 | 3 |
| HST 125 | On-The-Job Training I | | 120 | 2 |
| H5T 133 | Child Growth and Development I | | 28 | 1 |
| HST 134 | Child Growth and Development II | | 28 | 1 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | | 8 | .5 |
| HAZ 100 | Hazardous Materials | | 14 | .5 |
| COMM 101 - Co | nications Course (Choose one) mmunications and Career Strategies position * (CSS 100 – Career Search Strategies .5 credit) | | 45 | 3 |
| | | Total | 411 | 14 |

Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|-------------------------------|-------------|---------|
| HST 118 | Early Education Curriculum II | 84 | 3 |
| HST 131 | Health, Safety, and Nutrition | 84 | 3 |
| HST 137 | Families | 56 | 2 |
| HST 141 | Children with Special Needs | 56 | 2 |
| H5T 156 | On-The-tob Training II | 150 | 2.5 |
| H5T 159 | Diversity Studies | 56 | 2 |
| PSYC 100 | Psychology of Human Relations | 45 | 3 |
| | Total | 531 | 17.5 |

. Second Year -- Fall Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|--------------------------------------|-------------|---------|
| HST 177 | Ethics and Issues in Human Services | 45 | 3 |
| H5T 188 | Addictions | 45 | 3 |
| ACCT 105 | Basic Accounting for Human Services | 30 | 2 |
| BUS 220 | Personal Finance | 45 | 3 |
| CSC 102 | Windows Applications for Technicians | 45 | .3 |
| PSYC 101 | General Psychology | 45 | .3 |
| | Total | 255 | 1.7 |

Spring Semester - Second Year

| Course Number | Course Trite | Clack Hours | Credits |
|---------------------------------------|--|-------------|---------|
| HST 135 | Principles and Practices of Early Childhood Education | 84 | 3 |
| ECON 105 | Leadership in the Global Workplace | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * (CSS 100 - Career Search Strategies 5 credit) | 45 | 3 |
| • Selected Mather | natics Course (Choose one) | | |
| MATH 100 - App | lied General Math | 45 | 3. |
| MATH 101 - Inte | rmediate Algebra | i | |
| MATH 114 - Coll | ege Algebra * | | |
| Selected Social S | cience Course (Choose one) | | |
| SOC 100 - Intro | duction to Sociology • | 45 | 3 |
| SOC 110 - Social | Issues {Only offered in the Spring Semester} | | |
| Electives (Choose | one of the following): | | |
| HST 179 - Introduc | tion to Criminal Justice | 45 | 3 |
| HST 183 - Arvenile | Delinquency | 45 | 3 |
| HST 195 - Lifespan | Development | 45 | 3 |
| BUS 170 – Human f | lesource Management | , 45 | 3 |
| | Total | 302 | 18 |
| Additional Elective | 5 | | |
| HST 1.73 | Special Topics in Human Services | 28 | 1 |
| HST 192 | Police Academy | 28 | 1 |
| COMM 105 | Beginning Sign Language | 28 | 1 |

Students will select a course in each of the areas listed to meet general education requirements. Courses marked with
an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on
the outline. Students thought mark with an addition, there admin an

Students who select to take transferable communications course ENGL 101 or SPCM 101, must also register for CSS 100—Coreer Search Strategies for .5 credit. This curriculum is required for all Lake Area Tech graduates and is included in the COMM 101 course but is separate from the university system.

Developmental Disabilities Option

fall Semester

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|--|-------|-------------|---------|
| HST 117 | Medical Terrainalogy | | 28 | 1 |
| HST 136 | Medication Administration | | 14 | .5 |
| HST 139 | Death and Dying | | 1.5 | 1 |
| HST 143 | Developmental Disabilities | | 84 | 3 |
| HST 149 | Behavior Support Training | | 84 | 3 |
| HST 160 | Clinical Experience | | 90 | 1,5 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | | .8 | .5 |
| HAZ 100 | Hazardous Materials | | 14 | .5 |
| COMM 101 - Co | nications Course (Choose one) mmunications and Career Surategles position * (CSS 100 – Career Search Strategies .5 credit) | | 45 | 3 |
| | | Total | 382 | 14 |

Spring Semest

| Course Number | Course Title | Clock Hours | Credits |
|------------------|---|-------------|---------|
| H5T 119 | Group Techniques | 28 | 1 |
| ≅ H5T 127 | Personal Care Assistant (Nutritional Diets) | 56 | 2 |
| HST 132 | Sexual Offending and People with Disabilities | 56 | 2 |
| HST 137 | Families | 56 | 2 |
| HST 159 | Diversity Studies | 56 | 2 |
| HST 164 | Program Planning | 56 | 2 |
| HST 201 | On-The-Job Training in the Developmental Disabilities Setting | 150 | 2.5 |
| PSYC 100 | Psychology of Human Relations | 45 | 3 |
| | To | rtal 503 | 16,5 |

m The following can be substituted for HST 127

CNA 101 - Certified Nursing Assistant Theory, 2 credits

CNA 103 - Certified Nursing Assistant Theory and Clinical, 3 credits

CNA Certificate

| Course Number | Course Title | Clock Hours | Credits |
|----------------|---|-------------|---------|
| HST 176 | Casework Skills and Resources | .56 | 2 |
| HST 177 | Ethics and Issues in Human Services | 45 | 3 |
| HST 188 | Addictions | 45 | 3 |
| PSYC 101 | General Psychology * (Must take before PSYC 251) | 45 | 3 |
| МАТН 100 — Арј | matics Course (Choose one) Nikid Genaral Math ermediane Algebra lege Algebra ^a | 45 | 3 |
| 50C 100 Intro | icience Course (Chonse one) duction to Sociology * Issues (Only offered in the Spring Semester) | 45 | 3 |
| | To | tai 281 | 17 |

Spring Semester – Second Year

| Course Number | Course Title | Clock Hours | Credits |
|---------------------|---|-------------|---------|
| CSC 102 | Windows Applications for Technicians | 45 | 3 |
| ECON 105 | Leadership in the Biobal Workplace | 45 | 3 |
| PSYC 251 | Abnormal Psychology (Must take PSYC 101 first) | 45 | 3 |
| • SPCNI 101 | Fundamentals of Speech * (CSS 100 - Career Search Strategies .5 credit) | 45 | 3 |
| Electives (Choose) | signiwaliot sult fo <u>awi</u> | | |
| HST 179 – Introduc | tion to Criminal Austice | 45 | 3 |
| HST 183 – Juvenäe | Delinquency | 45 | 3 |
| HST 195 - Life Span | | 45 | 3 |
| BUS 170 - Human F | Resource Management | 45 | 3 |
| BUS 220 - Personal | Finance | 45 | 3 |
| | Total | 225 | 15 |
| Additional Elective | 9 | | |
| HST 173 | Special Topics in Human Services | 28 | 1 |
| HST 192 | Polite Academy | 28 | 1 |
| COMM 105 | Beginning Sign Language | 28 | 1 |

 Students will select a course in each of the areas itered to meet general education requirements. Courses reprived with an exterist (*) can be transferred directly to the university system and may be substituted for recommended courses on the curline. Students should speak with an advisor before doing so:

Students who select to take transferable communications course ENGL 101 or SPCM 101, must also register for CSS 100—Carear Search Strategies for .5 credit. This curriculum is required for all Lake Area Tech graduates and is included in the COMM 101 course but is separate from the university system.

Youth Offender Option First Year - Fall Semester

| Course Number | Course Title | | Cłock Hours | Credits |
|---------------|--|-------|-------------|---------|
| HST 117 | Medical Terminology | | 28 | 1 |
| H57 136 | Medication Administration | | 14 | .5 |
| H5T 139 | Death and Dying | | 15 | 1 |
| HST 143 | Developmental Disabilities | | 84 | 3 |
| HST 149 | Behavior Support Training | | 84 | 3 |
| HST 160 | Clinical Experience | | 90 | 1.5 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | | 8 | .5 |
| HAZ 100 | Hazardous Materials | | 14 | .5 |
| COMM 101 - Co | nications Course (Choose one) mmunications and Career Strategies position * (CSS 100 – Cereer Search Strategies .5 credit) | | 45 | 3 |
| | | Total | 405 | 14 |

First Year – Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|--------------------------|---|-------------|---------|
| HST 119 | Group Techniques | 28 | 1 |
| ■ HST 127 | Personal Care Assistant (Nutritional Diets) | 56 | 2 |
| H5T 132 | Sexual Offending and People with Disabilities | 56 | 2 |
| HST 137 | Families | 56 | 2 |
| HST 159 | Diversity Studies | 56 | 2 |
| HST 164 | Program Planning | 56 | 2 |
| HST 201 or HST 203 | On-The-Job Training in the Developmental Disabilities Setting or On-The-Job Training in the Mental Health Setting | 150 | 2.5 |
| PSYC 100 | Psychology of Human Relations | 45 | 3 |
| | Total | 503 | 16.5 |

| Caurse Number | Course Title | Clack Hours | Credits |
|--------------------------------|---|-------------|---------|
| HST 176 | Casework Skills and Resources | 56 | 2 |
| HST 177 | Ethics and Issues In Human Services | 45 | 3 |
| HST 188 | Addictions | 45 | 3 |
| P5YC 101 | General Psychology (Must take before PSYC 251) | 45 | 3 |
| MATH 100 – Ap MATH 101 – In | ematics Course (Choose one) oplied General Math termediate Algebra illega Algebra * | 45 | 3 |
| SOC 100 - into | Science Course (Choose one) oduction to Sociology * al Issues (Only offered in the Spring Semester) | 45 | 3 |
| | Tota | 281 | 17 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------------|--|-------------|---------|
| HST 179 | Introduction to Creminal Justice | 45 | 3 |
| HST 183 | Juvenite Delinquency | 45 | 3 |
| CSC 1.02 | Windows Applications for Technicians | 45 | 3 |
| ECON 105 | Leadership in the Global Workplace | 45 | 3 |
| PSYC 251. | Abnormal Psychology (Must take PSYC 101 first) | 45 | 3 |
| SPCM 101 | Fundamentals of Speech* (CSS 100 - Career Search Strategies .5 credit) | 45 | 3 |
| _ | Total | 270 | 18 |
| Additional Elective | | | |
| HST 173 | Special Topics in Human Services | 2.R | 1 |
| HST 192 | Police Academy | 28 | 1 |
| COMM 105 | Beginning Sign Language | 28 | 1 |

■ The following can be substituted for HST 127

CNA 101 — Certified Mursing Assistant Theory, 2 credits

CNA 103 - Certified Mursing Assistant Theory and Clinical, 3 credits

CNA Certificate

Students will select a course in each of the areas listed to meet general education requirements. Courses marked with
an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on
the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 101 or SPCM 101, must also register for CSS 100 — Career Search Strategies for .5 credit. This continuum is required for all Lake Area Tech graduates and

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Human Services Technician

Towards the
Interdisciplinary Studies Major
Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Human Services Technician an opportunity to earn a Bachelor of Science or Arts degree with a major in Interdisciplinary Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 54 technical course credits from the A.A.S. degree in Human Services Technician. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts degree with a major in Interdisciplinary Studies are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined

below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (18-27 credits</u> from classes on the approved lists in SDSU Bulletin.

- SGR Goal #1: Written Communication: ENGL 101 & ENGL 201 Composition I
 II (3-6 credits)
- 2. SGR Goal #3: Social Sciences/Diversity (3-6 credits from two disciplines)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits from two disciplines or in a sequence of modern foreign language courses)
- 4. SGR Goal #5: Mathematics (0-3 credits)
- SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits)

Bachelor of Science Degree Requirements 7 credits

- 1. Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Requirements (36-43 credits)

- 1. IDL 262 Foundations of Interdisciplinary Studies (3 credits)
- 2. IDL 362 Interdisciplinary Inquiry and Integration (3 credits)
- 3. IDL 479 Interdisciplinary Studies Capstone (3 credits)
- 4. UC 489 Transition to Careers (1 credit)
- 5. Goal-based Plan of Study (50%+ must be upper division) (33 credits)
 - a. Up to 7 technical credits from transfer block may be applied to the 33 credit plan of study

Program or General Electives (0-6 credits)

Total minimum number of credits at SDSU: 60
Total number of credits from LATI: 60
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2019 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

| VII. | Acceptance | of Agreement |
|------|------------|--------------|
|------|------------|--------------|

| For South Dakota State University | | |
|---|---------|---------|
| | Date:_ | |
| Dean, College of Arts, Humanities and Social Sciences | | |
| | | |
| | _Date:_ | |
| Provost and Vice President for Academic Affairs | | |
| | | |
| For Lake Area Technical Institute | | |
| Millant | Date: | 1/21/20 |
| President, Lake Area Technical Institute | | / / |

APPENDIX A

PLAN OF STUDY FOR

Associate of Applied Science in Human Services Technician at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts Degree with a major in Interdisciplinary Studies

AAS DEGREE IN Human Services Technician

Required and suggested transferable courses to SDSU

ENGL 101 Composition I* 3 credits SPCM 101 Fundamentals of Speech* 3 credits SOC 100 Introduction to Sociology* 3 credits MATH 114 College Algebra* 3 credits PSYC 101 General Psychology* 3 credits

Activity Technician/Mental Health Option

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|--|-------|-------------|---------|
| HST 117 | Medical Terminology | | 28 | 1 |
| HST 136 | Medication Administration | | 14 | .5 |
| HST 139 | Death and Dying | | 15 | 1 |
| HST 143 | Developmental Disabilities | | 84 | 3 |
| HST 149 | Behavior Support Training | | 84 | 3 |
| HST 160 | Clinical Experience | | 90 | 1.5 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | | 8 | .5 |
| HAZ 100 | Hazordous Materials | • | 14 | ,5 |
| COMM 101 - Co | nitations Course (Choose one) mmunications and Career Strategies position * (CSS 100 – Career Search Strategies .5 credit) | | 45 | 3 |
| | | Tatal | 382 | 14 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|--|-------------|---------|
| HST 119 | Group Techniques | 28 | 1 |
| ■ H5T 127 | Personal Care Assistant (Nutritional Diets) | 56 | 2 |
| HST 132 | Sexual Offending and People with Disabilities | 56 | 2 |
| HST 137 | Families | 56 | 2 |
| HST 159 | Diversity Studies | 56 | 2 |
| HST 164 | Program Planning | 55 | 2 |
| HST 203 | On-The-Job Training in the Activity Technician/Mental Health Setting | 150 | 2.5 |
| PSYC 100 | Psychology of Human Relations | 45 | 3 |
| | Total | 503 | 15.5 |

m The following con be substituted for NST 127
CNA 101—Certified Mursing Assistant Theory, 2 credits
CNA 103—Certified Mursing Assistant Theory and Clinical, 3 credits
CNA Certifical

Second Year—Fall Semeste

| Course Number | Course Title | | Clock Hours | Credits |
|------------------------------------|--|-------|-------------|---------|
| HST 176 | Casework Skills and Resources | | 56 | 2 |
| HST 177 | Ethics and Issues in Human Services | | 45 | 3 |
| HST 188 | Addictions | | 45 | 3 |
| PSYC 101 | General Psychology * (Must take before PSYC 251) | | 45 | 3 |
| MATH 101 – Inte MATH 114 – Coll | | | 45 | 3 |
| SOC 100 - Intro | tience Course (Choose one) fuction to Sociology * Issues (Only offered in the Spring Semester) | | 45 | 5 |
| | | Total | 281 | 17 |

| | nester – Se | cond 1 | lear_ |
|--------|-------------|--------|-------|
| Course | Direction | | |

| Course Number | Course Title | Clock Haurs | Credits |
|--|---|-------------|---------|
| CSC 102 | Windows Applications for Technicians | 45 | 3 |
| ECON 105 | CON 105 Leadership in the Global Workplace | | . 3 |
| PSYC 251 | Abnormal Psychology (Must take PSYC 101 first) | 45 | 3 |
| e SPCM 101 | Pundamentals of Speech * (CSS 100 - Career Search Strategies .5 credit) | 45 | 3 |
| Electives (Choos | e two of the following): | | |
| HST 179 — Introduction to Criminal Justice | | 45 | 3 |
| HST 183 – Juvenile Delinquency | | 45 | 3 |
| HST 195 – Life Span Development | | 45 | 9 |
| BUS 170 - Human | BUS 170 – Human Resource Management | | 3 |
| BUS 220 - Person | al Finance | 45 | 3 |
| | Total | 225 | 15 |
| Additional Election | æs | | |
| HST 173 | Special Topics in Human Services | 28 | 1 |
| H5T 192 | Police Academy | 28 | 1 |
| COMM 105 | Beginning Sign Language | 28 | 1 |

 Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an astroisk (*) can be transferred directly to the university system and may be substituted for recommended courses on the publics. Students should next with an extensible or high resident size.

Students who select to take transferable communications course ENGL 101 or SPCM 101, must also register for CS 100 - Career Search Strategies for .5 credit. This curriculum is required for all Lake Area Tech graduates and is included in the COMM 101 course but is separate from the university system.

Child Development Option

Fall Semester

| Course Number | Course Title | | Cłock Hours | Credits |
|-----------------|---|-------|-------------|---------|
| H5T 108 | Guiding Children's Behavior | | 84 | 3 |
| HST 115 | Early Education Curriculum I | | 84 | 3 |
| HST 125 | On-The-Job Training t | | 120 | 2 |
| HST 133 | Child Growth and Development I | | 28 | 1 |
| HST 134 | Child Growth and Development II | | 28 | 1 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | | 8 | .5 |
| HAZ 100 | Hazardous Materials | | 14 | .5 |
| COMM 101 – Co | unications Course (Choose one) mmunications and Career Strategies position * (CSS 100 – Career Search Strategies .5 credit) | | 45 | 3 |
| ENGC 101 - COII | position (C35 100 - Career search strategies 13 credit) | Total | 411 | 14 |

Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|-------------------------------|-------------|---------|
| H5T 118 | Early Education Curriculum II | 84 | 3 |
| HST 131 | Health, Safety, and Nutrition | 84 | 3 |
| HST 137 | Families | 56 | 2 |
| HST 141 | Children with Special Needs | 56 | 2 |
| HST 156 | On-The-Job Training il | 150 | 2.5 |
| HST 159 | Diversity Studies | 56 | 2 |
| P5YC 100 | Psychology of Human Relations | 45 | 3 |
| | Total | 531 | 17.5 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|--------------------------------------|-------------|---------|
| HST 177 | Ethics and Issues in Human Services | 45 | 3 |
| HST 188 | Addictions | 45 | 3 |
| ACCT 105 | Basic Accounting for Human Services | 360 | 2 |
| BUS 220 | Personal Finance | 45 | 3 |
| CSC 102 | Windows Applications for Technicians | 45 | 3 |
| PSYC 101 | General Psychology | 45 | 3 |
| | Tetal | 255 | 17 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------------------------------|---|-------------|---------|
| HST 135 | Principles and Practices of Early Childhood Education | 84 | 3 |
| ECON 105 | Leadership in the Global Workplace | 45 | 3 |
| SFCM 101 | Fundamentals of Speech * (CSS 100 – Career Search Strategies .5 credit) | 45 | 3 |
| Selected Mathe | matics Course (Choose one) | | |
| MATH 100 - Ap | plied General Math | 45 | 3 |
| MATH 101 - Int | ermediate Algebra | | |
| MATH 114 - Co | lege Algebra * | | |
| Selected Social : | Science Course (Choose one) | | |
| SOC 100 - Introduction to Sociology * | | | 3 |
| SOC 110 - Socia | l Issues (Only offered in the Spring Semester) | | |
| Electives (Choose | one of the following): | | |
| HST 179 – Introdu | ction to Criminal Justice | 45 | 3 |
| HST 183 Javenik | Delinquency | 45 | 3 |
| HST 195 – Lifespar | Development | 45 | 3 |
| 8US 170 – Human | Resource Management | 45 | 3 |
| | Total | 309 | 18 |
| Additional Elective | 25 | | |
| HST 179 | Special Topics in Human Services | 28 | 1 |
| HST 192 | Police Academy | 28 | 1 |
| COMM 105 | Beginning Sign Language | 28 | 1 |

 Students will select a course to each of the areas fisted to meet general education requirements. Courses marked with an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 101 or SPCM 101, must also register for CSS 100—Corner Search Strategies for .5 credit. This curriculum is required for all Lake Area Yach graduates and is included in the COMM 101 course but it securate from the university system.

Developmental Disabilities Option

| Course Number | Course Title | Clock Hours | Credits |
|---------------|--|-------------|---------|
| H5T 117 | Medical Terminology | 28 | 1 |
| HST 136 | Medication Administration | 14 | .5 |
| H5T 139 | Death and Dying | 15 | 1 |
| HST 143 | Developmental Disabilities | 84 | 3 |
| HST 149 | Behavior Support Training | 84 | 3 |
| HST 160 | Clinical Experience | 90 | 1.5 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | 8 | .5 |
| HAZ 100 | Hazardous Materials | 14 | .5 |
| COMM 101 – Co | nications Course (Choose one) mmunications and Career Strategies position * (CSS 100 – Career Search Strategies .5 credit) | 45 | 3 |
| | Tota | 382 | 14 |

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|---|-------|-------------|---------|
| HST 119 | Group Techniques | | 28 | 1 |
| ■ HST 127 | Personal Care Assistant (Nutritional Diets) | | 56 | 2 |
| HST 132 | Sexual Offending and People with Disabilities | | 56 | 2 |
| HST 137 | Families | | 56 | 2 |
| HST 159 | Diversity Studies | | 56 | 2 |
| HST 164 | Program Planning | | 55 | 2 |
| HST 201 | On-The-Job Training in the Developmental Disabilities Setting | | 150 | 2.5 |
| PSYC 100 | Psychology of Human Relations | | 45 | 3 |
| | <u> </u> | Total | 503 | 16.5 |

■ The failowing can be substituted for HST 127

CNA 101 – Certified Nursing Assistant Theory, 2 credits
CNA 103 – Certified Nursing Assistant Theory and Clinical, 3 credits

CNA Certificate

| Course Number | Course Title | Clack Hours | Credits |
|-----------------|--|-------------|---------|
| HST 176 | Casework Skills and Resources | 56 | 2 |
| HST 177 | Ethics and Essues in Human Services | 45 | 3 |
| HST 188 | Addictions | 45 | 3 |
| PSYC 101 | General Psychology * (Must take before PSYC 251) | 45 | 3 |
| MATH 100 – App | natics Course (Choose one) liked General Marth rmediare Ngebra age Algebra * | 45 | 3 |
| 50C 100 - Intro | clence Course (Choose one) duction to Sociology * Issues (Only offered in the Spring Semester) | 45 | 3 |
| | Tota | 281 | 17 |

Spring Semester → Second Year

| Course Number | Course Title | Clock Hours | Credits |
|--|---|-------------|---------|
| CSC 1.02 | Windows Applications for Technicians | 45 | 3 |
| ECON 105 | Landership in the Global Workplace | 45 | 3 |
| PSYC 251 | Abnormal Psychology (Must take PSYC 102 first) | 45 | 3 |
| • SPCM 101 | Fundamentals of Speech (CSS 100 - Career Search Strategies .5 credit) | 45 | 3 |
| | two of the following): | | |
| HST 179 — Introduction to Criminal Justice | | 45 | 3 |
| HST 183 - Juvenile Delinquency | | 45 | 3 |
| HST 195 – Life Span Development | | 45 | 3 |
| BUS 170 – Human I | Resource Management | 45 | .3 |
| BUS 220 — Persona | Finance | 45 | 3 |
| | Total | 225 | 15 |
| Additional Elective | 5 | | |
| HST 173 | Special Topics in Human Services | 28 | 1 |
| HST 192 | Police Academy | 29 | 1 |
| COMM 105 | Beginning Sign Language | 28 | 1 |

 Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an assertisk (*) can be transferred directly to the university system and may be substituted for recommended courses on the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 101 or SPCM 101, must also register for CSI 100 – Career Search Strategies for 5 credit. This curriculum is required for all Lake Area Tech graduates and is included in the COMM 101 course but is separate from the university system.

Youth Offender Option First Year - Fall Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|---|-------------|---------|
| H5T 117 | Medical Terminology | 28 | 1 |
| HST 136 | Medication Administration | 14 | .5 |
| HST 139 | Death and Dying | 15 | 1 |
| HST 143 | Developmental Disabilities | 84 | 3 |
| HST 149 | Behavior Support Training | 84 | 3 |
| HST 160 | Clinical Experience | 90 | 1.5 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | 8 | .5 |
| HAZ 100 | Hazardous Materials | 14 | .5 |
| COMM 101-Co | Inications Course (Choose one) mmunications and Career Strategies position * (CSS 100 Career Search Strategies5 credit) | 45 | 3 |
| | Total | 405 | 14 |

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|---|-------|-------------|---------|
| HST 119 | Group Techniques | | 28 | 1 |
| ■ H5T 127 | Personal Care Assistant (Nutritional Diets) | | 56 | 2 |
| HST 132 | Sexual Offending and People with Disabilities | | 56 | 2 |
| HST 137 | Familles | | 56 | 2 |
| HST 159 | Diversity Studies | | 56 | 2 |
| H5T 164 | Program Planning | | 56 | 2 |
| HST 201 | On-The-Job Training in the Developmental Disabilities Setting | - | | |
| or | ar . | | 150 | 2.5 |
| HST 203 | On-The-Job Training in the Mental Health Setting | | | |
| PSYC 100 | Psychology of Human Relations | | 45 | 3 |
| | | Total | 503 | 16.5 |

Second Year – Fall Semester

| Course Number | Course Title | Clock Hours | Credits |
|-----------------------------|--|-------------|---------|
| HST 176 | Casework Skills and Resources | 56 | 2 |
| HST 177 | Ethics and Issues in Human Services | 45 | 3 |
| HST 188 | Addictions | 45 | 3 |
| PSYC 101 | General Psychology (Must take before PSYC 251) | 45 | 3 |
| MATH 100 - A MATH 101 In | ematics Course (Choose one) aptied General Math termediate Algebra ollege Algebra * | 45 | 3 |
| 50C 100 - Inta | Science Course (Chaose one) orduction to Sociology * al Issues (Only offered in the Spring Semester) | 45 | 3 |
| | Total | al 281 | 1.7 |

| Course Number | Course Title | Clock Haurs | Credits |
|---------------------|--|-------------|---------|
| HST 179 | introduction to Criminal Justice | 45 | 3 |
| HST 183 | Juvenile Delinquency | 45 | 3 |
| CSC 102 | Windows Applications for Technicians | 45 | 3 |
| ECON 105 | Leadership in the Global Workplace | 45 | 3 |
| PSYC 251 | Abnormal Psychology (Must take PSYC 101 first) | 45 | . 3 |
| SPCM 101 | Fundamantals of Speech* (CSS 100 – Career Search Strategies .5 credit) | 45 | 3 |
| | Total | 270 | 18 |
| Additional Elective | | | |
| HST 173 | Special Topics in Human Services | 28 | 1 |
| HST 192 | Police Academy | 28 | 1 |
| COMM 105 | Beginning Sign Language | 28 | 1 |

CNA 101 - Certified Nursing Assistant Theory, 2 credits

CNA 103 - Certified Nursing Assistant Theory and Clinical, 3 credits

CNA Certificate

Students will select a course in each of the areas listed to meet general education requirements. Courses marked with
an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on
the outline. Students should speak with an advisor before doing so.

Students who select to rake transferable communications course ENGL 101 or SPCM 101, must also register for CSS 100 ~ Career Search Strategies for .5 credit. This curriculum is required for all Lake Area Tech graduates and

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Human Services Technician

Towards the
Sociology Major
Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region:
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Human Services Technician an opportunity to earn a Bachelor of Science or Arts degree with a major in Sociology at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 54 technical course credits from the A.A.S. degree in Human Services Technician. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts degree with a major in Sociology are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available. Please note that

BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (18-27 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 101 & ENGL 201 Composition I & II (3-6 credits)
- 2. SGR Goal #3: Social Sciences/Diversity (3-6 credits from two disciplines)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits from two disciplines or in a sequence of modern foreign language courses)
- 4. SGR Goal #5: Mathematics (0-3 credits)
- 5. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits)

Bachelor of Science Degree Requirements 7 credits

- Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- 1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Course Requirements (33 credits)

- 1. SOC 284 Investigating the Social World 3 credits
- 2. SOC 307 Research Methods I 3 credits
- 3. SOC 308 Research Methods II 3 credits
- 4. SOC 403 Sociological Theory 3 credits
- 5. SOC 489 Capstone 3 credits
- 6. SOC/ANTH Electives: 18 upper division credits

Program or General Electives (0-9 credits)

Total minimum number of credits at SDSU: 60
Total number of credits from LATI: 60
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

| Till Troceptance of Tigition | VII. | Acceptance | of a | Agreement |
|------------------------------|------|------------|------|-----------|
|------------------------------|------|------------|------|-----------|

| For South Dakota State University | | |
|---|---------|---------|
| | Date:_ | |
| Dean, College of Arts, Humanities and Social Sciences | | |
| Provost and Vice President for Academic Affairs | Date: | |
| | | |
| For Lake Area Technical Institute | _Date:_ | 1/21/20 |
| President, Lake Area Technical Idstitute | | · / · |

APPENDIX A

PLAN OF STUDY FOR

Associate of Applied Science in Human Services Technician at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts Degree with a major in Sociology

AAS DEGREE IN Human Services Technician

Required and suggested transferable courses to SDSU

ENGL 101 Composition I* 3 credits SPCM 101 Fundamentals of Speech* 3 credits SOC 100 Introduction to Sociology* 3 credits MATH 114 College Algebra* 3 credits PSYC 101 General Psychology* 3 credits

Activity Technician/Mental Health Option

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|--|-------|-------------|---------|
| HST 117 | Medical Terminology | | 28 | 1 |
| HST 196 | Medication Administration | | 14 | .5 |
| H\$T 139 | Death and Dying | | 15 | 1 |
| HST 143 | Developmental Disabilities | | 84 | 3 |
| HST 149 | Behavior Support Training | | 84 | 3 |
| HST 160 | Clinical Experience | | 90 | 1.5 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | | В | .5 |
| 4AZ 100 | Hazardous Materials | | 14 | .5 |
| COMM 101 Co | nications Course (Choose one) mmunications and Career Strategies position * [CSS 100 – Career Search Strategies .5 credit) | | 45 | 3 |
| | | Total | 382 | 14 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|--|-------------|---------|
| HST 119 | Group Techniques | 28 | 1 |
| ■ HST 127 | Personal Care Assistant (Nutritional Diets) | 56 | 2 |
| HST 132 | Sexual Offending and People with Disabilities | 56 | 2 |
| HST 137 | Families | 56 | 2 |
| HST 159 | Diversity Studies | 56 | 2 |
| HST 164 | Program Planning | 56 | 2 |
| HST 203 | On-The-Job Training in the Activity Technician/Mental Health Setting | 150 | 2.5 |
| PSYC 100 | Psychology of Human Relations | 45 | 3 |
| | Total | 503 | 16.5 |

■ The following can be substituted for HST 127
CNA 101 — Certified Mursing Assistant Theory, 2 credits
CNA 103 — Certified Mursing Assistant Theory and Clinical, 3 credits
CNA Certificate

iccond Year — Fall Semes

| Course Number | Course Title | | Clock Hours | Credits |
|-----------------|--|-------|-------------|---------|
| HST 176 | Casework Skills and Resources | | . 56 | 2 |
| HST 177 | Ethics and Issues in Human Services | | 45 | 3 |
| HST 18B | Addictions | | 45 | 5 |
| PSYC 101 | General Psychology * (Must take before PSYC 251) | | 45 | 3 |
| MATH 100 - Ap | matics Course (Choose one) pilled General Math ermediate Algebra lege Algebra * | | 45 | 3 |
| 50C 100 - Intro | icience Course (Choose one) iduction to Sociology * I Issues (Only offered in the Spring Semester) | | 45 | 3 |
| | | Total | 281 | 17 |

| Course Number | Course Title | Clock Hours | Credits |
|---|---|----------------------------|------------------|
| CSC 102 | Windows Applications for Technicians | 45 | 3 |
| ECON 105 | Leadership in the Global Workplace | 45 | 3 |
| PSYC 251 | Abnormal Psychology (Must take PSYC 101 first) | 45 | - 3 |
| • 5PCM 101 | Fundamentals of Speech * (CSS 100 - Career Search Strategies .5 credit) | 45 | 3 |
| HST 179 — Introduc HST 183 — Javenile HST 195 — Life Spar | Development Lescurce Management Finance | 45 45 45 45 45 | 3 3 3 3 |
| | Tatal | 225 | 15 |
| Additional Elective | 5 | | |
| HST 175 | Special Topics in Human Services | 28 | 1 |
| HST 192 | Police Academy | 28 | 1 |
| COMM 105 | Beginning Sign Language | 25 | 1 |

Students will select a course in each of the areas listed to meet general education requirements. Courses marked with
an assistik (*) can be transferred directly to the undersity system and may be substituted for recommended courses on
the outflow. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 101 or SPCM 101, must also register for CSS 100 — Career Search Strategies for Sicredit. This controllum is required for all lake Area Tech graduates and is included in the COMM 101 course but is separate from the university system.

Child Development Option

Fall Semester

| Course Number | Course Title | | Clock Hours | Credits |
|----------------|--|-------|-------------|---------|
| H5T 108 | Guiding Children's Behavior | | 84 | 3 |
| HST 115 | Early Education Curriculum I | | 84 | 3 |
| HST 125 | On-The-Job Training I | | 120 | 2 |
| HST 133 | Child Growth and Development I | | 28 | 1 |
| HST 134 | Child Growth and Development (I | | 28 | 1 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | | 8 | .5 |
| HAZ 100 | Hazardous Materials | | 14 | .5 |
| COMM 101 - Car | nications Course (Choose one) mmunications and Career Strategies position * (CSS 100 – Career Search Strategies .5 credit) | | 45 | 3 |
| | | Yotal | 411 | 14 |

Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|-------------------------------|-------------|---------|
| H5T 118 | Early Education Curriculum II | 84 | 3 |
| HST 131 | Health, Safety, and Nutrition | 84 | 3 |
| HST 137 | Families | 56 | 2 |
| HST 141 | Children with Special Needs | 56 | 2 |
| HST 156 | On-The-Job Training II | 150 | 2.5 |
| HST 159 | Diversity Studies | 56 | 2 |
| PSYC 100 | Psychology of Human Relations | 45 | 3 |
| | Total | 531 | 17.5 |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|--------------------------------------|-------------|---------|
| HST 177 | Ethics and Issues in Human Services | 45 | 3 |
| HST 188 | Addictions | 45 | 3 |
| ACCT 105 | Basic Accounting for Human Services | 30 | 2 |
| BUS 220 | Personal Finance | 45 | 3 |
| CSC 102 | Windows Applications for Technicians | 45 | 3 |
| PSVC 101 | General Psychology | 45 | 3 |
| | Total | 255 | 17 |

Spring Semester - Second Year

| Course Number | Course Title | Clock Hours | Credits |
|---------------------|---|-------------|---------|
| HST 135 | Principles and Practices of Early Childhood Education | 84 | 3 |
| ECON 105 | Leadership in the Global Workplace | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * (CSS 100 - Career Search Strategies .5 credit) | 45 | 3 |
| | natics Course (Choose one) lied Beneral Math | 45 | 3 |
| MATH 101 - Inte | rmediate Algebra ege Algebra * | | |
| | cience Course (Choose one) | | _ |
| | duction to Sociology * Issues [Only offered in the Spring Semester] | 45 | 3 |
| Bectives (Choose | one of the following): | | |
| HST 179 Introduc | tion to Criminal Justice | 45 | 3 |
| HST 183 - Juvenile | Delinquency | 45 | 3 |
| HST 195 - Lifespan | Development | 45 | 3. |
| BUS 170 – Kuman i | Resource Management | 45 | 3 |
| • | Total | 309 | 18 |
| Additional Elective | 1 | | |
| HST 173 | Special Topics in Human Services | 28 | 1 |
| HST 192 | Police Academy | 28 | 1 |
| COMM 105 | Beginning Sign Language | 28 | 1 |

Students will select a course in each of the areas listed to meet general education requirements. Courses marked with
an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on
the putline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 101 or SPCM 101, must also register for CSS 100—Coreer Search Stretegies for .5 credit. This corriculum is required for all take Area Yech graduates and is included in the COMM 101 course but is separate from the university system.

Developmental Disabilities Option

Fall Semester

| Course Number | Course Title | | Clock Hours | Credits |
|----------------|--|-------|-------------|---------|
| HST 117 | Medical Terminology | | 28 | 1 |
| HST 136 | Medication Administration | | 1.4 | .5 |
| HST 139 | Death and Dying | | 15 | 1 |
| HST 143 | Developmental Disabilities | | 84 | 3 |
| HST 149 | Behavior Support Training | | 84 | 3 |
| HST 160 | Clinical Experience | | 90 | 1.5 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | | 8 | .5 |
| HAZ 100 | Hazardous Materials | | 14 | .5 |
| COMM 101 - Co. | nications Course (Choose one) mmunications and Career Strategies position * (CSS 100 – Career Search Strategies .5 credit) | | 45 | 3 |
| | | Total | 382 | 14 |

ring Semester

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|---|-------|-------------|---------|
| HST 119 | Group Techniques | | 28 | 1 |
| ■ HST 127 | Personal Care Assistant (Nutritional Diets) | | 56 | 2 |
| HST 132 | Sexual Offending and People with Disabilities | | 56 | 2 |
| HST 237 | Families | | 56 | 2 |
| HST 159 | Diversity Studies | | 56 | 2 |
| HST 164 | Program Planning | | 56 | 2 |
| HST 201 | On-The-Job Training in the Developmental Disabilities Setting | | 150 | 2.5 |
| PSYC 100 | Psychology of Human Relations | | 45 | 3 |
| | | Total | 503 | 16.5 |

■ The following can be substituted for HST 127

CNA 101 - Certified Nursing Assistant Theory, 2 credits

CNA 103 - Certified Nursing Assistant Theory and Clinical, 3 credits

CNA Certificate

| Course Number | Course Title | Clack Hours | Credits |
|-----------------|--|-------------|---------|
| HST 176 | Casework Skills and Resources | 56 | 2 |
| HST 177 | Ethics and Issues in Human Services | 45 | 3 |
| H9T 18B | Addictions | 45 | 3 |
| PSYC 101 | General Psychology * (Must take before PSYC 251) | 45 | 3 |
| MATH 100 - App | natics Course (Crucose one) Nied General Marth ermedizma Alpebra oge Algebra * | 45 | 3 |
| 50C 100 - intro | Cience Course (Chouse one) duction to Sociology * Issues (Only offered in the Spring Semester) | 45 | 3 |
| | Tot | al 281 | 1.7 |

Spring Semester – Second Year

| Course Number | Course Title | Clock Hours | Credits |
|---------------------|---|-------------|---------|
| CSC 102 | Windows Applications for Technicians | 45 | .3 |
| ECON 105 | Leadership in the Global Workplace | 45 | 3 |
| PSYC 251 | Abnormal Psychology (Must take PSYC 101 first) | 45 | 3 |
| # SPCM 101 | Fundamentals of Speech (CSS 100 - Career Search Strategies, 5 credit) | 45 | 3 |
| Electives (Choose | two of the following): | | |
| HST 179 - Introdu | ction to Criminal Justice | 45 | 3 |
| HST 183 — Juven Be | Delinquency | 45 | .3 |
| HST 195 - Life Spa | n Development | 45 | 3 |
| BUS 170 ~ Human | Resource Management | 45 | 3 |
| BUS 220—Persona | il Finance | 45 | . 3 |
| | Total | 225 | 15 |
| Additional Elective | 25 | | |
| HST 173 | Special Topics in Human Services | 28 | 1 |
| HST 192 | Police Academy | 28 | 1 |
| €0MM 195 | Beginning Sign Language | 28 | 1 |

Students will select a course in each of the areas listed to meet general education requirements. Courses marked with
an asterisk (*) can be transfurred directly to the university system and may be substituted for recommended courses on
the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 101 or SPCM 101, must also register for ESS 100 - Career Search Strategies for 5 credit. This curriculum is required for all Lake Area Tech graduates and is included in the COMMA 101 course but is separate from the university system.

Youth Offender Option First Year - Fall Semester

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|--|-------|-------------|---------|
| H5T 117 | Medical Terminology | | 28 | 1 |
| H5T 136 | Medication Administration | | 14 | -5 |
| HST 139 | Death and Dying | | 15 | 1 |
| H5T 143 | Developmental Disabilities | | 84 | . 3 |
| HST 149 | Behavior Support Training | | 84 | 3 |
| HST 160 | Clinical Experience | | 90 | 1.5 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | | B | .5 |
| HAZ 100 | Hazardous Materials | | 14 | .5 |
| COMM 101 - Co | nications Course (Choose one) mmunications and Career Strategies position * (CSS 100 – Career Search Strategies .5 credit) | | 45 | 3 |
| LIGIT TO | boncon from 700 - on on orange and granding to the confi | Total | 405 | 14 |

First Year – Spring Semester

| Course Number | Course Title | | Clock Hours | Credits |
|--------------------------|---|--------|-------------|---------|
| HST 119 | Group Techniques | \neg | 28 | 1 |
| m HST 127 | Personal Care Assistant (Nutritional Diets) | | 56 | 2 |
| HST 132 | Sexual Offending and People with Disabilities | | 56 | 2 |
| HST 137 | Families | | 56 | 2 |
| HST 159 | Diversity Studies | | 56 | 2 |
| HST 164 | Program Planning | | 56 | 2 |
| H5T 201 or HST 203 | On-The-Job Training in the Developmental Disabilities Setting or On-The-Job Training in the Mental Health Setting | | 150 | 2.5 |
| P5YC 100 | Psychology of Human Relations | | 45 | 3 |
| | To | otal | 503 | 16.5 |

esd Year — Fall Somester

| HST 176 Casework Skills and Resources | | | |
|---|-------|-----|----|
| | | 56 | 2. |
| HST 277 Ethics and Issues in Human Services | | 45 | 3 |
| HST 188 Addictions | | 45 | 3 |
| PSYC 101 General Psychology (Must take before PSYC 251) | | 45 | 3 |
| e Selected Mathematics Course (Choose one) MATH 100 - Applied General Math MATH 101 - Intermediate Algebra MATH 114 - College Algebra* | | 45 | 3 |
| Selected Social Science Course (Choose one) 50C 100 - Introduction to Sociology * SOC 110 - Social Issues (Only offered in the Spring Semester) | | 45 | 3 |
| , , , , , , , , , , , , , , , , , , , | Total | 281 | 17 |

Spring Semester - Second Year

| Course Number | Course Title | Clock Hours | Credits |
|---------------------|--|-------------|---------|
| HST 179 | Introduction to Criminal Justice | 45 | 3 |
| HST 183 | Invenile Belinquency | 45 | 3 |
| CSC 102 | Windows Applications for Technicians | 45 | 3 |
| ECON 105 | Leadership in the Global Workplace | 45 | 3 |
| PSYC 251 | Abnormal Psychology (Must take PSYC 101 first) | 45 | 3 |
| SPCM 101 | Fundamentals of Speech* (CSS 100 - Career Search Strategies .5 credit) | 45 | 3 . |
| | Total | 270 | 18 |
| Additional Elective | | | |
| HST 173 | Special Topics in Human Services | 28 | 1 |
| HST 192 | Police Academy | 28 | 1 |
| COMM 105 | Beginning Sign Language | 28 | 1 |

■ The following can be substituted for HST 127

CNA 101 - Certified Nursing Assistant Theory, 2 credits

CNA 103 - Certified Norsing Assistant Theory and Clinical, 3 credits

CNA Certificate

Students will select a course in each of the areas listed to meet general education requirements. Courses marked with
an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on
the outline. Students should speak with an advisor before duing so.

Students who select to take transferable communications course ENGL 101 or SPCM 101, must also register for CSS 100 – Career Search Strategies for .5 credit. This curriculum is required for all Lake Area Tech graduates and

Human Services Technician • Youth Offender Option Semester Course Outline • 2018 – 2019



18 Months (4 Semesters) • Revised: 6/6/18
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 68



First Year — Fall Semester

| Course Mumber | Course Title | | Clack Hours | Credits |
|---------------|---|-------|-------------|------------|
| H57 101 | Orientation to Human Services | | 15 | 1 |
| HST 117 | Medical Terminology | | 28 | 1 |
| HST 136 | Medication Administration | | 14 | .5 |
| H5T 139 | Death and Dying | | 15 | 1 |
| HST 143 | Developmental Disabilities | | 84 | 3 |
| HST 149 | Behavior Support Training | | 84 | 3 |
| HST 160 | Clinical Experience | | 90 | 1.5 |
| CIS 102 | Windows Applications for Technicians | | 45 | 3 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | | 8 | .5 |
| CSS 100 | Career Search Strategies | | .8 | .5 |
| HAZ 100 | Hazardous Materials | | 14 | . <u>5</u> |
| | | Total | 405 | 15.5 |

First Year – Spring Semester

| Course Number | Course Title | Clock Hours | Credita |
|------------------|---|-------------|---------|
| H5T 119 | Group Techniques | 28 | 1 |
| ■ H5T 127 | Personal Care Assistant (Nutritional Diets) | 56 | 2 |
| HST 132 | Sexual Offending and People with Disabilities | 56 | 2 |
| H5T 137 | Families | 56 | 2 |
| HST 159 | Diversity Studies | 56 | 2 |
| H5T 164 | Program Planning | 56 | 2 |
| HST 165 | Selected Topics in Abnormal Psychology | 28 | 1 |
| HST 201 | On-The-Job Training in the Developmental Disabilities Setting | | |
| OF | or . | 150 | 2.5 |
| HST 203 | On-The-Job Training in the Mental Health Setting | | |
| PSYC 100 | Psychology of Human Relations | 45 | 3 |
| | Total | 531 | 17.5 |

Human Services Technician • Youth Offender Option • Page 2 Semester Course Outline • 2018 – 2019

Second Year — Fall Semester

| Course Number | Course Title | Clock Hours | Credits |
|-----------------|--|-------------|---------|
| HST 176 | Casework Skills and Resources | 84 | 3 |
| HST 177 | Ethics and Issues in Human Services | 56 | 2 |
| HST 188 | Addictions | 45 | 3 |
| PSYC 101 | General Psychology (Must take before PSYC 251) | 45 | 3 |
| MATH 100 - App | natics Course (Choose one) died General Math Armediate Algebra lege Algebra | 45 | 3 |
| SOC 100 – Intro | cience Course (Choose one) duction to Sociology * Issues (Only offered in the Spring Semester) | 45 | 3 |
| | To | tal 320 | 17 |

Spring Semester – Second Year

| Course Number | Course Title | Clock Hours | Credits |
|---------------------|--|-------------|---------|
| HST 179 | Introduction to Criminal Justice | 45 | 3 |
| HST 183 | Juvenile Definguency | 45 | 3 |
| ECON 105 | Leadership in the Global Workplace | 45 | 3 |
| PSYC 251 | Abnormal Psychology (Must take PSYC 101 first) | 45 | 3 |
| SPCM 101 | Fundamentals of Speech* (CSS 100 – Career Search Strategies Scredit) | 45 | 3 |
| COMM 101-Co | mications Course (Choose one) mmunications and Career Strategies position * (CSS 100 – Career Search Strategies .5 credit) | 45 | 3 |
| | Total | 270 | 18 |
| Additional Elective | | | |
| HST 173 | Special Topics in Human Services | 28 | 1 |
| HST 192 | Police Academy | 28 | 1 |
| COMM 105 | Beginning Sign Language | 28 | 1 |

- The following can be substituted for HST 127
 CNA 101 Certified Nursing Assistant Theory, 2 credits
 CNA 103 Certified Nursing Assistant Theory and Clinical, 3 credits
 CNA Certificate
- Students will select a course in each of the areas listed to meet general education requirements. Courses marked with
 an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on
 the outline. Students should speak with an advisor before doing so.

Human Services Technician • Child Development Option Semester Course Outline • 2018 – 2019



9 Months (2 Semesters) • Revised: 1/21/19

Credits Required for Graduation: 34

Optional Associate of Applied Science (A.A.S.) Degree

18 Months (4 Semesters) • Credits Required for Graduation: 68



Fall Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|---|-------------|---------|
| H5T 101 | Orientation to Human Services | 15 | 1 |
| HST 108 | Guiding Children's Behavior | 24 | 3 |
| HST 114 | Literature, Creativity, and Imagination | 30 | 2 |
| HST 115 | Educare of Infants and Toddlers | 56 | 2 |
| HST 125 | On-The-Job Training I | 120 | 2 |
| HST 133 | Child Growth and Development | 28 | 1 |
| HST 134 | Child Growth and Development II | 28 | 1 |
| CIS 102 | Windows Applications for Technicians | 45 | 3 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | 8 | 5 |
| CSS 100 | Career Search Strategies | 8 | .5 |
| HAZ 100 | Hazardous Materials | 14 | 5 |
| | Total | 436 | 16.5 |

Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|--|-------------|---------|
| HST 129 | Lesson Planning and the Early Child Curriculum | 84 | 3. |
| H5T 131 | Health, Safety, and Nutrition | 84 | 3 |
| HST 137 | Families | 56 | 2 |
| HST 141 | Children with Special Needs | 56 | 2 |
| HST 156 | On-The-Job Training II | 150 | 2.5 |
| HST 159 | Diversity Studies | 56 | 2 |
| PSYC 100 | Psychology of Human Relations | 45 | 3 |
| | Total | 531 | 17.5 |

Second Year - Fall Semester

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|--|-------|-------------|---------|
| HST 177 | Ethics and Issues in Human Services | | 56 | 2 |
| HST 182 | Addictions | | 45 | 3 |
| ACCT 105 | Basic Accounting for Human Services | | 30 | 2. |
| BUS 220 | Personal Finance | | 45 | 3 |
| PSYC 101 | General Psychology* (Must take before PSYC 251) | | 45 | 3 |
| COMM 101 - Co | mications Course (Choose one) mmunications and Career Strategies position * (CSS 180 – Career Search Strategies .5 credit) | | 45 | 3 |
| | | Total | 266 | 16 |

Spring Semester - Second Year

| Course Number | Course Title | Clock Hours | Credits |
|--|---|-------------|---------|
| HST 1.35 | Principles and Practices of Early Childhood Education | 84 | 3 |
| ECON 105 | Leadership in the Global Workplace | 45 | 3 |
| SPCM 101 | Fundamentals of Speech (CSS 100 - Career Search Strategies .5 credit) | 45 | 3 |
| • Selected Mathen | natics Course (Choose one) | | |
| МАТН 100 — Арр | lied General Math | 45 | 3 |
| MATH 101 — inte | rmediate Algebra | | |
| MATH 102 - Coll | ege Algebra * | | |
| Selected Social Selected | cience Course (Choose one) | | |
| SOC 100 - Intro | 45 | 3 | |
| SOC 110 - Social | | | |
| Hectives (Choose | one of the following): | | |
| HST 179 — Introduct | tion to Criminal Justice | 45 | 3 |
| HST 183 – Juvenile Delinquency | | | 3 |
| HST 195 – Lifespan Development | | | 3 |
| BUS 170 — Human F | lesource Management | 45 | 3 |
| | Total | 309 | 18 |
| Additional Elective | | | |
| HST 173 | Special Topics in Human Services | 28 | 1 |
| H\$T 192 | Police Academy | 28 | 1 |
| COMM 105 | Beginning Sign Language | 28 | 1 |

Students will select a course in each of the areas listed to meet general education requirements. Courses marked with
an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on
the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGI. 101 or SPCM 101, must also register for CSS 100 — Career Search Strategies for .5 credit. This curriculum is required for all Lake Area Tech graduates and is included in the COMM 101 course but is separate from the university system.

Human Services Technician

Activity Technician/Mental Health/Development Disabilities Option Semester Course Outline • 2018 – 2019



9 Months (2 Semesters) • Revised: 6/6/18

Credits Required for Graduation: 33

Optional Associate of Applied Science (A.A.S.) Degree

18 Months (4 Semesters) • Credits Required for Graduation: 68



Fall Semester

| Course Number | Course Title | | Clock Hours | Credits |
|---------------------|---|-------|-------------|---------|
| HST 101 | Orientation to Human Services | | 15 | 1 |
| HST 117 | Medical Terminology | | 28 | 1. |
| HST 136 | Medication Administration | | 14 | .5 |
| HST 13 9 | Death and Dying | | 15 | 1 |
| HST 143 | Developmental Disabilities | | 84 | 3 |
| HST 149 | Behavior Support Training | | 84 | 3 |
| HST 160 | Clinical Experience | | 90 | 1.5 |
| CIS 102 | Windows Applications for Technicians | | 45 | 3 |
| CPR 112 | Basic Life Support (BLS) for Healthcare Workers | | 28 | .5 |
| CSS 100 | Career Search Strategies | | 8 | -5 |
| HAZ 100 | Hazardous Materials | | 14 | _5 |
| | , | Total | 405 | 15.5 |

Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------|---|-------------|---------|
| HST 119 | Group Techniques | 28 | 1 |
| ■ HST 127 | Personal Care Assistant (Nutritional Diets) | 56 | 2 |
| H5T 132 | Sexual Offending and People with Disabilities | 56 | 2. |
| HST 137 | Families | 56 | 2 |
| HST 159 | Diversity Studies | 56 | 2 |
| H5T 164 | Program Planning | 56 | 2 |
| H5T 165 | Selected Topics in Abnormal Psychology | 28 | 1 |
| H5T 201 | On-The-Job Training in the Developmental Disabilities Setting | 150 | 2.5 |
| ar | or · | | |
| HST 203 | On-The-Job Training in the Mental Health Setting | | |
| P5YC 100 | Psychology of Human Relations | 45 | 3 |
| | Total | 531 | 175 |

■ The following can be substituted for HST 127

CNA 101 - Certified Nursing Assistant Theory, 2 credits

CNA 103 - Certified Nursing Assistant Theory and Clinical, 3 credits

CNIA Certificate

Human Services Technician • Page 2
Activity Technician/Mental Health/Development Disabilities Option
Semester Course Outline • 2018 – 2019

Additional courses required for the Associate of Applied Science (A.A.S.) Degree

Second Year — Fall Semester

| Course Number | Course Title | Clock Hours | Credits |
|---------------------------------------|--|-------------|---------|
| HST 176 | Casework Skills and Resources | 84 | 3 |
| H5T 177 | Ethics and Issues in Human Services | 56 | 2 |
| H5T 188 | Addictions | 45 | 3 |
| P5YC 101 | General Psychology * (Must take before PSYC 251) | 45 | 3. |
| Selected Mathe | matics Course (Choose one) | | |
| MATH 100 - Ap | plied General Math | 45 | 3 |
| MATH 101 — Int | ermediate Algebra | | |
| MATH 102 - Co | lege Algebra * | | |
| Selected Social ! | Science Course (Choose one) | | |
| SOC 100 - Intro | eduction to Sociology ** | 45 | 3 |
| 50C 110 - Socia | l Issues (Only offered in the Spring Semester) | [. [| |
| | Total | 320 | 17 |

Spring Semester – Second Year

| Course Title | | Clock Hours | Credits |
|----------------------------|--|-------------|---------|
| ECON 105 | CON 105 Leadership in the Global Workplace | | 3- |
| P5YC 251 | Abnormal Psychology (Must take PSYC 101 first) | 45 | 3 |
| ● SPCM 101 | Fundamentals of Speech * (CSS 100 – Career Search Strategies - 5 credit) | 45 | 3 |
| - Selected Commu | nications Course (Choose one) | | |
| COMM 101-Cor | nominations and Career Strategies | 45 | 3 |
| ENGL 101 — Comp | position * (CSS 100 – Career Search Strategies .5 credit) | | |
| Electives (Choose t | | | |
| HST 179 – Introduci | 45 | 3- | |
| HST 183 – Juvenile I | 45 | 3 | |
| HST 195 – Life Span | 45 | 3 | |
| 8U5 170 Human R | 45 | 3 | |
| 8US 220 – Personal Finance | | | 3 |
| | 270 | 18 | |
| Additional Electives | | | |
| H5T 173 | Special Topics in Human Services | 28 | 1 |
| H5T 192 | Police Academy | 28 | 1 |
| COMPM 105 | Beginning Sign Language | 28 | 1. |

Students will select a course in each of the areas listed to meet general education requirements. Courses marked with
an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on
the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 101 or SPCM 101, must also register for CSS 100—Career Search Strategies for .5 credit. This conficulum is required for all Lake Area Tech graduates and

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Law Enforcement Major

Towards the
General Studies Major
Bachelor of General Studies BGS Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Law Enforcement Major an opportunity to earn a Bachelor of General Studies degree with a major in General Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 57 technical course credits from the A.A.S. degree in Law Enforcement. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in General Studies are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (21 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 101 and 201 (6 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in a sequence of foreign language courses)
- 3. SGR Goal #5: Mathematics (3 credits)
- 4. SGR Goal #6: Natural Sciences (6 credits)

Major Requirements: 33-48 credits

- 1. GS 490, Capstone (3 credits)
- 2. Major electives (45 credits)
 - a. 20 academic credits must be upper division
 - b. 0-15 technical credits from transfer block may be applied to the major

<u>Program or General Electives (0-6 credits)</u>: if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 60
Total number of credits from LATI: 60
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

| VII. Acceptance of Agreement |
|------------------------------|
|------------------------------|

| For South Dakota State University | | |
|---|-------|------------------|
| | Date: | |
| Dean, College of Arts, Humanities and Social Sciences | | |
| | Date: | |
| Provost and Vice President for Academic Affairs | | |
| For Lake Area Technical Institute | | |
| Milliake | Date: | 1/21/20 |
| President, Lake Area Technical institute | | , - , |

APPENDIX A

PLAN OF STUDY FOR

Associate of Applied Science in Law Enforcement Major at Lake Area Technical Institute to enroll in SDSU's Bachelor of General Studies

74 CREDITS AAS DEGREE IN LAW ENFORCEMENT MAJOR

GENERAL EDUCATION REQUIREMENTS 15 HOURS

- SPCM 101, Fundamentals of Speech (3 credits)
- Selected Communications Course (Choose one)
 - o COMM 101, Communications and Career Strategies
 - ENGL 101, Composition (3 credits)*
- Selected Mathematics Course (Choose one)
 - o MATH 100, Applied General Math (3 credits)
 - o MATH 101, Intermediate Algebra(3 credits)
 - MATH 114, College Algebra (3 credits)*
- Psychology Course (Choose one)
 - PSYC 100 Psychology of Human Relations (3 credits)
 - PSYC 101 General Psychology (3 credits)*
- Selected Social Science Course (Choose one)
 - o ECON 105, Leadership in the Global Workplace (3 credits)
 - o ECON 201, Principles of Microeconomics I (3 credits)* or
 - o SOC 100, Introduction to Sociology (3 credits)*

LAW ENFORCEMENT MAJOR, 59 HOURS

| • | LE 100 | Fitness for Life I | 1 credit |
|---|---------|--------------------------------|----------------------|
| • | LE 105 | First Responder | 2 credits |
| • | LE 110 | Intro to Law Enforcemen | t 3 credits |
| • | LE 115 | Diversity Training | 1 credit |
| • | LE 120 | Mechanics of Arrest | 1 credit |
| • | LE 125 | Technology in Law Enforce | ement 1 credit |
| • | LE 130 | Constitutional Law | 3 credits |
| • | CSC 105 | Computer Software Appl | ications * 3 credits |
| • | LE 135 | Criminal Law Procedures | 3 credits |
| • | LE 140 | Fitness for Life II | 1 credit |
| • | LE 145 | Patrol Procedures I | 3 credits |
| • | LE 150 | Interrogation and Docum | entation 3 credits |
| • | LE 155 | Juvenile Methods | 2 credits |
| • | LE 200 | Fitness for Life III | 1 credit |
| • | LE 205 | Law Enforcement Surviva | 3 credits |
| • | LE 210 | Accident Investigations | 2 cradita |

^{*}Suggested for transfer to SDSU

| • | LE 215 | Firearms Training | 2 cred | its |
|---|--------|--------------------------|----------|------------|
| • | LE 220 | Criminal Investigations | 3 cred | its |
| • | LE 225 | Evidence | 2 cred | its |
| • | LE 230 | Fitness for Life IV | 1 cred | it |
| • | LE 235 | Patrol Procedures II | 3 cred | its |
| • | LE 240 | Advanced Firearms Train | ing | 2 credits |
| • | LE 245 | Emergency Vehicle Oper | ations 3 | credits |
| • | LE 250 | Corrections | 3 cred | its |
| • | LE 255 | Law Enforcement Practic | um | 2 credits |
| • | LE 260 | Certification | 1 cred | it |
| • | LE 265 | Law Enforcement Spanis | h · | 1 credit |
| • | LE 270 | Issues in Policing | 2 cred | its |
| • | LE 275 | Domestic Violence Certif | ication | .5 credits |
| • | LE 280 | Radar Certification | .5 cred | lits |

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Law Enforcement Major

Towards the
Interdisciplinary Studies Major
Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Law Enforcement Major an opportunity to earn a Bachelor of Science or Bachelor of Arts degree with a major in Interdisciplinary Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 57 technical course credits from the A.A.S. degree in Law Enforcement. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts Degree with a major in Interdisciplinary Studies outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined

below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (21 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 101 and 201 (6 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in a sequence of foreign language courses)
- 3. SGR Goal #5: Mathematics (3 credits)
- 4. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits)

Bachelor of Science Degree Requirements 7 credits

- 1. Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- 1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Requirements (36-43 credits)

- 1. IDL 262 Foundations of Interdisciplinary Studies (3 credits)
- 2. IDL 362 Interdisciplinary Inquiry and Integration (3 credits)
- 3. IDL 479 Interdisciplinary Studies Capstone (3 credits)
- 4. UC 489 Transition to Careers (1 credit)
- 5. Goal-based Plan of Study (50%+ must be upper division) (33 credits)
 - a. Up to 7 technical credits from transfer block may be applied to the 33 credit plan of study

Program or General Electives 0 credits

Total minimum number of credits at SDSU: 60 Total number of technical credits from LATI: 60

Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

Date: 1/21/20

VII. Acceptance of Agreement

For South Dakota State University

President, Lake Area Technical Institute

| | Date: |
|---|-------|
| Dean, College of Arts, Humanities and Social Sciences | |
| | |
| | Datos |
| Provost and Vice President for Academic Affairs | Date: |
| | |
| | |
| For Lake Area Technical Institute | |
| α | |

APPENDIX A

PLAN OF STUDY FOR

Associate of Applied Science in Law Enforcement Major at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts in Interdisciplinary Studies Program.

74 CREDITS AAS DEGREE IN LAW ENFORCEMENT MAJOR

GENERAL EDUCATION REQUIREMENTS 15 HOURS

- SPCM 101, Fundamentals of Speech (3 credits)
- Selected Communications Course (Choose one)
 - o COMM 101, Communications and Career Strategies
 - ENGL 101, Composition (3 credits)*
- Selected Mathematics Course (Choose one)
 - o MATH 100, Applied General Math (3 credits)
 - MATH 101, Intermediate Algebra(3 credits)
 - o MATH 114, College Algebra (3 credits)*
- Psychology Course (Choose one)
 - PSYC 100 Psychology of Human Relations (3 credits)
 - PSYC 101 General Psychology (3 credits)*
- Selected Social Science Course (Choose one)
 - o ECON 105, Leadership in the Global Workplace (3 credits)
 - o ECON 201, Principles of Microeconomics I (3 credits)* or
 - SOC 100, Introduction to Sociology (3 credits)*

LAW ENFORCEMENT MAJOR, 59 HOURS

- LE 100 Fitness for Life I 1 credit
- LE 105 First Responder 2 credits
- LE 110 Intro to Law Enforcement 3 credits
- LE 115 Diversity Training 1 credit
- LE 120 Mechanics of Arrest 1 credit
- LE 125 Technology in Law Enforcement 1 credit
- LE 130 Constitutional Law 3 credits
- CSC 105 Computer Software Applications * 3 credits
- LE 135 Criminal Law Procedures 3 credits
- LE 140 Fitness for Life II 1 credit
- LE 145 Patrol Procedures I 3 credits
- LE 150 Interrogation and Documentation 3 credits
- LE 155 Juvenile Methods 2 credits
- LE 200 Fitness for Life III 1 credit
- LE 205 Law Enforcement Survival 3 credits
- LE 210 Accident Investigations 2 credits

^{*}Suggested for transfer to SDSU

- LE 215 Firearms Training 2 credits
- LE 220 Criminal Investigations 3 credits
- LE 225 Evidence 2 credits
- LE 230 Fitness for Life IV 1 credit
- LE 235 Patrol Procedures II 3 credits
- LE 240 Advanced Firearms Training 2 credits
- LE 245 Emergency Vehicle Operations 3 credits
- LE 250 Corrections 3 credits
- LE 255 Law Enforcement Practicum 2 credits
- LE 260 Certification 1 credit
- LE 265 Law Enforcement Spanish 1 credit
- LE 270 Issues in Policing 2 credits
- LE 275 Domestic Violence Certification .5 credits
- LE 280 Radar Certification .5 credits

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Law Enforcement Major

Towards the
Political Science Major
Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Law Enforcement Major an opportunity to earn a Bachelor of Science or Bachelor of Arts degree with a major in Political Science at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 57 technical course credits from the A.A.S. degree in Law Enforcement. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts Degree with a major in Political Science outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined

below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (21 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 101 and 201 (6 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in a sequence of foreign language courses)
- 3. SGR Goal #5: Mathematics (3 credits)
- 4. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits)

Bachelor of Science Degree Requirements 7 credits

- Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- 1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Course Requirements (36 credits)

- 1. POLS 100 American Government 3 credits
- 2. POLS 253 Current World Problems 3 credits
- 3. POLS 388 Research Methods 3 credits
- 4. POLS 489 Capstone 3 credits
- POLS Electives 6 credits (excludes CJUS/POLS 201 Introduction to Criminal Justice)
- 6. 300-400 Level Non-American POLS course: 3 credits
- 7. 300-400 Level Political Science courses: 15 credits
- 8. A maximum of 6 credits may be selected from the following courses:
 - AGEC 352 Agricultural Law 3 credits
 - AGEC 479 Agricultural Policy 3 credits
 - AIS 462 Formation of Federal Indian Policy 3 credits
 - BLAW 350 Legal Environment of Business 3 credits
 - ECON 423 Introduction to Econometrics 3 credits

- ECON 433 Public Finance 3 credits
- ECON 467 Labor Law and Economics 3 credits
- GEOG 372-372L Introduction to GIS and Lab 3 credits
- GEOG 459- Political Geography 3 credits
- HIST 381 Imperialism, Then and Now 3 credits
- HIST 416 Civil Rights Movement 3 credits
- PHIL 423 Political Philosophy 3 credits

Total minimum number of credits at SDSU: 60
Total number of credits from LATI: 60
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

VII. Acceptance of Agreement

For South Dakota State University

| | Date: |
|---|-------|
| Dean, College of Arts, Humanities and Social Sciences | |
| | |
| | Date: |
| Provost and Vice President for Academic Affairs | Date |

For Lake Area Technical Institute

President, Lake Area Technical Institute

APPENDIX A

PLAN OF STUDY FOR

Associate of Applied Science in Law Enforcement Major at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts in Political Science Program.

74 CREDITS AAS DEGREE IN LAW ENFORCEMENT MAJOR

GENERAL EDUCATION REQUIREMENTS 15 HOURS

- SPCM 101, Fundamentals of Speech (3 credits)
- Selected Communications Course (Choose one)
 - o COMM 101, Communications and Career Strategies
 - o ENGL 101, Composition (3 credits)*
- Selected Mathematics Course (Choose one)
 - o MATH 100, Applied General Math (3 credits)
 - MATH 101, Intermediate Algebra(3 credits)
 - MATH 114, College Algebra (3 credits)*
- Psychology Course (Choose one)
 - PSYC 100 Psychology of Human Relations (3 credits)
 - PSYC 101 General Psychology (3 credits)*
- Selected Social Science Course (Choose one)
 - o ECON 105, Leadership in the Global Workplace (3 credits)
 - o ECON 201, Principles of Microeconomics I (3 credits)* or
 - SOC 100, Introduction to Sociology (3 credits)*

LAW ENFORCEMENT MAJOR, 59 HOURS

- LE 100 Fitness for Life I 1 credit
- LE 105 First Responder 2 credits
- LE 110 Intro to Law Enforcement 3 credits
- LE 115 Diversity Training 1 credit
- LE 120 Mechanics of Arrest 1 credit
- LE 125 Technology in Law Enforcement 1 credit
- LE 130 Constitutional Law 3 credits
- CSC 105 Computer Software Applications * 3 credits
- LE 135 Criminal Law Procedures 3 credits
- LE 140 Fitness for Life II 1 credit
- LE 145 Patrol Procedures I 3 credits
- LE 150 Interrogation and Documentation 3 credits
- LE 155 Juvenile Methods 2 credits
- LE 200 Fitness for Life III 1 credit
- LE 205 Law Enforcement Survival 3 credits
- LE 210 Accident Investigations 2 credits

^{*}Suggested for transfer to SDSU

- LE 215 Firearms Training 2 credits
- LE 220 Criminal Investigations 3 credits
- LE 225 Evidence 2 credits
- LE 230 Fitness for Life IV 1 credit
- LE 235 Patrol Procedures II 3 credits
- LE 240 Advanced Firearms Training 2 credits
- LE 245 Emergency Vehicle Operations 3 credits
- LE 250 Corrections 3 credits
- LE 255 Law Enforcement Practicum 2 credits
- LE 260 Certification 1 credit
- LE 265 Law Enforcement Spanish 1 credit
- LE 270 Issues in Policing 2 credits
- LE 275 Domestic Violence Certification .5 credits
- LE 280 Radar Certification .5 credits

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Law Enforcement Major

Towards the
Sociology Major
Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Law Enforcement Major an opportunity to earn a Bachelor of Science or Bachelor of Arts degree with a major in Sociology at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 57 technical course credits from the A.A.S. degree in Law Enforcement. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts Degree with a major in Sociology outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined

below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (21 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 101 and 201 (6 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in a sequence of foreign language courses)
- 3. SGR Goal #5: Mathematics (3 credits)
- 4. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits)

Bachelor of Science Degree Requirements 7 credits

- 1. Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- 1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Course Requirements (33 credits)

- 1. SOC 284 Investigating the Social World 3 credits
- 2. SOC 307 Research Methods I 3 credits
- 3. SOC 308 Research Methods II 3 credits
- 4. SOC 403 Sociological Theory 3 credits
- 5. SOC 489 Capstone 3 credits
- 6. SOC/ANTH Electives: 18 upper division credits

Program or General Electives (0-3 Upper division credits)

Total minimum number of credits at SDSU: 60

Total number of credits from LATI: 60 Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

Date: 1/21/20

VII. Acceptance of Agreement

For South Dakota State University

President, Lake Area Technical Institute

| | Date: |
|---|-------|
| Dean, College of Arts, Humanities and Social Sciences | |
| | |
| | Date: |
| Provost and Vice President for Academic Affairs | |
| | |
| For Lake Area Technical Institute | |
| | |

APPENDIX A

PLAN OF STUDY FOR

Associate of Applied Science in Law Enforcement Major at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts in Sociology Program.

74 CREDITS AAS DEGREE IN LAW ENFORCEMENT MAJOR

GENERAL EDUCATION REQUIREMENTS 15 HOURS

- SPCM 101, Fundamentals of Speech (3 credits)
- Selected Communications Course (Choose one)
 - o COMM 101, Communications and Career Strategies
 - o ENGL 101, Composition (3 credits)*
- Selected Mathematics Course (Choose one)
 - o MATH 100, Applied General Math (3 credits)
 - o MATH 101, Intermediate Algebra(3 credits)
 - MATH 114, College Algebra (3 credits)*
- Psychology Course (Choose one)
 - o PSYC 100 Psychology of Human Relations (3 credits)
 - PSYC 101 General Psychology (3 credits)*
- Selected Social Science Course (Choose one)
 - ECON 105, Leadership in the Global Workplace (3 credits)
 - o ECON 201, Principles of Microeconomics I (3 credits)* or
 - SOC 100, Introduction to Sociology (3 credits)*

LAW ENFORCEMENT MAJOR, 59 HOURS

- LE 100 Fitness for Life I 1 credit
- LE 105 First Responder 2 credits
- LE 110 intro to Law Enforcement 3 credits
- LE 115 Diversity Training 1 credit
- LE 120 Mechanics of Arrest 1 credit
- LE 125 Technology in Law Enforcement 1 credit
- LE 130 Constitutional Law 3 credits
- CSC 105 Computer Software Applications * 3 credits
- LE 135 Criminal Law Procedures 3 credits
- LE 140 Fitness for Life II 1 credit
- LE 145 Patrol Procedures I 3 credits
- LE 150 Interrogation and Documentation 3 credits
- LE 155 Juvenile Methods 2 credits
- LE 200 Fitness for Life III 1 credit
- LE 205 Law Enforcement Survival 3 credits
- LE 210 Accident Investigations 2 credits

^{*}Suggested for transfer to SDSU

- LE 215 Firearms Training 2 credits
- LE 220 Criminal Investigations 3 credits
- LE 225 Evidence 2 credits
- LE 230 Fitness for Life IV 1 credit
- LE 235 Patrol Procedures II 3 credits
- LE 240 Advanced Firearms Training 2 credits
- LE 245 Emergency Vehicle Operations 3 credits
- LE 250 Corrections 3 credits
- LE 255 Law Enforcement Practicum 2 credits
- LE 260 Certification 1 credit
- LE 265 Law Enforcement Spanish 1 credit
- LE 270 Issues in Policing 2 credits
- LE 275 Domestic Violence Certification .5 credits
- LE 280 Radar Certification .5 credits

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the Associate of Applied Sciences Degree Program in Business Associate – Marketing/Management Option

Towards the Advertising Major Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Business Associate **Marketing/Management Option** an opportunity to earn a Bachelor of Science or Arts degree with a major in **Advertising** at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 46 technical course credits from the A.A.S. degree in Business Associate Marketing/Management Option. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts degree with a major in **Advertising** are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available.

Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (15-24 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 101 & ENGL 201 Composition I & II (3-6 credits)
- 2. SGR Goal #3: Social Sciences/Diversity (0-3 credits in two disciplines)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in two disciplines or in a sequence of modern foreign language courses)
- 4. SGR Goal #5: Mathematics (0-3 credits)
- 5. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits)

Bachelor of Science Degree Requirements 7 credits

- 1. Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- 1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Course Requirements (41 credits)

- 1. ADV 370 Advertising Principles (3 credits)
- 2. ADV 371-371L Advertising Copy and Design and Studio (3 credits)
- 3. ADV 372-372L Advertising Media Strategies and Lab (3 credits)
- 4. ADV 442-442L Integrated Marketing Communication and Campaigns Studio (3 credits)
- 5. MCOM 119 Mass Communication Fundamentals) (2 credits)
- 6. MCOM 210-210L Basic Newswriting and Lab (3 credits)
- 7. MCOM 220-220L Introduction to Digital Media and Lab (3 credits)
- 8. MCOM 270 Data Analysis in Communication (3 credits)
- 9. MCOM 331-331L Video Production and Lab (3 credits)
- 10. MCOM 394 or MCOM 494 Internship (3 credits required)
- 11. MCOM 416- Mass Media in Society (3 credits) or ADV 476- Global and Multicultural Advertising (3 credits)
- 12. MCOM 430 Media Law (3 credits)
- 13. Select from the following. Credits: 6

- ADV 314 Digital Promotions (3 credits)
- ADV 411-411L Media Analytics and Studio (3 credits)
- ADV 472 Research and Planning (3 credits)
- ADV 489 Portfolio Development (3 credits required)
- MCOM 219 Social Media Strategies (3 credits)
- MCOM 339-339L Publication Design and Lab (3 credits)
- MCOM 359-359L Mobile Media Design and Applications and Lab (3 credits)
- MKTG 370 Marketing (3 credits)
- PUBR 243 Public Relations Principles (3 credits)

Program or General Electives (0-3 credits)

Total minimum number of credits at SDSU: 68
Total number of credits from LATI: 52

Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

I. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

II. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Lake Area Technical Institute with approval from the South Dakota Board of Education. 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.

III. Effective Date of Agreement

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

President, Lake Area Technica Institute

APPENDIX A PLAN OF STUDY FOR

Associate of Applied Science in Business Associate – Marketing/Management Option at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts Degree with a major in Advertising

AAS DEGREE IN BUSINESS ASSOCIATE - MARKETING/MANAGEMENT OPTION 76 CREDITS LATI General Education Coursework, Suggested for Transfer to SDSU*

- CSC 105, Computer Software Applications (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 114, College Algebra (3 credits)
- PSYC 101, General Psychology (3 credits)
- SPCM 101, Fundamentals of Speech (3 credits)
- ECON 201, Principles of Microeconomics I (3 credits)

Business Associate • Marketing/Management Option Semester Course Outline • 2019 - 2020

| en mounts Kramiteners' rambiten acamili | |
|--|-------------------------------------|
| Associate of Applied Science (A.A.S.) Degree • | Credits Required for Graduation: 76 |
| | |

| ust Y | ear-Fe | III Semester |
|-------|--------|--------------|
| | | |

| Course Number | Course Title | Clock Hours | Credits |
|---------------|---|-------------|---------|
| BUS 101 | Introduction to Business | -65 | 3 |
| BUS 122 | Susiness Relationships | 45 | 3 |
| BUS 160 | Principles of Selling | 45 | 3 |
| ACCT 210 | Principles of Accounting | 45 | 3 |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| SPCM 101 | Fundamentals of Speech * (CSS 100 – Career Search Strategies .5 credit) | 45 | 3 |
| | Total | 270 | 18 |

First Year – Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|--|--|-------------|---------|
| BUS 120 | Principles of Marketing | 45 | 3 |
| BUS 250 | Management Policy | 45 | \$ |
| BSA 232 or CSC 125 | Social Media Marketing or Advanced Computer Applications | 45 | a |
| - ACCT 211 EF BUS 236 | Principles of Accounting II or Financial Management | 45 | 3 |
| Selected Behavioral Sc PSYC 100 — Psychology PSYC 101 — General Ps | | 45 | 9. |
| Selected Elective | | 45 | 3 |
| | Total | 270 | 18 |

First Year - Summer Session

| Course Number | Course Tide | Clock Hours | Credits |
|---------------|----------------------------------|-------------|---------|
| BSA 230 | Quickbooks | 15 | 1 |
| BLÍS 150 | Adventising | 45 | 3 |
| ECON 201 | Principles of Microeconomics 1 * | 45 | 3 |
| | Total | 105 | 7 |

| Course Humber | Course Title | Clock Hours | Credits |
|---|---|-------------|---------|
| BUS 140 | Business Law | 45 | 3 |
| BUS 244 | International Business | 45 | 3 |
| COMM 101 - Commun | ons Course (Choose one) pications and Career Strategies on * (CSS 100 – Career Search Strategies .5.credit) | 45 | 9 |
| Selected Mathematics MATH 100 - Applied G MATH 101 - Intermed MATH 114 - College Al | ieneral Matti iate Algebra | 45 | 3 |
| - Selected Elective | , | 45 | 3 |
| | (GC) | 225 | 15 |

Second Year - Spring Sens

| Course Number | Course Title | Clock Hours | Credits |
|-------------------------|-----------------------------------|-------------|---------|
| BUS 162 | Retailing | 45 | 3 |
| BU\$ 210 | Small Business Development | 45 | 3 |
| BUS 220 | Personal Finance | 45 | 3 |
| BUS 238 | Business Innovation | 45 | 3 |
| BUS 235 | Buriness Internship | | |
| er . | or . | 350 | 6 |
| - BUS 240 plus Elective | Business Internship plus Elective | i | |
| | Total | 540 | 18 |

All elective and/or additional courses not listed on your current program online must be approved by your adviser and appropriately identified on the current program semester outline of any Business Associate Option or Francial Services Option.

- Prorequisite: Students must have successfully completed ACCT 210 Principles of Accounting I for have approval from the instructor) before envoling in ACCT 211 Principles of Accounting II or BUS 226 Fatancial Management.
- Protequisite: Students must have successfully completed ACCT 210 Principles of Accounting 3 and ACCT 211 -Principles of Account 6 or IUS 236 – Financial Management (or have approva) from the instructor) before enrolling in SUS 210-Small Business Development.
- Selected Elections

Fall Semeste

BSA 110 - Compensation and Senefits

815 170 - Human Resource Management

BUS 215 - Buthess Ethics ENV 100 – Entrepreneurship Essentials Spring Semester

BSA 109 - Employment Live

BSA 212 - Recruitment, Training, and Development 85A 232 - Social Media Marketing

BUS 209 — Principles of Insurance ENT 229 — Business Team Develo

Students will select a course in each of the areas listed to meet general education requirements. Courses marked
with an asteriak (*) can be transferred directly to the university system and may be substituted for recommended
courses on the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 201, must also register for GSS 100 - C arch Strategies for Scredic. This confiction is required for all take Area Tech graduates and is included in the COMM 101 course but is separate from the university syste

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Occupational Therapy Assistant Major

Towards the

General Studies Major

Bachelor of General Studies BGS Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region:
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Occupational Therapy Assistant Major an opportunity to earn a Bachelor of General Studies degree with a major in General Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 47 technical course credits from the A.A.S. degree in Occupational Therapy Assistant. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree:
- B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in General Studies are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined

below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (24 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 101& 201 (6 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in a sequence of modern foreign language courses)
- 4. SGR Goal #5: Mathematics (3 credits)
- 5. SGR Goal #6: Natural Sciences (6 credits)

Major Requirements: 33-48 credits

- 1. GS 490, Capstone (3 credits)
- 2. Major electives (45 credits)
 - a. 20 academic credits must be upper division
 - b. 0-15 technical credits from transfer block may be applied to the major

<u>Program or General Electives (0-3 credits)</u>: if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 60
Total number of credits from LATI: 60
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

| VII. Acceptance of Agree | ement |
|--------------------------|-------|
|--------------------------|-------|

President, Lake Area Technical Institute

| For South Dakota State University | | |
|---|-------|--|
| | | |
| Dean, College of Arts, Humanities and Social Sciences | Date: | |
| bear, conege of this, framamics and bodial ociences | | |
| | | |
| | Date: | |
| Provost and Vice President for Academic Affairs | | |
| | | |
| | | |
| For Lake Area Technical Institute | | |
| | | |

APPENDIX A

PLAN OF STUDY FOR

Associate of Applied Science in Occupational Therapy Assistant Major at Lake Area Technical Institute to enroll in SDSU's Bachelor of General Studies

74.5 CREDITS AAS DEGREE IN OCCUPATIONAL THERAPY ASSISTANT MAJOR

- Selected Communications Course (Choose one)
 - o COMM 101, Communications and Career Strategies
 - o ENGL 101, Composition 3 credits*
- SOC 100 Introduction to Sociology 3 credits*
- ANAT 142 Anatomy 3 credits*
- PHGY 210 Human Physiology 4 credits*
- PSYC 101 General Psychology 3 credits*
 - * Transferable to SDSU
- MATH 100 Applied General Math 3 credits
- CPR 112 Basic Life Support (BLS) for Healthcare Workers .5credits
- CSC 100 Computer Concepts 1 credit
- HAZ 100 Hazardous Materials Safety .5 credits
- MA 115 Medical Terminology 1.5 credits
- OTA 100 Foundational Concepts for the Occupational Therapy Assistant 3 credits
- OTA 105 Activity Analysis 2.5 credits
- OTA 111 Kinesiology/Neurology for the Occupational Therapy Assistant 5 credits
- OTA 120 Human Development: Prenatal to Adolescence 2 credits
- OTA 125 Occupational Therapy Application 1: Pediatric Practice 4 credits
- OTA 131 Adaptations for Daily Tasks 3 credits
- OTA 133 Documentation for the Occupational Therapy Assistant 1 credit
- OTA 135 Dynamics of Interaction 2 credits
- OTA 140 Ethics and Issues in Occupational Therapy 2 credits
- OTA 145 Occupational Therapy Applications III: Psychosocial Practice 3 credits
- OTA 150 Fieldwork I A .5 credits
- OTA 155 Fieldwork I B .5 credits
- OTA 200 Human Development: Adult to Death 1 credits
- OTA 205 Occupational Therapy Application II: Adult Practice 3 credits
- OTA 210 Condition-Specific Evidenced-Based Intervention 2.5 credits
- OTA 220 Occupational Therapy Applications IV: Rehabilitation Practice 5 credits
- OTA 231 Entering the Occupational Therapy Assistant Profession 1 credit
- OTA 236 Fieldwork II A 5.5 credits
- OTA 241 Fieldwork II B 5.5 credits

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Occupational Therapy Assistant Major

Towards the Interdisciplinary Studies Major Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Occupational Therapy Assistant Major an opportunity to earn a Bachelor of Science or Bachelor of Arts degree with a major in Interdisciplinary Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 44 technical course credits from the A.A.S. degree in Occupational Therapy Assistant. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts Degree with a major in Interdisciplinary Studies outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined

below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (24 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 101 and 201 (6 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits from two disciplines or in a sequence of modern foreign language courses)
- 4. SGR Goal #5: Mathematics (3 credits)
- 5. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits)

Bachelor of Science Degree Requirements 7 credits

- 1. Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- 1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Requirements (36-43 credits)

- 1. IDL 262 Foundations of Interdisciplinary Studies (3 credits)
- 2. IDL 362 Interdisciplinary Inquiry and Integration (3 credits)
- 3. IDL 479 Interdisciplinary Studies Capstone (3 credits)
- 4. UC 489 Transition to Careers (1 credit)
- 5. Goal-based Plan of Study (50%+ must be upper division) (33 credits)
 - a. Up to 7 technical credits from transfer block may be applied to the 33 credit plan of study

Program or General Electives 0 credits

Total minimum number of credits at SDSU: 63

Total number of credits from LATI: 57
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

VII. Acceptance of Agreement

| For South Dakota State University | | |
|---|----------------|---|
| | _Date: | |
| Dean, College of Arts, Humanities and Social Sciences | | _ |
| Provost and Vice President for Academic Affairs | Date: | _ |
| Provost and vice President for Academic Arians | | |
| For Lake Area Technical Institute | | |
| President, Lake Area Technica Institute | _Date: 1/21/20 | _ |

APPENDIX A

PLAN OF STUDY FOR

Associate of Applied Science in Occupational Therapy Assistant Major at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts in Interdisciplinary Studies Program.

74.5 CREDITS AAS DEGREE IN OCCUPATIONAL THERAPY ASSISTANT MAJOR

- Selected Communications Course (Choose one)
 - o COMM 101, Communications and Career Strategies
 - o ENGL 101, Composition 3 credits* [Recommended]
- SOC 100 Introduction to Sociology 3 credits*
- ANAT 142 Anatomy 3 credits*
- PHGY 210 Human Physiology 4 credits*
- PSYC 101 General Psychology 3 credits*
 - * Transferable to SDSU
- MATH 100 Applied General Math 3 credits
- CPR 112 Basic Life Support (BLS) for Healthcare Workers .5credits
- CSC 100 Computer Concepts 1 credit
- HAZ 100 Hazardous Materials Safety .5 credits
- MA 115 Medical Terminology 1.5 credits
- OTA 100 Foundational Concepts for the Occupational Therapy Assistant 3 credits
- OTA 105 Activity Analysis 2.5 credits
- OTA 111 Kinesiology/Neurology for the Occupational Therapy Assistant 5 credits
- OTA 120 Human Development: Prenatal to Adolescence 2 credits
- OTA 125 Occupational Therapy Application I: Pediatric Practice 4 credits
- OTA 131 Adaptations for Daily Tasks 3 credits
- OTA 133 Documentation for the Occupational Therapy Assistant 1 credit
- OTA 135 Dynamics of Interaction 2 credits
- OTA 140 Ethics and Issues in Occupational Therapy 2 credits
- OTA 145 Occupational Therapy Applications III: Psychosocial Practice 3 credits
- OTA 150 Fieldwork I A .5 credits
- OTA 155 Fieldwork | B .5 credits
- OTA 200 Human Development: Adult to Death 1 credits
- OTA 205 Occupational Therapy Application II: Adult Practice 3 credits
- OTA 210 Condition-Specific Evidenced-Based Intervention 2.5 credits
- OTA 220 Occupational Therapy Applications IV: Rehabilitation Practice 5 credits
- OTA 231 Entering the Occupational Therapy Assistant Profession 1 credit
- OTA 236 Fieldwork II A 5.5 credits
- OTA 241 Fieldwork II B 5.5 credits

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Business Associate - Photography/Media Option
Towards the
Journalism Major
Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Business Associate Photography/Media option an opportunity to earn a Bachelor of Science or Arts degree with a major in Journalism at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 46 technical course credits from the A.A.S. degree in Business Associate Photography/Media option. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts degree with a major in Journalism are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year

technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (27 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 101 and 201 (6 credits)
- 2. SGR Goal #3: Social Sciences/Diversity (6 credits in two disciplines)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in two disciplines or in a sequence of modern foreign language courses)
- 4. SGR Goal #5: Mathematics (3 credits)
- 5. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits) Bachelor of Science Degree Requirements 7 credits

- 1. Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- 1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Requirements (38 credits)

- 1. MCOM 119 Mass Communication Fundamentals (2 credits)
- 2. MCOM 210-210L Basic Newswriting and Lab (3 credits)
- 3. MCOM 219 Social Media Strategies (3 credits)
- 4. MCOM 220-220L Introduction to Digital Media and Lab (3 credits)
- 5. MCOM 270 Data Analysis in Communication (3 credits)
- 6. MCOM 311-311L News Editing and Editing Lab (3 credits) or MCOM 340-340L Broadcast Announcing and Performance and Lab (3 credits)
- 7. MCOM 331-331L Video Production and Lab (3 credits)
- 8. MCOM 394 Internship or MCOM 494 (3 credits required)
- MCOM 416 Mass Media in Society (3 credits) or MCOM 417 History of Journalism (3 credits)
- 10. MCOM 430 Media Law (3 credits)
- 11. MCOM 434 Advanced Multiplatform Storytelling (3 credits) (Capstone)
- 12. Select 6 credits from the following MCOM or PUBR Electives.

- MCOM 215 Sportswriting (3 credits)
- MCOM 266-266L Photojournalism and Studio (3 credits)
- MCOM 311-311L News Editing and Editing Lab (3 credits) or MCOM 340-340L - Broadcast Announcing and Performance and Lab (3 credits)
- MCOM 336 Feature Writing (3 credits)
- MCOM 359-359L Mobile Media Design and Applications and Lab (3 credits)
- MCOM 413 International Media (3 credits)
- MCOM 419 Women in Media (3 credits)
- MCOM 433-433L Advanced TV News Reporting and Lab (3 credits)
- MCOM 438-438L Public Affairs Reporting and Lab (3 credits)
- MCOM 474 Media Administration and Management (3 credits)
- PUBR 243 Public Relations Principles (3 credits)
- PUBR 345 Public Relations Writing (3 credits)

Program or General Electives 0 credits

Total minimum number of credits at SDSU: 68 Total number of credits from LATI: 52 Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

I. **Obligations**

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

11. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Lake Area Technical Institute with approval from the South Dakota Board of Education. 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.

III. **Effective Date of Agreement**

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

IV. Acceptance of Agreement

For South Dakota State University

| | D a te: | |
|---|----------------|--|
| Dean, College of Arts, Humanities and Social Sciences | | |
| | | |
| | | |
| | Date: | |
| Provost and Vice President for Academic Affairs | | |

For Lake Area Technical Institute

President, Lake Area Technical Institute

APPENDIX A

PLAN OF STUDY FOR

Associate of Applied Science in Business Associate - Photography/Media Major at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts Degree with a major in Journalism

70 CREDITS AAS DEGREE IN BUSINESS ASSOCIATE - PHOTOGRAPHY/MEDIA MAJOR

GENERAL EDUCATION REQUIREMENTS 15 HOURS

- PSYC 100, Psychology of Human Relations (3 credits) OR PSYC 101, General Psychology (3 credits)*
- SPCM 101, Fundamentals of Speech (3 credits)
- Selected Communications Course (Choose one)
 - o COMM 101, Communications and Career Strategies
 - o ENGL 101, Composition *
- Selected Mathematics Course (Choose one)
 - o MATH 100, Applied General Math (3 credits)
 - MATH 101, Intermediate Algebra(3 credits)
 - o MATH 102, College Algebra (3 credits)*
- Selected Social Science Course (Choose one)
 - o ECON 105, Leadership in the Global Workplace (3 credits)
 - o ECON 201, Principles of Microeconomics I (3 credits)* or
 - o ECON 202, Principles of Macroeconomics II (3 credits)* or
 - o SOC 100, Introduction to Sociology (3 credits)*

*Suggested for transfer to SDSU

BUSINESS ASSOCIATE - PHOTOGRAPHY/MEDIA MAJOR, 55 HOURS

Business Associate - Photography/Media Option

Semester Course Outline • 2019 - 2020

20 Months (4 Semesters, 1 Summer Session) • Revised: 7/25/19 Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 70



| First Yea | - Fall Semester |
|-----------|-----------------|
| | |

| Course Number | Course Title | Dock Hours | Credits |
|---------------|-------------------------------------|------------|---------|
| BSA 100 | Introduction to Digital Photography | 45 | CACCIEC |
| BSA 107 | Intro to Photo Studio | 15 | - 3 |
| BSA 114 | Design I | 45 | - 1 |
| BUS 101 | Introduction to Business | 45 | |
| BUS 160 | Principles of Selling | 45 | - |
| CSC 105 | Computer Software Applications * | 45 | 3 |
| | Total | 280 | 45 |

Sirct Year - Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|---|---|-------------|---------|
| BSA 116 | Advanced Image Processing | 45 | 9 |
| 85A 118 | Advanced Digital Photography | 45 | |
| BSA 126 | Lighting in Photography | 45 | - 2 |
| BSA 128 | Studio lighting | 15 | |
| ACCT 210 | Principles of Accounting ! | 45 | |
| Selected Behaviora PSYC 100 – Psychol PSYC 101 – Genera | i Science Course (Choose one) ogy of Human Relations Psychology * | 45 | 9 |
| | Total | 240 | 16 |

First Year - Summer Session

| Course Number | Course Title | | Clock Hours | Credits |
|---------------|--|-------|-------------|-------------|
| BSA 230 | Quickbooks | | 15 | 1 |
| BUS 150 | Activertising | | 45 | |
| SPCM 101 | Fundamentals of Speech * | | 45 | 3 |
| | (CSS 100 - Career Search Strategies .5 credit) | | " | - |
| | | Total | 105 | 7 |

Second Year - Fall Semeste

| Course Number | Course Title | | Clock Hours | Credits |
|--|--|-------|-------------|-------------|
| BSA 200 | Video/Media | | 45 | 4 |
| BSA 204 | Event/Corporate Photography | | 45 | |
| COMM 101 - Compo ENGL 101 - Compo | kations Course (Choose one) munications and Career Strategies ostion * (CSS 100 – Career Search Strategies , 5 credit) | | 45 | a |
| Selected Mathema MATH 100—Applie MATH 101—Intern MATH 114—Colleg | nics Course (Choose one) ni General Math nediate Algebra | | 45 | 5 |
| | | Total | 180 | 12 |

Second Year - Spring Semester

| Course Number | Course Title | Clock Hours | Credits |
|--|---|-------------|----------------|
| BSA 202 | Portrait Photography | 45 | 3 |
| BSA 207 | Portrait Studio | 15 | - - |
| 8US 210 | Small Business Development | 45 | 3 |
| BSA 232 | Social Media | 45 | я |
| BUS 220 | Personal Finance | 45 | 3 |
| BUS 265 | Photography Internship/Capstone Project | 180 | 3 |
| ECON 105 – Leade ECON 201 – Princij ECON 202 – Princij | ence Course (Choose one) ship in the Global Workplace loles of Microeconomics I * lites of Microeconomics II * ction to Sociology * | 45 | 3 |
| | Totel | 420 | 19 |

All elective and/or additional courses not listed on your current program outline must be approved by your adviser and appropriately identified on the current program semester outline of any Business Associate Outlion or Financial Services

Students will select a course in each of the areas fixted to meet general education requirements. Courses marked with an asterial $\{^4\}$ can be transferred directly to the university system and may be substituted for record courses on the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 101, must also register for CSS 100 - Career Search Strategies for 5 crodit. This curriculum is required for all Lake Area Tech graduenas and it included in the COMM 101 course but is separate from the university system.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Physical Therapist Assistant Major

Towards the General Studies Major Bachelor of General Studies BGS Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Physical Therapist Assistant Major an opportunity to earn a Bachelor of General Studies degree with a major in General Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 44 technical course credits from the A.A.S. degree in Physical Therapist Assistant. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in General Studies are outlined below.

113

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (24 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 201 (3 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #3: Social Sciences/Diversity (3 credits)
- 4. SGR Goal #4: Humanities and Arts/Diversity (6 credits in a sequence of modern foreign language courses)
- 5. SGR Goal #5: Mathematics (3 credits)
- 6. SGR Goal #6: Natural Sciences (6 credits)

Major Requirements: 33-48 credits

- 1. GS 490, Capstone (3 credits)
- 2. Major electives (45 credits)
 - a. 20 academic credits must be upper division
 - b. 0-15 technical credits from transfer block may be applied to the major

<u>Program or General Electives (0-6 credits)</u>: if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 60
Total number of credits from LATI: 60
Total minimum credits required: 120

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

114

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

| VII. | Accept | ance of | Agreeme | ent |
|------|--------|---------|---------|-----|
|------|--------|---------|---------|-----|

President, Lake Area Technical Institute

116

APPENDIX A

PLAN OF STUDY FOR

Associate of Applied Science in Physical Therapist Assistant Major at Lake Area Technical Institute to enroll in SDSU's Bachelor of General Studies

75.5 CREDITS AAS DEGREE IN OCCUPATIONAL THERAPIST ASSISTANT MAJOR

- ANAT 142 Anatomy* 3 credits
- ENGL 101 Composition* 3 credits
- SPCM 101 Fundamentals of Speech* 3 credits
- PHGY 210 Human Physiology* 4 credits
- PSYC 101 General Psychology* 3 credits
 *Transferable to SDSU
- CPR 112 Basic Life Support (BLS) for the Healthcare Worker .5 credits
- CSC 100 Computer Concepts 1 credit
- CSS 100 Career Search Strategies .5 credits
- MA 115 Medical Terminology 1.5 credits
- MATH 100 Applied General Math 3 credits
- PTA 100 Introduction to Physical Therapist Assisting 1 credit
- PTA 106 Kinesiology 3 credits
- PTA 110 Fundamentals of Physical Therapist Assisting 3 credits
- PTA 116 Ethics and Issues in Physical Therapy 2 credits
- PTA 120 Observation and Measurement 3 credits
- PTA 125 Physical Agents and Massage 4 credits
- PTA 136 Electrotherapy 2 credits
- PTA 145 Theories of Therapeutic Exercise 1.5 credits
- PTA 150 Pathology for the PTA 2 credits
- PTA 216 Applications in Therapeutic Exercise 2 credits
- PTA 220 Musculoskeletal Disorders and Treatment 4 credits
- PTA 228 Neuroanatomy and Neurological Dysfunction 3 credits
- PTA 229 Human Development and Pediatric Disorders 1.5 credits
- PTA 231 Special Topics 1.5 credits
- PTA 241 Clinical Affiliation I 3 credits
- PTA 242 Rehabilitation Procedures 4 credits
- PTA 245 Clinical Affiliation II 4 credits
- PTA 250 Clinical Affiliation III 4 credits
- SOC 118 Sociology in Healthcare 3 credits

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Physical Therapist Assistant Major

Towards the Interdisciplinary Studies Major Bachelor of Science or Arts Degree Program

Between
Lake Area Technical Institute
and
South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical Institute (LATI) and South Dakota State University (SDSU).

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 institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide LATI students who have completed the A.A.S. degree in Physical Therapist Assistant Major an opportunity to earn a Bachelor of Science or Bachelor of Arts degree with a major in Interdisciplinary Studies at SDSU

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 44 technical course credits from the A.A.S. degree in Physical Therapist Assistant. Additional transferable system general education credits may be earned at LATI, but no more than 60 credits total may be transferred from LATI to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Arts Degree with a major in Interdisciplinary Studies outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year

118

technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

<u>System General Education Requirements SGRs (24 credits</u> from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication: ENGL 201 (3 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #3: Social Sciences/Diversity (3 credits)
- 4. SGR Goal #4: Humanities and Arts/Diversity (6 credits in a sequence of modern foreign language courses)
- SGR Goal #5: Mathematics (3 credits)
- 6. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3+ credits)

Bachelor of Science Degree Requirements 7 credits

- Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3+ credits

- 1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from LATI.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Requirements (36-43 credits)

- 1. IDL 262 Foundations of Interdisciplinary Studies (3 credits)
- 2. IDL 362 Interdisciplinary Inquiry and Integration (3 credits)
- 3. IDL 479 Interdisciplinary Studies Capstone (3 credits)
- 4. UC 489 Transition to Careers (1 credit)
- 5. Goal-based Plan of Study (50%+ must be upper division) (33 credits)
 - a. Up to 7 technical credits from transfer block may be applied to the 33 credit plan of study

Program or General Electives 0 credits

Total minimum number of credits at SDSU: 60

Total number of credits from LATI: 60 Total minimum credits required: 120

119

Additional Requirements:

- 1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
- 2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

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 Lake Area Technical Institute with approval from the South Dakota Board of Education. 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

Start Date of Fall 2020 Terms at LATI and SDSU. The agreement applies to students who graduated from LATI within the 10 years immediately prior to application and admission into SDSU.

Date: 1/21/20

VII. Acceptance of Agreement

For South Dakota State University

President, Lake Area Technical Institute

| | Date: | |
|---|-------|--|
| Dean, College of Arts, Humanities and Social Sciences | | |
| | Date: | |
| Provost and Vice President for Academic Affairs | Date | |
| For Lake Area Technical Institute | | |

1543

121

APPENDIX A

PLAN OF STUDY FOR

Associate of Applied Science in Physical Therapist Assistant Major at Lake Area Technical Institute to enroll in SDSU's Bachelor of Science or Arts in Interdisciplinary Studies Program.

75.5 CREDITS AAS DEGREE IN OCCUPATIONAL THERAPY ASSISTANT MAJOR

- ANAT 142 Anatomy* 3 credits
- ENGL 101 Composition* 3 credits
- SPCM 101 Fundamentals of Speech* 3 credits
- PHGY 210 Human Physiology* 4 credits
- PSYC 101 General Psychology* 3 credits
 *Transferable to SDSU
- CPR 112 Basic Life Support (BLS) for the Healthcare Worker .5 credits
- CSC 100 Computer Concepts 1 credit
- CSS 100 Career Search Strategies .5 credits
- MA 115 Medical Terminology 1.5 credits
- MATH 100 Applied General Math 3 credits
- PTA 100 Introduction to Physical Therapy Assisting 1 credit
- PTA 106 Kinesiology 3 credits
- PTA 110 Fundamentals of Physical Therapy Assisting 3 credits
- PTA 116 Ethics and Issues in Physical Therapist 2 credits
- PTA 120 Observation and Measurement 3 credits
- PTA 125 Physical Agents and Massage 4 credits
- PTA 136 Electrotherapy 2 credits
- PTA 145 Theories of Therapeutic Exercise 1.5 credits
- PTA 150 Pathology for the PTA 2 credits
- PTA 216 Applications in Therapeutic Exercise 2 credits
- PTA 220 Musculoskeletal Disorders and Treatment 4 credits
- PTA 228 Neuroanatomy and Neurological Dysfunction 3 credits
- PTA 229 Human Development and Pediatric Disorders 1.5 credits
- PTA 231 Special Topics 1.5 credits
- PTA 241 Clinical Affiliation I 3 credits
- PTA 242 Rehabilitation Procedures 4 credits
- PTA 245 Clinical Affiliation II 4 credits
- PTA 250 Clinical Affiliation III 4 credits
- SOC 118 Sociology in Healthcare 3 credits

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between SOUTHEAST COMMUNITY COLLEGE and SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Manufacturing Engineering Technology
Associate of Applied Sciences Degree Program at SCC- Milford
Toward the

Operations Management Bachelor of Science Degree Program at SDSU

I. Parties

The parties to this agreement are South Dakota State University (SDSU), Brookings SD and Southeast Community College (SCC), NE, Milford Campus.

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide SCC students who have completed the A.A.S. degree in Manufacturing Engineering Technology an opportunity to earn a Bachelor of Science degree with a major in Operations Management, Manufacturing Emphasis.

III. Academic Program

| Graduation Requirements for the BS in Operations Management at SDSU | | | | |
|---|-----|--|--|--|
| Operations Management, Manufacturing emphasis requirements: | 54 | | | |
| System General Education Requirements (SGR) Credits: | 32 | | | |
| Block Transfer credits from SCC Manufacturing Engineering Technology: | 34 | | | |
| Total Credits Required: | 120 | | | |

A. Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **34 technical** course credits from the A.A.S. degree in Manufacturing Engineering Technology for students majoring in Operations Management, Manufacturing emphasis. Students must successfully complete the A.A.S. degree in Manufacturing Engineering Technology from SCC prior to transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 34 technical course credits*. Students must

- meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Operations Management, Manufacturing emphasis are outlined here.

Major requirements: 37 credits

- BADM 360, Organization & Management OR
 GE 385, Introduction to Systems Engineering & Management (3 credits)
- 2. CM 130, Management Tools & Analysis (3 credits)
- 3. CSC 325, Management Information Systems (3 credits)
- 4. GE 425, Occupational Safety & Health (3 credits)
- HRM 460, Human Resource Management OR LEAD 435, Organizational Leadership & Team Development (3 credits)
- 6. MNET 460, Engineering Economic Analysis OR FIN 310 Business Finance (3 credits)
- 7. OM 240, Decision Making Processes in Management (3 credits)
- 8. OM 425, Production / Operations Management (3 credits)
- 9. OM 462, Quality Management (3 credits)
- 10. OM 463, Supply Chain Management (3 credits)
- 11. OM 470, Project Management (2 credits)
- 12. OM 471, Capstone Experience (2 credits)
- 13. OM 490, Seminar (1 credit)
- 14. OM 494, Internship (2 credits)

Required Support Courses: 17 credits

- 1. ACCT 210, Principles of Accounting I (3 credits)
- 2. ACCT 211, Principles of Accounting II (3 credits)
- 3. MATH 121/L, Survey of Calculus and Lab (5credits)
- 4. CSC 325, Management Information Systems (3 credits)
- 5. STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at SCC if equivalent courses are available. Please note that BOR Policy 2.5.12 states: "Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution." For the BSOM program, that number is 60 credits.

General Education (SGR) Courses: 32 credits

- 1. Must include ENGL 101, Composition I, (SGR 1) (3 credits)
- 2. Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
- 3. Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
- 4. Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
- 5. Must include MATH 114, College Algebra (SGR 5) (3 credits)
- 6. Must include CHEM 106/106L, Chemistry Survey & Lab (SGR 6) (4 credits)
- 7. Must include PHYS 101/101L, Survey of Physics I & Lab(sgr 6) (4 credits) 2 credits count toward the OM major]
- 8. 9 remaining credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7.

Total number of credits at SDSU: 86 Transfer credits from SCC: 34* Total credits required: 120

*Transferable general education courses can be completed at SCC.

Additional requirements:

Students transferring from Southeast Community College must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).

IV. Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Southeast Community College Board of Governors. 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 2020 semester term at SCC and SDSU. The agreement applies to students who graduated from SCC in 2010 and subsequent years.

| VII. Acceptance of Agreement: | |
|---|---------|
| For South Dakota State University: | |
| | |
| Dean, Jerome J. Lohr College of Engineering | _ Date: |
| | Data |
| Provost and Vice President for Academic Affairs | Date: |
| | |
| For Southeast Community College: | |
| Tor bountain community conege. | |
| | |
| Vice President for Instruction | Date: |
| | Date: |
| President, Southeast Community College | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – L DATE: June 24, 2020

SUBJECT

Guaranteed Admission Agreement – SDSU & NSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) and Northern State University (NSU) request approval to enter into an agreement whereby NSU students who have completed the required pre-requisite coursework will have an opportunity to pursue and earn a Bachelor of Science degree in Mechanical, Civil, or Agricultural & Biosystems Engineering from SDSU.

IMPACT AND RECOMMENDATION

If approved, the agreement would go into effect at the start of Fall 2020.

Board staff recommends approval of the agreement.

ATTACHMENTS

Attachment I – Guaranteed Admission Agreement – SDSU & NSU

DRAFT MOTION 20200624 4-L:

I move to approve the Guaranteed Admission Agreement between South Dakota State University and Northern State University, as presented.

GUARANTEED ADMISSION AGREEMENT

Towards the **MECHANICAL ENGINEERING** CIVIL ENGINEERING, or AGRICULTURAL and BIOSYSTEMS ENGINEERING **Bachelor of Science Degrees**

Between NORTHERN STATE UNIVERSITY (NSU) SOUTH DAKOTA STATE UNIVERSITY (SDSU)

I. Parties

The parties to this agreement are South Dakota State University (SDSU), Brookings, SD and Northern State University (NSU), Aberdeen, SD.

II. Purpose

The purpose of this agreement is to:

- A. have a signed agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students; and
- D. provide NSU students who have completed the required pre-requisite coursework an opportunity to pursue and earn a Bachelor of Science degree in Mechanical, Civil, or Agricultural & Biosystems Engineering from SDSU.

III. Academic Program

- A. Upon successful completion of the required pre-requisite coursework specified below, SDSU will offer guarantee of admission to one of the engineering programs listed in this agreement and accept up to 70 credits from NSU students. Students must successfully complete these courses with a "C" or higher at NSU prior to transferring to SDSU 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. Requirements to be completed at NSU and SDSU to earn a Bachelor of Science with a major in Mechanical, Civil, and Agricultural & Biosystems Engineering are outlined below.
- C. Students retain the right to transfer from NSU to SDSU at any point, in accordance with SDBOR policies.

NSU Coursework: Mechanical Engineering Pathway

(Completed at NSU unless otherwise noted)

| Prefix + Number | Course | Prerequisites/Notes | Credits |
|-----------------|---|---------------------|---------|
| CHEM 112/112L | General Chemistry I | | 4 |
| ECON 201 | Principles of Microeconomics (SGR#3) | | 3 |
| EM 214 | Statics (offered online by SDSU) | MATH 123 | 3 |
| EM 215 | Dynamics (offered online by SDSU) | EM 214 | 3 |
| EM 321 | Mechanics of Materials (offered online by SDSU) | EM 214 | 3 |
| ENGL 101 | Composition I | | 3 |
| ENGL 201 | Composition II | ENGL 101 | 3 |
| MATH 123 | Calculus I | MATH 115+ | 4 |
| MATH 125 | Calculus II | MATH 123 | 4 |
| MATH 225 | Calculus III | MATH 125 | 4 |
| MATH 321 | Differential Equations | MATH 125 | 3 |
| MATH 331 | Advanced Engineering Math | MATH 321 | 3 |
| PHYS 211/211L | Physics I | MATH 123 | 4 |
| PHYS 213/213L | Physics II | PHYS 211 | 4 |
| SPCM 101 | Fundamentals of Speech | | 3 |
| Math 381 | Intro to Probability & Stats | Math 125 | 3 |
| XXX | SGR #3 | (SGR #3) | 3 |
| XXX | SGR #4 | (SGR #4) | 3 |
| XXX | SGR #4 | (SGR #4) | 3 |
| | | | 63 |

SDSU Mechanical Engineering Curriculum

NSU Coursework: Civil Engineering Pathway (Completed at NSU unless otherwise noted)

| Prefix + Number | Course | Prerequisites/Notes | Credits |
|-----------------|---|---------------------|---------|
| CHEM 112/1112L | General Chemistry I & Lab | | 4 |
| CHEM 114 | General Chemistry II | CHEM 112 | 3 |
| EM 214 | Statics (offered online by SDSU) | MATH 123 | 3 |
| EM 215 | Dynamics (offered online by SDSU) | EM 214 | 3 |
| EM 321 | Mechanics of Materials (offered online by SDSU) | EM 214 | 3 |
| ENGL 101 | Composition I | (SGR #1) | 3 |
| ENGL 201 | Composition II | ENGL 101 | 3 |
| MATH 123 | Calculus I | MATH 115 or 120+ | 4 |
| MATH 125 | Calculus II | MATH 123 | 4 |
| MATH 225 | Calculus III | MATH 125 | 4 |
| MATH 321 | Differential Equations | MATH 125 | 3 |
| MATH 381 | Introduction to Probability & Stats. | Math 125 | 3 |
| PHYS 211 | Physics I & Lab | MATH 123 | 4 |
| PHYS 213 | Physics II & Lab | PHYS 211 | 4 |
| SPCM 101 | Fundamentals of Speech | (SGR #2) | 3 |
| XXX | SGR #3 | (SGR #3) | 3 |
| XXX | SGR #4 | (SGR #4) | 3 |
| XXX | SGR #3 | (SGR #3) | 3 |
| XXX | SGR #4 | (SGR #4) | 3 |
| | | | 63 |

NSU Coursework: Agricultural and Biosystems Engineering Pathway

(Completed at NSU unless otherwise noted)

| Prefix + Number | Course | Prerequisites/Notes | Credits |
|------------------|---|----------------------------|---------|
| BIOL 101/101L | Biology Survey | | 3 |
| CHEM 108/108L or | | CHEM 106 or CHEM | |
| 326/326L | Organic & Biochemistry or Organic Chemistry I | 112 or CHEM 114 | 4 |
| CHEM 112/112L | General Chemistry I | MATH 114 or higher | 4 |
| EM 214 | Statics (offered online by SDSU) | MATH 125 | 3 |
| EM 215 | Dynamics (offered online by SDSU) | EM 214 | 3 |
| EM 321 | Mechanics of Materials (offered online by SDSU) | EM 214 | 3 |
| ENGL 101 | Composition I | (SGR #1) | 3 |
| ENGL 201 | Composition II | (SGR #1) | 3 |
| MATH 123 | Calculus I | (SGR #5) | 4 |
| MATH 125 | Calculus II | MATH 123 | 4 |
| MATH 225 | Calculus III | MATH 125 | 4 |
| MATH 321 | Differential Equations | MATH 125 | 3 |
| PHYS 211/211L | Physics I | MATH 123 | 4 |
| PHYS 213/213L | Physics II | PHYS 211/ MATH 123 | 4 |
| SPCM 101 | Fundamentals of Speech | (SGR #2) | 3 |
| | | 281: MATH 114 or higher | |
| MATH 281 or MATH | Intro to Stats or Advanced Engineering Math or | 331: MATH 321 | |
| 331 or MATH 381 | Intro to Prob and Stats | 381: MATH 125 | 3 |
| CSC 130 or 150 | Visual Basic or CSC I | | 3 |
| XXX | XXX | (SGR #3) | 3 |
| XXX | XXX | (SGR #3) | 3 |
| XXX | XXX | (SGR #4) | 3 |
| XXX | XXX | (SGR #4) | 3 |
| | | | 70 |

SDSU Agricultural and Biosystems Engineering Curriculum

Additional requirements:

a. Students transferring from NSU must have a cumulative GPA of "C" (2.0 on a 4.0 scale). Any course taken at NSU with a grade below a "C" must be retaken at SDSU if required for the SDSU engineering programs.

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 one of the designated SDSU engineering degrees;
- B. NSU will provide advising to students pursuing one of the designated SDSU engineering degrees while enrolled as NSU students;
- C. NSU will market these educational pathways in cooperation with SDSU; all marketing materials need to be approved by both NSU and SDSU;
- D. SDSU will support the development of EM 214 Statics, EM 215 Dynamics, and EM 321 Materials for online delivery and teach those courses annually with EM 214 and EM 215 ready for initial online offerings in fall 2020
- 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 2020 semester term at NSU and SDSU.

VII. Acceptance of Agreement

For South Dakota State University:

| Blasslawes Dean, Jerome J. Lohr College of Engineering | 4/30/2020 Date: |
|---|------------------------|
| Provost and Vice President for Academic Affairs | Date: _5/1/2020_ |
| Saugh Dunn President | Date: 5-5-2020 |
| For Northern State University: | |
| Dean Michael Warrows | Date: <u>4/30/3030</u> |
| Provost and Vice President for Academic Affairs | Date:April 30, 2020 |
| Timbly The Source | Date: 4/30/2020 |

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – M DATE: June 24, 2020

SUBJECT

Dual Degree Program Agreement - SDSU & Presentation College

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:27 – Program to Program Articulation Agreements BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) is requesting approval to enter into an agreement with the Presentation College (PC) to establish an articulated dual degree program that upon a student's successful completion in its entirety will result in a Bachelor of Science (BS) in Interdisciplinary Studies from PC and a Master of Science in Athletic Training (MSAT) from SDSU (see Attachment I).

IMPACT AND RECOMMENDATION

The 3+2 agreement allows students to complete 3 years of course requirements at PC and then transfer to SDSU for the 2-year Master of Science in Athletic Training (MSAT). SDSU agrees that any student who has successfully completed the prerequisite courses at the prescribed GPA, as outlined in the articulation guide, may enter the MSAT program at SDSU. Students who follow this articulation program agreement must apply and be admitted to the SDSU MSAT program.

Participating students will pay tuition and fees directly to PC while enrolled in courses there. Upon acceptance to the program at SDSU, the enrolled student will pay tuition and fees directly to SDSU for the remaining semesters of the program.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Dual Degree Program Agreement – SDSU & Presentation College

DRAFT MOTION 20200624 4-M:

I move to approve South Dakota State University's dual program agreement with Presentation College, as presented.





Dual Degree Program Agreement Between PRESENTATION COLLEGE And SOUTH DAKOTA STATE UNIVERSITY

I. General Overview

Presentation College (PC) in Aberdeen, South Dakota and South Dakota State University (SDSU) in Brookings, South Dakota, enter into this articulation agreement on July 1, 2020.

This dual degree program agreement is designed for applicants who have completed the prerequisite courses for the **Master of Science in Athletic Training Program at South Dakota State University** and will be obtaining a **Bachelor of Science in Interdisciplinary Studies from Presentation College.**

The 3+2 agreement allows students to complete 3 years of course requirements at PC and then transfer to SDSU for the 2-year Master of Science in Athletic Training (MSAT). SDSU agrees that any student who has successfully completed the prerequisite courses at the prescribed GPA, as outlined on the attached articulation guide, may enter the MSAT program at SDSU. Students who follow this articulation program agreement must apply and be admitted to the SDSU MSAT program.

PC and SDSU agree that students who seek to matriculate into the MSAT program at SDSU from PC should be provided a smooth curriculum transition that eliminates loss of credit or duplication of coursework.

The appendices provide an articulation guide, admission requirements, and curriculum guide with pre-requisite coursework.

II. Services Performed by each Party MUTAL SERVICES

- A. Both parties agree to cooperate in communicating with each other and with their common and respective publics concerning the established relationship between the two institutions.
- B. Both parties agree to cooperatively conduct an annual program review, collaborate on continued management improvement and communicate any program changes as needed.
- C. Both parties enter into this agreement as cooperating, equal partners who retain a responsibility to maintain the integrity of their separate programs.

PRESENTATION COLLEGE

- A. PC agrees to offer major and general education courses necessary for the above-mentioned programs to qualified students.
- B. PC agrees to promote SDSU articulated programs to eligible students and provide academic advising to current and prospective students.
- C. PC agrees to provide SDSU with directory information of eligible PC students.
- D. PC agrees to articulate SDSU credits toward the baccalaureate degree. Appendix A outlines the degree completion course requirements for the eligible students seeking these programs.

SOUTH DAKOTA STATE UNIVERSITY

- A. SDSU agrees to provide student services in keeping with its policies and practices necessary to support the courses and programs delivered.
- B. SDSU agrees to conduct assessment, in keeping with **PC's** assessment program, of the students participating in this articulation agreement and share the data with appropriate PC officials upon request.
- C. SDSU agrees to provide PC students that meet the guidelines pre-acceptance into the MSAT program.
- D. SDSU agrees to provide PC students equitable consideration in program acceptance processes.

III. **Period of Agreement and Renewal**

The articulation agreement will begin on July 1, 2020, with courses beginning August 2020 and will be automatically renewed yearly unless a six month or mutually negotiated notice of termination from either party is received. If either party decides not to renew the agreement, students who started the articulated program prior to termination of the agreement will be given two additional years to be admitted to SDSU under terms of this agreement. An evaluation will be conducted yearly at the time that assessment data is shared.

Students who matriculated and who are progressing through the 3+2 Athletic Training Education Program prior to the effective date of this agreement may use the agreement to the extent that the program requirements followed are consistent with this agreement.

IV. **Conditions of Review**

An administrator or faculty member of each institution will review the agreement each year at the time that assessment data is shared. These individuals will be responsible for communicating any changes to respective faculty members, advisors, counselors, and others as needed.

٧. **Termination Provisions**

Either party may opt to terminate the articulation agreement with a six month or mutually negotiated notice. Regardless, PC students previously accepted to an SDSU 3+2 program have the right to complete their intended program.

VI. **Grievance Procedure**

PC's grievance procedure will apply for grievance situations for students prior to acceptance into the MSAT program. Once the student begins coursework at SDSU with the MSAT program, the student is subject to **SDSU's** grievance policies.

VII. **Financial Arrangements**

The articulation agreement applies to PC students in a designated 3+2 curriculum at PC. Once students articulate and are accepted to SDSU and to the applicable program, SDSU's tuition and fee structure will apply. Some students may be eligible for financial aid, and any aid would be processed through SDSU for the MSAT program. Each organization will be responsible for mechanisms to account for sound budgets and federal financial aid approvals, policies, and practices.

VIII. Faculty

PC's and SDSU's faculty, program directors, and/or dean have the responsibility to review and approve the course content of their programs. Jointly, PC and SDSU will ensure that faculty teaching courses have the necessary credentials to meet accreditation requirements.

IX. **Oversight**

The articulation agreement ensures that each organization has a systematic process to assure its capacity to carry out its responsibility for oversight of advertising, recruitment, admissions, the appointment of faculty, content, and rigor of their component of the programs, evaluation of student work, and award of credits and degrees.

Signatures

| Presentation College President | Date |
|---|------|
| | |
| Presentation College Vice President for Academic Affairs | Date |
| | |
| Presentation College Dean of Health and Natural Science | Date |
| | |
| | |
| South Dakota State University President | Date |
| | |
| South Dakota State University Provost/Vice President Academic Affairs | Date |
| | |
| South Dakota State University Dean of Education and Human Sciences | Date |

Appendix A: Articulation Guide

The 3+2 Athletic Training program leads to a Bachelor of Science degree in Interdisciplinary Studies from Presentation College (PC) and the Master of Science in Athletic Training degree from South Dakota State University (SDSU). A student spends the first three years at PC and the final two years at SDSU.

Requirements:

- 1. Students must complete the Interdisciplinary Studies option at PC and the prerequisite courses for the MSAT program at SDSU, as indicated in the curriculum and this articulation guide. Course substitutions are seldom permissible and can only be made upon mutual agreement by the Program Director of the SDSU Master of Science in Athletic Training program and the Dean of Health and Natural Science at PC (or their respective designees).
- 2. Students from PC entering the MSAT program at SDSU must follow the SDSU's MSAT application. guidelines and deadlines.
- 3. Students from PC entering the MSAT program at SDSU must have a minimum cumulative GPA of 3.0 on a 4.0 scale.
- 4. Students from PC entering the MSAT program at SDSU must have completed all the pre-requisite courses as outlined in the curriculum.
- 5. Students from PC who have been admitted and successfully completed the first year (summer, fall and spring semesters) of the MSAT program at SDSU would then be eligible to apply for graduation from PC with a bachelor's of science degree in Interdisciplinary Studies.
- 6. Students from PC who have been admitted and successfully completed all requirements of the MSAT program at SDSU would be eligible to apply for graduation from SDSU with a master's of science degree in athletic training and would be eligible to sit for the Board of Certification exam.
- 7. The transfer of credits will follow both institutional (PC and SDSU) and accreditation guidelines and recommendations.



Students entering the 3+2 MSAT curriculum will major in Interdisciplinary Studies with a natural science concentration. This ensures that they will meet the prerequisites for the 3+2 MSAT program



B.S. Interdisciplinary Studies/MSAT 3+2 Articulation

Plan of Study

| | | YEAR 1 | |
|---|----------------|--|-----|
| - 4- | _ | | |
| Fall Semester: | Cr. | Spring Semester: | Cr. |
| EN113 College Composition I | 3 | EN133 College Composition II | 3 |
| GE111 College Experience | 1 | CT233 Comm Skills I: Interpersonal | 3 |
| GE148 Personal Health and Wellbeing | 1 | BI162 Medical Terminology | 2 |
| GE150 Critical Inquiry and Information Literacy | 3 | Interdisciplinary Studies Concentration Course | 3 |
| LL Social Responsibility and Civic Engagement | 3 | RS123 Christian Trad or RS233 Catholicism | 3 |
| PS133 General Psychology | 3 | BI163/BL163 General Biology I w/ Lab | 4 |
| MA243 Statistics | 3 17 | Total Credits: | 18 |
| Total Credits: | 17 | | |
| 5.46 | • | YEAR 2 | 6 |
| Fall Semester: | Cr. | Spring Semester: | Cr. |
| BI213/BL211 Anatomy and Physiology I w/ lab | 4 | RS293 Christian Ethics | 3 |
| CH153/CL151 College Chemistry I w/ lab | 4 | BI293/BL291 Anatomy and Physiology II w/ lab | 4 |
| _ UL Social Responsibility & Civic Engagement | 3 | CH163/CL161 College Chem II with lab | 4 |
| _ Interdisciplinary Studies Concentration Course | 3 | EXSC333 Care & Prevention of Injuries & Illness | 3 |
| Arts Literature and Language Series | 3 | Interdisciplinary Studies Concentration Course | 3 |
| Total Credits: | 17 | Total Credits: | 17 |
| | | YEAR 3 | |
| Fall Semester: | Cr. | Spring Semester: | Cr. |
| EXSC393 Kinesiology | 3 | GE4XX Presentation Leadership & Legacy | 2 |
| EXSC373 Exercise Physiology | 3 | GE413 Interdisciplinary Studies Capstone | 3 |
| NUTR303 Human Nutrition | 3 | EXSC 100 VT: Athletic Training Field Experience II | 1 |
| PC103 Physics I/PL101 Physics I Lab | 4 | Arts Literature and Language Series | 3 |
| EXSC 101 VT: Athletic Training Field Experience I | 1 | Interdisciplinary Studies Concentration Course | 3 |
| Interdisciplinary Studies Concentration Course | 3 | Inquiry and Intellectual Judgement Series | 3 |
| Total Credits: | 17 | Total Credits: | 15 |
| | | YEAR 4 | |
| Summer: @ SDSU | Cr. | | |
| AT 600: Principles of Patient Management | 2 | | |
| AT 610: Interventions I | 3 | | |
| BIO 721: Advanced Human Anatomy | 4 | | |
| Total Credits: | 9 | | |
| | | | |
| Fall Semester: @ SDSU | Cr. | Spring Semester: @ SDSU | Cr. |
| AT 611: Prophylactic Interventions | 1 | AT 652: Clinical Experience II | 1 |
| AT 651: Clinical Experience I | 1 | AT 722: Patient Examination and Treatment II | 6 |
| AT 722: Patient Examination and Treatment I | 6 | AT 735: Healthcare Administration | 2 |
| AT 725/725L: Principles of Acute Care | 3 | AT 740/740L: Functional Movement | 3 |
| Total Credits: | 11 | NUTR 782: Epidemiology | 3 |
| | | Total Credits: | 15 |

YEAR 5

| Summer: @ SDSU | Cr. |
|-------------------------------------|-----|
| AT 742: General Medical Examination | 3 |
| AT 753: Clinical Experience III | 2 |
| AT 754: Clinical Experience IV | 2 |
| Total Credits: | 7 |

| Total Credits: | 9 |
|-----------------------------------|-----|
| NUTR 715: Public Health Nutrition | 3 |
| AT 788: Research Problems | 1 |
| AT 755: Clinical Experience V | 5 |
| Fall Semester: @ SDSU | Cr. |

| Spring Semester: @ SDSU | Cr. |
|--------------------------------|-----|
| AT 756: Clinical Experience VI | 5 |
| AT 788: Research Problems | 1 |
| Total Credits: | 6 |

Additional Notes:

Pre-MSAT Coursework

Two Writing Intensive Courses Required Option of BI423 Epidemiology

General Elective – Transfer: 19 MSAT Course Credits to meet B.S. Interdisciplinary Studies degree requirements

Our Mission - Welcoming people of all faiths, Presentation College challenges learners toward academic excellence and, in the Catholic tradition, the development of the whole person.

^{*}All coursework is subject to program and graduation requirements as outlined within the College Catalog.

Rotation of course offerings subject to change.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

REVISED AGENDA ITEM: 4 – N DATE: June 24, 2020

SUBJECT

Memorandum of Understanding Amendment - NSU and Huron Community Campus

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:3 – Agreements and Contracts

BOR Policy 5:5:3 – Tuition and Fees: Special Course Types

BACKGROUND / DISCUSSION

In response to the COVID-19 event, Northern State University (NSU) has submitted an amendment to their current Memorandums of Understanding (MOUs) with the City of Huron, through Huron Community Campus (HCC), requesting to extend the agreements for one additional year. The current MOUs are for the Associate of Arts General Studies (AAGS) and MSEd Teaching and Learning (MSEd T&L) academic programs which were originally set to expire on July 31, 2020.

IMPACT AND RECOMMENDATION

Board staff recommends approval of the amendment.

ATTACHMENTS

Attachment I – NSU and HCC Memorandum of Understanding Amendment

DRAFT MOTION 20200624 4-N:

I move to approve the Memorandum of Understanding Amendment between Northern State University and Huron Community Campus, as presented.

Memorandum of Understanding Amendment For Northern State University Associate of Arts General Studies and MSEd Teaching & Learning Academic Programs Delivered at Huron Community Campus

Northern State University 1200 South Jay Street Aberdeen SD 57401 Huron Community Campus 939 Ohio Avenue SW Huron SD 57350

City of Huron PO Box 1369 239 Wisconsin Ave SW Huron SD 57350

Referred to as NSU

Referred to as HCC

This Memorandum of Understanding (MOU) Amendment is prepared in response to the COVID-19 event. The current MOUs for Associate of Arts General Studies (AAGS) and MSEd Teaching and Learning (MSEd T&L) Academic Programs dated April 5, 2018, expire July 31, 2020. The NSU and HCC Staff began negotiations for a new four-year MOU for both the AAGS and MSEd T&L programs in December 2019. However, due to the issues related to the COVID-19 event, both NSU and HCC have agreed to amend the original MOUs to extend the Term of Agreement one-year, as provided in paragraph XI of April 5, 2018, MOUs.

AMENDMENT

I. Term of Agreement

The term of the original MOUs, which expire July 31, 2020, is extended for the period beginning August 1, 2020, and lasting through July 31, 2021.

II. Indemnification

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

III. Amendment Provision

This Agreement contains the entire understanding between the parties, unless otherwise noted, and is subject to and will be construed under the laws of the State of South Dakota, and may only be amended with the written consent of both parties.

(Date)

Date: March 30, 2020

IV. Agreement to Memorandum of Understanding

The signatures affixed below agree to the Memorandum of Understanding extensions described above. Northern State University or Huron Community Campus may request modification/amendment to the MOU in writing at any time. The parties listed below must approve modifications/amendments to the MOU. Northern State University and Huron Community Campus will review this MOU annually. Modifications may be made to the MOU upon mutual Agreement between NSU and HCC. The MOU is considered automatically renewed unless changes are required, or written notification of cancellation is provided. Northern or HCC may cancel the Associate of Arts General Studies or MSEd Teaching & Learning program with sixty days are written notice before the term start date.

| program wit | il sixty days are wil | tion notice boto. | die teim start date. |
|----------------------|---|-------------------|-------------------------------|
| Brownie, Ronald E | Digitally signed by Browne, Floraid E Date: 2020,04.01 15:30:47-05:00 | 20200401 | Douglas LAIS |
| Director of On | line & Continuing Educ | cation (Date) | Director, Huron Community Can |
| Hagen, | Digitally signed by Hagen, Joshua S | | |
| Joshua S | Date: 2020.04.01 15:41:17 -05'00' | | Kim RIONER |
| Dean College | of Arts and Sciences | (Date) | Board, Huron Community Camp |
| Ohmer, Do | Digitally signed by Offmer, Doug DN douboal, doubts, due Faculty-Staff, one-Ohmer, Doug, staff, one-Ohmer, Doug, shall adoug drivers@northern.edu Date; 2020 64,01 47;17:07-05/60 | 20200401 | Paul Ruhward |
| Dean School o | | (Date) | Huron City Complission |
| Jeffrey | Digitally signed by Jeffrey Howard | | Paul Aylward, Mayor |
| Howard | Date: 2020.04.06 14:26:23 -05'00' | | |
| Dean School o | f Education | (Date) | |
| Kenneth | Digitally signed by Kenneth Boulton | | |
| Boulton | Date: 2020.04.07 10:33:29 -05'00' | | |
| Dean School o | f Fine Arts | (Date) | |
| Erin H. | Digitally signed by Erin H. Fouberg | | |
| Fouberg | Date: 2020.04.07 15:41:23 -05'00' | | |
| AVPAA/Grad | uate Studies Director | (Date) | |
| min | Manns | April 8, 2020 | |
| Provost/VP of | Academic Affairs | (Date) | |
| Timeth | In Sour | May 7, 2020 | |
| NSU Presiden | t | (Date) | |
| | | | |

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 4 – O DATE: June 24, 2020

SUBJECT

Revisions to BOR Policy 2:17 – Awarding of Degrees, Graduation Dates, and Catalog of Graduation Revisions, and BOR Policy 2:18 – Honorary Doctorate Degrees (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:17 – Awarding of Degrees, Graduation Dates, and Catalog of Graduation BOR Policy 2:18 – Honorary Doctorate Degrees

BACKGROUND / DISCUSSION

The Academic Affairs Council (AAC) discussed edits to BOR Policy 2:17 at the <u>August 2019</u> meeting.

The proposed edits originated with recent situations with terminally ill students awarded honorary bachelor's degrees in special circumstances. While the current Board of Regents policy framework does not prevent awarding honorary bachelor's degrees, the policies are largely silent on related parameters and process. AAC discussion in August 2019 indicated a preference for a broad policy authorizing institutions to award honorary bachelor's and master's degrees depending upon the situation. As Board staff prepared revised policies, a decision was made to better align the existing policies in 2:17 and 2:18. These revisions were reviewed by AAC at their October 2019 and January 2020 meetings.

IMPACT AND RECOMMENDATION

BOR Policy 2:17 currently is limited to honorary doctorate degrees. BOR Policy 2:18 addresses the awarding of academic degrees, but also the awarding of posthumous degrees. The proposed revisions change Policy 2:17 from "Honorary Doctorate Degrees" to "Honorary Degrees" and contains the additional policy framework for honorary bachelor's and master's degrees in addition to relocating the policies for posthumous degrees from 2:18. BOR Policy 2:18 is unchanged except for the removal of the posthumous degree language.

(Continue)

DRAFT MOTION 20200624 4-O:

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:17 and BOR Policy 2:18, as presented in Attachments I and II.

Revisions to BOR Policies 2:17 & 2:18 June 24, 2020 Page 2 of 2

In addition, Policies 2:17 and 2:18 have been updated to the new format. No new revisions have been made since the first reading at the <u>May 2020</u> BOR meeting.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:17 Attachment II – Proposed Revisions to BOR Policy 2:18

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Awarding of Degrees, Graduation Dates, and Catalog of Graduation

NUMBER: 2:17

A. PURPOSE

To establish graduation dates and the appropriate catalogs under which students graduate.

B. DEFINITIONS

- 1. Academic Degree: A degree awarded for completion of an academic program and that appears on a transcript. Institution Presidents certify the student has satisfied academic degree requirements in Board Policy or in curricular requests approved by the Board.
- **2.** Catalog: The collection of requirements that a student must meet in order to graduate with an academic degree.

C. POLICY

1. Awarding of **Academic** Degrees

The Board approves the awarding of academic degrees after receiving the university president's recommendation on behalf of the university. In recommending that the Board approve the award of a degree to an individual, the President certifies that the student has satisfied, or is expected to satisfy, the applicable degree requirements in Board Policy or in curricular requests approved by the Board.

- 1.1. Board approval is contingent upon the student's completion of all of the degree requirements. A degree may be awarded only after the student has completed the degree requirements.
- 1.2. Approval of institutional recommendations by the Board shall not be to waive any degree requirement for an individual student.
- 1.3. Recommendations for awarding degrees shall be submitted to the Board through its Executive Director and Chief Executive Officer and shall appear on the agenda of a regularly scheduled Board meeting.
 - 1.3.1. Universities are authorized to hold commencement exercises prior to Board approval of institutional recommendations.
 - 1.3.2. The recommendations shall be submitted in a uniform format determined by the Board.

- 1.3.3. Recommendations shall be submitted to the Board through its Executive Director and Chief Executive Officer according to the following schedule:
 - 1.3.3.1. Recommendations for May commencement exercises or graduation shall be provided to the Board at its regularly scheduled May meeting.
 - 1.3.3.2. Recommendations for August commencement exercises or graduation shall be provided to the Board at its regularly scheduled August meeting.
 - 1.3.3.3. Recommendations for December commencement exercises or graduation shall be provided to the Board at its regularly scheduled December meeting.

2. Awarding of Posthumous Degrees

- 2.1. Posthumous DegreesIn rare occasions, the Board will authorize the awarding of a posthumous academic degree in recognition of meritorious but incomplete work that represents substantial progress toward degree completion. Most commonly this will be granted in those cases where the student was enrolled in good standing and in the final phases of degree completion at the time of death. However, since these are honorary awards, exceptions to this guideline may be made. For example, when the student's death occurred under extraordinary circumstances such as while participating in a university sponsored activity or while on military duty, it may be recommended that degrees be awarded to individuals with fewer credit hours completed. Exceptions may also be made for other mitigating circumstances such as those cases where chronic illness or some other intervening factor prevented continuous enrollment.
- 2.2. The President will forward the institution's recommendation for Board consideration. The recommendation should address the deceased student's standing and provide adequate justification for the award.
- 2.3. Each institution shall establish a procedure for initiating and reviewing recommendations which will include at a minimum a review by the faculty and administrators with oversight of the deceased student's field of study.
- 2.4. Recommendations from the institution must be submitted to and acted upon by the Board of Regents prior to the commencement at which the degree will be conferred.

3.2. Graduation Dates

- 3.1.2.1. The official date of graduation for the term is the last date of the term. For the Fall and Spring terms, this date is the last date of final examinations. For the Summer term, it is the last date of the full summer term. This date of graduation will be recorded both on the academic transcript and on the diploma.
- 3.2.2.2. Commencement ceremonies may be held prior to the official graduation date or after the official graduation date.
- 3.3.2.3. A student's official date of graduation shall be the official date of graduation for the term in which the student successfully completes all requirements.

- 3.4.2.4. The final graduation verification date for each term will be two days prior to the Clearinghouse certification date.
 - 3.4.1.2.4.1. The <u>institution's</u> Vice President for Academic Affairs may make an exception to the final graduation verification date for student teachers who complete their student teaching experience on a date after the verification deadline.
 - 3.4.2.2.4.2. The Medical School is exempted from the final graduation verification date.
 - 3.4.3.2.4.3. Other than the exceptions noted above for student teachers and the Medical School, a student's date of graduation will not be backdated. If the student does not meet graduation requirements prior to the verification deadline, the student must apply for graduation in a future term.

4.3. Catalog of Graduation for Undergraduate Students

- 4.1.3.1. The catalog of graduation begins with the summer term and ends with the subsequent spring term.
- 4.2.3.2. Every student is required to have a catalog of graduation. New and transfer students are assigned the catalog in effect at the time of their initial enrollment at the university from which they are seeking a degree. Students may elect a catalog of graduation that is later than their initial catalog but may not elect a catalog of graduation that is earlier than their initial catalog.
- 4.3.3.1. In order to receive a degree, a student must meet the program requirements listed in his/her catalog of graduation.
- 4.4.3.4. Students who discontinue enrollment at any Regental university for more than two consecutive semesters are assigned the catalog in effect at the time of their re-enrollment as their catalog of graduation.
- 4.5.3.5. Students are considered to be in continuous enrollment for purposes of the catalog of graduation so long as any break in enrollment at any Regental university is for two or fewer consecutive semesters (excluding summer) and students maintain their degree seeking status at the same Regental university.
- 4.6.3.6. Students who change their degree seeking status from one Regental university to another Regental university are assigned the catalog of graduation that corresponds to the term they are admitted to their new degree granting university.
- 4.7.3.7. Students who are not currently enrolled and who petition to graduate based on coursework previously completed at a Regental university are assigned the catalog in effect during the term they wish to graduate.

FORMS / APPENDICES:

None

SOURCE:

BOR November 1990; BOR September 1992; BOR June 1997; BOR August 2003; BOR August 2004; BOR August 2009; BOR August 2014.

Policy Manual

SUBJECT: Honorary Doctorate Degrees

NUMBER: 2:18

A. PURPOSE

To establish processes by which universities and the Board of Regents may bestow non-academic honorary and posthumous degrees.

B. <u>DEFINITIONS</u>

- 1. Honorary Doctorate Degree: The honorary doctorate is the highest honor bestowed by the Board of Regents and the universities. The purpose of the honorary doctorate is to pay tribute to worthy individuals and at the same time enhance the universities by such action. The honorary doctorate is not equivalent to or a replacement for an earned academic_degree_and-does not appear on a transcript.
- 2. Honorary Bachelor's or Master's Degree: An honorary degree awarded by the Board of Regents and the universities when it is determined as more appropriate than an Honorary Doctorate Degree. The honorary Bachelor's or Master's Degree is not an equivalent or a replacement for an earned academic degree and does not appear on a transcript.
- 3. Posthumous Degree: An honorary degree awarded by the Board of Regents and the universities to a deceased student who was in the final phases of academic degree completion at the time of death or whose death occurred under extraordinary circumstances such as in a university sponsored activity or while on military duty. Posthumous degrees do not appear on a transcript.

C. POLICY

1. **Honorary Doctorate** Eligibility

Substantial evidence of outstanding achievement must be presented. Careful distinction must be made between the extraordinary effort of talented, selfless and energetic individuals who have performed beyond the call of duty in service to humankind, in contrast to fulfilling normal expectations in service, employment, or professional requirements (including longevity).

The recipient must be present at the convocation at which the degree is conferred.

- 1.1. An honorary doctorate degree may be granted to an individual who has:
 - 1.1.1. Achieved distinction in his/her profession; and/or
 - 1.1.2. Rendered outstanding contribution or service to the people of South Dakota; and/or

Honorary Doctorate Degrees 2:18

- 1.1.3. Made a recognized scholarly or service contribution as a regional, national, or international figure.
- 1.2. Honorary doctorate degrees may not be awarded to the following public officers or employees during their terms of public service:
 - 1.2.1. Faculty members and administrators of a Regental university or special school;
 - 1.2.2. Regents or other officers of the State of South Dakota.
 - 1.2.3. Holders of federal office as a representative of South Dakota.

2. Types of Honorary Doctorate Degrees

- 2.1. Institutional mission and complement of programs determine the types of honorary doctorate degrees that may be awarded. Honorary doctorate degrees may be selected from the following:
 - 2.1.1. Doctor of Humane Letters;
 - 2.1.2. Doctor of Laws;
 - 2.1.3. Doctor of Letters and Literature;
 - 2.1.4. Doctor of Public Service;
 - 2.1.5. Doctor of Science.

3. Honorary Bachelor's or Master's Degree Eligibility

- 3.1. The honorary bachelor's or master's degree is awarded in rare circumstances.
- 3.2. An honorary bachelor's or master's degree may be awarded to an individual for outstanding achievement, contribution to a university, or contribution to the university system that is significant but does not rise to the level of the honorary doctorate degree.
- 3.3. An honorary bachelor's or master's degree may be awarded to a Regental system student who is terminally ill and in the final phases of degree completion.
- 3.4. A recipient of an honorary bachelor's degree or master's degree does not need to be present at a convocation to receive the award.
- 3.5. Honorary bachelor's degrees and honorary master's degrees may not be awarded to the following public officers or employees during their terms of public service:
 - 3.5.1. Faculty members and administrators of a Regental university or special school;
 - 3.5.2. Regents or other officers of the State of South Dakota.
 - 3.5.3. Holders of federal office as a representative of South Dakota.

4. Types of Honorary Bachelor's or Master's Degrees

- 2.2.4.1. The type of honorary bachelor's and honorary master's degrees (e.g., honorary Bachelor of Science, honorary Master of Arts) a university may award is limited to the type of academic degrees that the institution is currently approved to offer.
- 5. **Honorary Degree** Approval Process

Honorary Doctorate Degrees 2:18

- 5.1. The Board of Regents approves honorary doctorate degrees recommended by the universities.
- 5.2. Each university shall establish a process for consideration of nominations for honorary doctorate degrees.
- 5.3. Significant changes to that process will be reported to the Executive Director and Chief Executive Officer who will notify the Board.
- 5.4. Recommendations from the universities are submitted to the Board of Regents prior to the commencement at which the <u>honorary doctorate</u> degree is conferred <u>or prior to the conferral of the honorary bachelor's or master's degree</u>.
- 5.5. The Board of Regents may award honorary doctorate degrees on its own behalf.
- 5.6. Exceptions must be approved by the Board of Regents or by the Executive Director and Chief Executive Officer if circumstances arise.

6. Awarding of Posthumous Degrees

- 6.1. In rare occasions, the Board will authorize the awarding of a posthumous degree in recognition of meritorious but incomplete work that represents substantial progress toward degree completion. Most commonly this will be granted in those cases where the student was enrolled in good standing and in the final phases of degree completion at the time of death. However, since these are honorary awards, exceptions to this guideline may be made. For example, when the student's death occurred under extraordinary circumstances such as while participating in a university sponsored activity or while on military duty, it may be recommended that degrees be awarded to individuals with fewer credit hours completed. Exceptions may also be made for other mitigating circumstances such as those cases where chronic illness or some other intervening factor prevented continuous enrollment.
- 6.2. The President will forward the institution's recommendation for Board consideration.

 The recommendation should address the deceased student's standing and provide adequate justification for the award.
- 6.3. Each institution shall establish a procedure for initiating and reviewing recommendations which will include at a minimum a review by the faculty and administrators with oversight of the deceased student's field of study.
- 6.4. Recommendations from the institution must be submitted to and acted upon by the Board of Regents prior to the commencement at which the degree will be conferred.

FORMS / APPENDICES:

None

SOURCE:

BOR October 1998.

Honorary Doctorate Degrees 2:18

Budget and Finance Consent

AGENDA ITEM: 4 – P DATE: June 24, 2020

SUBJECT

FY21 Fee M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 13-53-6 – Tuition Rates and Fees BOR Policy 6:6 – Maintenance and Repair

BACKGROUND/DISCUSSION

In March 1993, the Board approved a per-credit-hour maintenance and repair fee on all on-campus courses. In 2007 the fee was increased to fund bonded critical deferred maintenance projects. The per-credit-hour fee, now part of the on-campus tuition rate, is currently at \$3.36 per credit hour. The M&R fee is used to pay bonded indebtedness and to fund new maintenance and repair projects. The fee is retained by each campus. Available funds are based on the estimated credit hour totals times the \$3.36 per credit hour approved fee. The FY21 projected revenues are as follows:

| | FY21 | \$3.36 M&R Fee |
|--------|------------------------|-------------------|
| | Projected Credit Hours | Projected Revenue |
| BHSU | 38,555 | \$129,545 |
| DSU | 32,865 | \$110,426 |
| NSU | 29,580 | \$99,389 |
| SDSM&T | 51,307 | \$172,392 |
| SDSU | 226,239 | \$760,163 |
| USD | 153,836 | \$516,889 |
| | 532,382 | \$1,788,804 |

IMPACT AND RECOMMENDATIONS

The FY21 available funding is projected to be \$1,788,804, a reduction of \$83,622 from FY20.

Approval of the FY21 M&R Fee projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY21 Maintenance and Repair Fee projects

DRAFT MOTION 20200624 4-P:

I move to approve the M&R Fee requested projects for FY21 as listed in Attachment I.

FY21 Fee Maintenance & Repair Projects

| Project # | Building Name | Project Name | M&R Category | M&R Class | Cost Estimate |
|---------------|--------------------------------|--|------------------------------------|-----------------------------|---------------|
| Black Hills S | tate University | | | | |
| 6R2101 | | Bond Payment | | | \$43,953 |
| 6R2102 | | Planning & Design | | | \$2,592 |
| 6R21XX | Jonas Hall | Jonas Hall Doors | Building Integrity | Alteration | \$30,000 |
| 6R21XX | Donald E. Young Center | Young Center Electronic Doors | Building Integrity | Alteration | \$33,000 |
| 6R21XX | Campus | Road Maintenance | Campus Infrastructure | Maintenance | \$20,000 |
| Dakota State | University | | - | FY21 Fee M&R Projects Total | \$129,545 |
| 8R2101 | | Seires 2007 Critical M&R Bond Payment | | | \$28,495 |
| 8R2102 | | Planning and Design | Energy & Utility Savings | Renovation | \$4,096 |
| 8R2103 | Campus Wide | LED lighting Upgrades | Energy & Utility Savings | Renovation | \$40,000 |
| 8R2104 | Campus Wide | Security Door Hardware Upgrades | Public Health, Safety & Complian | | \$22,835 |
| 8R2105 | DPP | Theater Painting and Upgrades | Programmatic Suitability | Maintenance | \$15,000 |
| | | | | FY21 Fee M&R Projects Total | \$110,426 |
| Northern Sta | <u>te University</u> | | | | |
| 5R2101 | | Planning & Design | | | \$4,969 |
| 5R21XX | MeWaldt Jensen | Building renovation/classroom upgrade | Programmatic Suitability | Alteration | \$94,420 |
| South Dakots | a School of Mines & Technolo | ogy | | FY21 Fee M&R Projects Total | \$99,389 |
| 4G2101 | a sensor of wines & Technology | Planning & Design | | | \$8,620 |
| 4G2102 | | Series 2007 Critical M&R Bond Payment | | | \$29,995 |
| 4G21XX | McLaury | McLaury Phase 3 | Building Integrity | Renovation | \$133,777 |
| +G217A7 | Wichaury | Wellaury 1 mase 3 | Building integrity | FY21 Fee M&R Projects Total | \$172,392 |
| South Dakota | a State University | | | | |
| 3R2101 | Briggs Library | Planning & Design (Future Program & Space Modifications) | Programmatic Suitability | Renovation | \$40,000 |
| 3R2102 | - | Series 2007 Critical M&R Bond Payment | | | \$395,577 |
| 3R2103 | Stanley Marshall Center (S | SP Replace Swimming Pool Filtration System | Building Integrity | Repair | \$100,000 |
| - | • | Campus - Retrofit Entrances for Key Card Access (SDS, SAS, SPC, SAV, S | YE, | - | |
| 3R2104 | Campus | & others) | Programmatic Suitability | Renovation | \$20,586 |
| 3R2105 | Briggs Library | Replace Cooliing Tower & Chiller (connect to North Chiller Plant) | Building Integrity | Maintenance | \$100,000 |
| 3R2106 | Berg Ag Hall (SAG) | Renovate 1st & 2nd Floors | Programmatic Suitability | Renovation | \$104,000 |
| University of | South Dakota | | | FY21 Fee M&R Projects Total | \$760,163 |
| 2F2101 | South Dakota | M&R Bond | | | \$80,000 |
| 2F2102 | | Seires 2007 Critical M&R Bond Payment | | | \$172,470 |
| 2F2103 | | Planning & Design | | | \$26,673 |
| 2F21XX | Campus | Mechanical Repairs and Upgrades | Energy & Utility Savings | Maintenance | \$93,420 |
| 2F21XX | Campus | Electrical Repairs & Upgrades | Energy & Utility Savings | Maintenance | \$30,000 |
| 2F21XX | Campus | Security Camera and Card Access | Building Integrity | Maintenance | \$50,000 |
| 2F21XX | Campus | UPS Replacement | Energy & Utility Savings | Maintenance | \$30,000 |
| 2F21XX | Dakota Dome | Pool Maintenance | Public Health, Safety & Compliance | Maintenance | \$34,326 |
| 21217/ | | 1 ooi maintenance | r done freath, barety & compliance | FY21 Fee M&R Projects Total | \$516,889 |
| | | | | Total FY21 Fee M&R Projects | \$1,788,804 |

Budget and Finance Consent

AGENDA ITEM: 4 – Q DATE: June 24, 2020

SUBJECT

FY21 General Fund M&R Allocation and Projects

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:6 – Maintenance and Repair

BACKGROUND/DISCUSSION

Table 1 identifies the distribution of the FY21 General Fund M&R funding for the universities. The University Centers are not in this allocation because the centers do not receive general fund support. The General Fund M&R allocation formula is based on 50% of the replacement values and 50% of the gross square footage for academic buildings. Board Policy 6:6 allows that up to 5% of the M&R allocation may be assigned towards planning and design to assist the universities in determining appropriate work scope of each proposed project.

Table 1 FY21 General Fund M&R Allocation

| Academic Buildings | | | | | | | | | |
|--------------------|-------------|-------------|-------------------|-------------|------------------|--|--|--|--|
| | Square Feet | Allocation | Replacement Value | Allocation | Total Allocation | | | | |
| BHSU | 516,213 | \$454,861 | 154,898,001 | \$479,370 | \$934,231 | | | | |
| DSU | 324,539 | \$285,968 | 90,187,439 | \$279,107 | \$565,075 | | | | |
| NSU | 611,884 | \$539,162 | 161,959,568 | \$501,223 | \$1,040,385 | | | | |
| SDSM&T | 596,948 | \$526,001 | 191,953,933 | \$594,048 | \$1,120,049 | | | | |
| SDSU | 2,403,750 | \$2,118,064 | 664,808,712 | \$2,057,413 | \$4,175,477 | | | | |
| USD | 1,814,009 | \$1,598,413 | 530,513,034 | \$1,641,802 | \$3,240,215 | | | | |
| SSOM | 91,895 | \$80,973 | 16,311,446 | \$50,480 | \$131,453 | | | | |
| TOTAL | 6,359,238 | \$5,603,442 | 1,810,632,133 | \$5,603,443 | \$11,206,885 | | | | |

(Continued)

DRAFT MOTION 20200624 4-Q:

I move to approve the General Fund M&R requested projects for FY21 as listed in Attachment I.

FY21 General Fund M&R Projects June 24, 2020 Page 2 of 2

Attachment I provides the FY21 General Fund maintenance and repair projects submitted by the institutions for approval. Each project is placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Campus Infrastructure according to Board Policy 6:6. The policy provides for funding realignments and transfers between approved projects. Changes to the approved project list for projects estimated to cost \$50,000 to \$250,000 must be submitted for the Executive Director's approval and projects more than \$250,000 must be submitted for Board approval. Projects under \$50,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

IMPACT AND RECOMMENDATIONS

The FY21 available funding is \$11,206,885 – reduction of \$1,135,884 from FY20.

Approval of the FY21 General Fund Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY21 General Fund Maintenance and Repair Projects

FY21 General Fund Maintenance & Repair Projects

| Project # | Building Name | Project Name | M&R Category | M&R Class | Cost Estimate |
|------------------------|---------------------------------|--|---------------------------------------|-------------|---------------------------------------|
| Black Hills § | State University | | | | |
| 6G2101 | | Planning & Design | | | \$46,712 |
| 6G2102 | E.Y. Berry Library | Library Replace Ceiling Grid & LED Lighting | Energy & Utility Savings | Renovation | \$455,000 |
| 6G21XX | E.Y. Berry Library | Library Building Envelope/Insulation Upgrade | Energy & Utility Savings | Renovation | \$125,000 |
| 6G21XX | Woodburn Hall | Woodburn Doors and Storefront | Building Integrity | Alteration | \$135,000 |
| 6G21XX | Woodburn Hall | Woodburn Landscape Project | Campus Infrastructure | Maintenance | \$35,000 |
| 6G21XX | Woodburn Hall | Woodburn Tuck-point and Concrete Seal | Building Integrity | Maintenance | \$65,000 |
| 6G21XX | Meier Hall | Meier Hall Doors | Building Integrity | Alteration | \$32,519 |
| 6G21XX | Campus | Hail Damage Repair | Building Integrity | Repair | \$40,000 |
| Dalasta Stat | XX · | | | Total - | \$934,231 |
| Dakota State 8G2101 | University | Planning & Design | | | \$28,254 |
| 8G2102 | Kennedy Center | HVAC Upgrades | Energy & Utility Savings | Renovation | \$436,821 |
| 8G2103 | East Hall | Renovations Phase II | Prgrammatic Suitability | Renovation | \$100,000 |
| 579 | | | | Total | \$565,075 |
| | tate University | | | | |
| 5G2101 | | Planning & Design | | | \$52,019 |
| 5G21VV | Beulah William Library | Decentralize Heat | Energy & Utility Savings | Renovation | \$375,000 |
| 5G21XX | Dacotah Hall | HVAC Upgrade | Energy & Utility Savings | Renovation | \$425,000 |
| 5G21XX | Spafford Hall | Flat roof replacment | Building Integrity | Repair | \$125,000 |
| 5G21XX | Campus Wide | Landscape and Concrete repair | Campus Infrastructure | Maintenance | \$63,366 |
| South Dakot | ta School of Mines & Technology | | | Total | \$1,040,385 |
| 4G2101 | | Planning & Design | | | \$56,002 |
| 4G2102 | McLaury | McLaury Phase 3 | Public Health, Safety, and Compliance | Alteration | \$600,000 |
| 4G21XX | Music Center | Fire Alarm Addition | Building Integrity | Renovation | \$150,000 |
| 4G21XX | Civil/Mechanical | Civil Laboratories | Programmatic Suitability | Renovation | \$200,000 |
| 4G21XX | Various | Energy Project (IRP Match) | Energy and Utility Savings | Alteration | \$44,000 |
| 4G21XX | Music Center | Music Center Stair Replacement | Public Health, Safety, and Compliance | Repair | \$25,047 |
| 4G21XX | Various | Control Upgrades | Energy and Utility Savings | Repair | \$45,000 |
| Sou <u>th Dako</u> f | ta State University | | | Total | · · · · · · · · · · · · · · · · · · · |
| | | Planning & Design (Extend Chilled Water Distribution System to SPC | | | HME |
| 3G2101 | Campus | and SLM) | Campus Infrastructure | Renovation | \$210,000 |
| 3G2102 | Central Heating Plant | Mix Tank, Piping, and Pumps Replacement | Building Integrity | Repair | \$210,000 \$430,000 |
| 202102 | <u> </u> | Paplace Het Weter Poilers | Ruilding Integrity | Dennir | \$150,000 |

3G2103

Jackrabbit Athletic Complex (SJAC)

Replace Hot Water Boilers

\$150,000

Repair

Building Integrity

FY21 General Fund Maintenance & Repair Projects

| | Project # | Building Name | Project Name | M&R Category | M&R Class | Cost Estimate |
|-----|--------------|-----------------------------------|---|---------------------------------------|-------------|---------------|
| | 3G2104 | Wintrode Student Center (SWSC) | Boiler Replacement | Building Integrity | Repair | \$100,000 |
| | 3G2105 | Briggs Library | Replace Cooling Tower & Chiller (connect to North Chilller Plant) | Repair | \$200,000 | |
| | 3G2106 | Briggs Library | Roof Replacement | Building Integrity | Repair | \$786,000 |
| | 3G2107 | Wenona Hall | Exterior Cornice, Column, & Soffit Repairs & Restoration | Building Integrity | Repair | \$43,000 |
| | | | Campus - Retrofit Entrances for Key Card Access (SDS, SAS, SPC, | | | |
| | 3G2108 | Campus | SAV, SYE, and others) | Public Health, Safety, & Compliance | Renovation | \$22,477 |
| | 3G2109 | Berg Agricultural Hall (SAG) | Renovate 1st & 2nd Floors | Building Integrity | Renovation | \$2,234,000 |
| | | | | | Total | \$4,175,477 |
| Ţ | Jniversity o | of South Dakota | | | | |
| | 2G2101 | | Planning & Design | | | \$0 |
| | 2G21XX | Campus | Hazardous Materials Abatement (asbestos, lead paint) | Public Health, Safety & Compliance | Maintenance | \$75,000 |
| | 2G21XX | Campus | Building Control Systems Maint. & Replacement | Energy & Utility Savings | Maintenance | \$43,792 |
| | 2G21XX | Campus | Sidewalk Safety And Accessibility Improvements | Energy & Utility Savings | Maintenance | \$75,726 |
| | 2G21XX | Campus | Classroom Critical Maintenance & Repair | Building Integrity | Maintenance | \$25,000 |
| | 2G21XX | Campus | Academic Building Space Maintenance | Building Integrity | Maintenance | \$25,000 |
| | 2G21XX | Campus | Electrical Infrastructure Replacement | Energy & Utility Savings | Maintenance | \$60,000 |
| | 2G21XX | Akeley, Arts & Sciences, Davidson | Roof Repairs | Building Integrity | Maintenance | \$50,000 |
| 15 | 2G21XX | Continuing Ed | Replace Roof | Building Integrity | Maintenance | \$250,000 |
| 580 | 2G21XX | Fine Arts | Renovate Fine Arts Restrooms | Building Integrity | Renovation | \$100,000 |
| 0 | 2G21XX | Fine Arts | Knutson Theatre Renovations | Building Integrity | Renovation | \$1,942,000 |
| _ | 2G21XX | Law School | Interior Renovations | Building Integrity | Maintenance | \$300,000 |
| | 2G21XX | Lee Med | Temp/Humidity Issues at ARC | Building Integrity | Maintenance | \$80,000 |
| _ | 2G21XX | Lee Med | Fix Metal Roof above N. Stairwell | Building Integrity | Maintenance | \$50,000 |
| | 2G21XX | McKusick | Replace Roof | Building Integrity | Maintenance | \$133,697 |
| | 2G21XX | Old Main | Replace Exterior Doors | Building Integrity | Maintenance | \$30,000 |
| _ | | _ | | | | |
| | | | | | Total | \$3,240,215 |
| S | Sanford Sch | nool of Medicine | | | | |
| _ | 2G2151 | | Planning & Design | | | \$6,573 |
| | 2G2152 | Campus | Campus Building signage | Public Health, Safety, and Compliance | Renovation | \$30,000 |
| _ | 2G215X | HSC | Renovation to create Academic Classrom Space | Programmatic Suitability | Alteration | \$94,880 |

Total \$131,453 PT A STAR Total FY21 General Fund M&R Projects \$11,206,885 PT A STAR TOTAL FY21 General Fund M&R Projects \$11,206,885 PT A STAR TOTAL FY21 General Fund M&R Projects \$11,206,885 PT A STAR TOTAL FOR THE PROPERTY OF THE PROPER

Board Work Consent

AGENDA ITEM: 4 – R DATE: June 24, 2020

SUBJECT

2020 BOR Meeting Calendar Modification

CONTROLLING STATUTE, RULE, OR POLICY

Board of Regents' By-Laws, Section 5.0

BACKGROUND / DISCUSSION

Due to COVID-19 there have been ongoing modifications to the 2020 Board of Regents meeting calendar. Another such modification is a change to the hosting location for the August 4-6 meeting. Rather than Madison, the meeting is anticipated to take place in Pierre.

IMPACT AND RECOMMENDATIONS

The remaining regular Board meetings in 2020 are anticipated to take place on the following dates and locations:

August 4-6 – Pierre October 7-8 – SDSMT, Rapid City December 9-10 – SDSU, Brookings

ATTACHMENTS

None

INFORMATIONAL ITEM

Informational Items Consent

AGENDA ITEM: 4 – S DATE: June 24-25, 2020

SUBJECT

Interim Actions

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:5 – Executive Director

BOR Policy 2:23 – Program and Curriculum Approval

BOR Policy 5:4 – Purchasing

BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION

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

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

IMPACT AND RECOMMENDATION

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

ATTACHMENTS

Attachment I – Interim Actions of the Executive Director

INFORMATIONAL ITEM

INTERIM ACTIONS OF THE EXECUTIVE DIRECTOR

Clerical BOR Policy Updates

BOR Policy 2:5 – Transfer of Credit was updated on June 11, 2020, to correct the following clerical error (noted in red below) in Section 3.2.4:

3.2.4. Orientation, Life Experience, an approved high school equivalency examination, and high school level courses are not recorded in <u>Colleague Banner</u> as transfer credit nor are they granted equivalent credit.

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

Academic and Student Affairs Consent

AGENDA ITEM: 4 – T DATE: June 24, 2020

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.

Dakota State University

- Respiratory Care (AS)
- Wed Development (AS), Computer Information Systems (BS), & Information Systems (MS & PhD)

(Continued)

INFORMATIONAL ITEM

Program Review Reports June 24, 2020 Page 2 of 2

Northern State University

- Chemistry
- Mathematics
- Medical Lab Science
- Political Science

South Dakota State University

• Pharmaceutical Sciences (PhD)

University of South Dakota

- Beacom School of Business (All Programs)
- Physical Therapy

ATTACHMENTS

None

Budget and Finance Consent

AGENDA ITEM: 4 – U DATE: June 24, 2020

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 5-14-1 – Classification of Capital Improvements

<u>SDCL 5-14-2</u> – Supervision by Bureau of Administration of capital improvement projects – Payment of appropriated funds

<u>SDCL 5-14-3</u> – Preparation of plans and specifications for capital improvements – State building committees – Approval by board or commission in charge of institution

BOR Policy 6:4 – Capital Improvements

BACKGROUND/DISCUSSION

The attached project list identifies the current capital improvement projects along with the regental building committee representative, estimated dollar amount, the source of funds for the project, and the current status of the project.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. The review and approval steps involved include:

- 1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
- 2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and Building Committee interviews and selects architect.
- 3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).

(Continued)

INFORMATIONAL ITEM

Capital Projects List June 24, 2020 Page 2 of 2

- 4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten year Plan.
- 5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
- 6. Final Design Plan submitted for Board approval.
- 7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
- 8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS

No impact.

ATTACHMENTS

Attachment I – June 2020 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - June 2020

| | | | Legislative | Fund | Legislative / | Most Recent | Current Project | Projected Completion | |
|------------------|--|-----------------|---|--|---|-------------------------|--|-------------------------|----------------|
| A CARENGO | Facility Name | Ten-Year Plan | Action / YR | Туре | Approved Amount | Board Action | Status | Date | Rep. |
| | FACILITIES State University | | | | | | | | |
| <u>SMCX 2003</u> | 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 | Dec-19 Program Plan | Design | 2022 | Bastian |
| | Lyle Hare Stadium Renovation | | | | | Jun-16 Facility Stmt | Planning | 2024 | Bastian |
| Dakota Stat | te University | | | | | | | | |
| | Event Center | | | | | Dec-16 Facility Stmt | Planning | | Schaefer |
| | Madison Cyber labs (MadLabs) | | HB1057-2018 | Private | \$18,000,596 | May-17 Design Plan | Construction (Substantially Complete) | Dec-2019 | Schaefer |
| Northern St | tate University | | | | | | | | |
| | Athletic and Recreation Turf Field | | HB1061-2018 | Private HEFF M&R | \$6,278,243 \$303,314 \$6,581,557 | Dec-17 Design | Final Inspection | 2018 | Thares |
| | New Regional Science Education Center | | HB1010-2017 | Private | \$25,175,000 | Dec-17 Design | Final Inspection | 2019 | Morgan |
| | Regional Sports Complex | | HB1037-2019 | Private | \$33,000,000 | Jun-19 Design Plan | Construction | 2021 | Thares |
| South Dako | ota School of Mines and Technology | | | | | | | | |
| | Chemistry/Chemical Engineering Building Repair & Renovation | FY12 10 Yr Plan | HB1021-2015 | HEFF M&R 2015 HEFF Bonds | \$519,000 <u>\$6,040,000</u> \$6,559,000 | Apr-15 Design Plan | Final Inspection Waiting on LEED | 2018 | Wink |
| ∞ | Mineral Industries Building | | | Private State | \$0,555,000 | Jun-14 Facility Stmt | A/E Selection | | Wink |
| | Music Center (Old Gym) Renovation | | | Private | | Oct-14 Facility Stmt | Planning | | Wink |
| | Student Innovation Center | | | Private | | Jun-14 Facility Stmt | A/E Selection | | Wink |
| | Devereaux Library Renovation | | HB1046-2020 | HEFF Bonds General Funds M&R | \$4,000,000 <u>\$1,016,423</u> \$5,016,423 | Dec-20 Program Plan | Design | | Bastian |
| | Stadium Renovation | | | HEFF Funds Local Private | | Dec-20 Facility Stmt | A/E Selection | | Bastian |
| South Dako | ota State University | | | | | | | | |
| | American Indian Student Center | | SB 50-2018 | Private School & Public Lands | \$4,000,000 \$500,000 \$4,500,000 | Jun-18 Design Plan | Final Inspection | 2020 | Schaefer |
| | Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Reno | ovations | HB1080-2016 | Livestock Disease Emergency | \$1,575,000 | Oct-16 | Construction | 2020 | Morgan |
| | | | SB172-2017 | 2018 State Bonded LDE/Animal Ready Fun Local ADRDL Fees | \$50,039,637 \$2,600,000 \$6,000,000 \$1,105,000 \$61,319,637 | Design Plan | | | |
| | Chiller Plant - Chiller Upgrade & Cooling Services | | | HEFF M&R Rent Revenues | \$1,135,000 \$1,400,000 \$2,535,000 | May-18 Facility Stmt | Construction | 2020 | NA Exempted |

South Dakota Board of Regents Capital Improvement Projects - June 2020

| Facility Name | Ten-Year Plan | Legislative Action / YR | Fund Type | Legislative / Approved Amount | Most Recent Board Action | Current Project Status | Projected Completion Date | Building Committe Rep. |
|--|-----------------|----------------------------|--|--|-----------------------------|------------------------------|---------------------------------|------------------------------|
| Dairy Unit - Replacement/Renovation of Cow Barn & Milking Parlor | | | Private | TBD | Apr-20 Facility Stmt | A/E Selection | 2023 | TBD |
| Lincoln Hall - Renovation | | | Private HEFF M&R 2021 HEFF Bonds | \$3,750,000 \$3,893,765 \$10,000,000 | Aug-17 Facility Stmt | Planning | 2022 | Bastian |
| | | | | \$17,643,765 | Tueling Sunc | | | |
| Outdoor Sports Support Facility | | SB 51-2018 | Business and Athletic Income | \$600,000 | Dec-17 Program Plan | A/E Selection | 2020 | Not Assign |
| Raven Precision Agricultural Center - Phase 1 | | HB1264-2018 | Local | \$7,500,000 | Dec-18 | Construction | 2021 | Morgan |
| | | | General Funds | \$2,000,000 | Design Plan | | | |
| | | | Private | \$16,600,000 | | | | |
| | | | 2019 State Bonds | \$20,000,000 | | | | |
| | | | | \$46,100,000 | | | | |
| Berg Ag Hall Renovate 1st & 2nd floors - Phase 2 | | | Local | \$1,000,000 | | Planning | 2023 | |
| | | | HEFF M&R | \$5,500,000 | | · · | | |
| | | | | \$6,500,000 | | | | |
| Pugsley Center - Renovation | | | Private | \$12,000,000 | Aug-17 | Planning | 2023 | Morgan |
| raging conter removation | | | HEFF M&R | \$4,000,000 | Facility Stmt | g | 2023 | morgan |
| | | | TILIT WEEK | \$16,000,000 | racinty Sunt | | | |
| Rodeo Grounds Practice Facility | | | Private | TBD | Apr-20 | A/E Selection | 2023 | TBD |
| Rodeo Grounds Fractice Facility | | | Tilvate | TBD | Facility Stmt | A/E Selection | 2023 | IDD |
| South Dakota Art Museum Addition and Renovation | | | Private | | Dec-15 | | | 3.6 |
| South Dakota Art Museum Addition and Renovation | | | Private | | | Planning | | Morgan |
| THE TOTAL OF THE TANK OF THE T | EX.12.10.17. DI | IID1051 2012 | 2014 HEEE D. 1 | ф т 000 000 | Facility Stmt | T' 11 | 2010 | 6.1.6 |
| Utility Tunnel (North), Steam/Condensate Infrastructure | FY12 10 Yr Plan | HB1051-2012 | 2014 HEFF Bonds | \$7,000,000 | May-17 | Final Inspection | 2019 | Schaefe |
| (Repair and Modernization) | | | HEFF M&R | \$10,381,500 | Design Plan | | | |
| | | | General Fund M&R | \$1,024,127 | | | | |
| | | | Local Funds | \$50,000 | (revised) | | | |
| | | | | \$18,455,627 | | | | |
| Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer | FY12 10 Yr Plan | HB1051-2012 | 2027 HEFF Bonds | \$5,000,000 | Mar-16 | Phased Project | 2029 | Schaefe |
| | | | HEFF M&R | \$5,043,000 | Program Plan | Design & Construction | | |
| <u> </u> | | | | \$10,043,000 | | | | |
| f South Dakota | | | | | | | | |
| Dakota Dome Renovation | | HB1060-2018 | Private | \$14,500,000 | Dec-17 | Construction | 2020 | Schieffe |
| | | | Local | \$8,719,888 | Program Plan | | | |
| | | | HEFF M&R | \$5,400,398 | - | | | |
| | | | | \$28,620,286 | | | | |
| National Music Museum | | HB1065-2018 | Private | \$9,095,000 | Dec-17 | Construction | 2020 | Schieffe |
| | | | HEFF M&R | \$1,500,000 | Program Plan | | | _ > |
| | | | 11211 1112211 | \$10,595,000 | | | | |
| Health Science Building | | SB40-2020 | HEFF M&R | \$12,500,000 | Apr-20 | Planning | 2022 | Lund |
| Treatur Serence Duriding | | 3040-2020 | Private/Local | | | 1 Iaiiiiiig | 2022 | Lullu |
| | | | | \$4,500,000 | Program Plan | | | |
| | | | One-Time State Funds | \$5,000,000 \$22,000,000 | | | | |
| | | | | | | | | |
| ta School for the Blind & Visually Impaired | | | | | | | | |
| New School | | HB1071-2018 | Private | \$11,847,916 | Aug-18 | Final Inspection | 2020 | Thares |
| | | | GOED | \$5,000,000 | Facility Design | | | |
| | | | 3322 | \$14,347,916 | Plan | | | |
| <u> </u> | | | | ψ17,277,210 | 1 1411 | | | |

South Dakota Board of Regents Capital Improvement Projects - June 2020

| | Facility Name | Ten-Year Plan | Legislative Action / YR | Fund Type | Legislative / Approved Amount | Most Recent Board Action | Current Project Status | Projected Completion Date | Building Committee Rep. |
|---------------|--|---------------|----------------------------|---|--|-----------------------------|------------------------------|---------------------------------|-------------------------------|
| REVENUE FA | | | | | | | | | |
| Black Hills S | State University | | | | | | | | |
| | University Wellness Center Addition | | | Private | | Dec-16 Facility Stmt | Planning | | Bastian |
| Dakota State | University | | | | | | | | |
| | New Residence Hall & Student Life Facility | | | Auxiliary Bonds Private | \$12,000,000 \$500,000 \$12,500,000 | Dec-19 Design Plan | Construction | 2021 | Schaefer |
| Northern Sta | ate University | | | | | | | | |
| | Great Plains East and Great Plains West | | | Private Aramark Local | \$22,725,000 \$150,000 \$11,000 \$22,886,000 | Feb-17 Design Plan | Final Inspection | 2018 | Thares |
| South Dakot | a School of Mines and Technology | | | | | | | | |
| | Surbeck Center Addition | | | Private | | Apr-14 Facility Stmt | A/E Selection | | Wink |
| South Dakot | a State University | | | | | | | | |
| 1590 | N/A | | | | | | | | |
| University of | f South Dakota | | | | | | | | |
| | Wellness Center Expansion | | | Auxiliary Funds Auxiliary Bonds Private | \$10,000,000 \$6,000,000 \$5,700,000 \$21,700,000 | Jun-19 Facility Stmt | Planning | 2022 | Lund |

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

Budget and Finance Consent

AGENDA ITEM: 4 – V DATE: June 24, 2020

SUBJECT

Reduced Tuition Annual Report

CONTROLLING STATUTE, RULE, OR POLICY

- BOR Policy 5:5:1 Tuition and Fees: On-Campus Tuition
- SDCL 3-20-1 Reduced Tuition for Certain State Employees
- SDCL 33-6-5 Tuition Benefits for National Guard Members
- SDCL 13-55-2 Veterans Entitled to Free Tuition at State Institutions
- <u>SDCL 13-55-6</u> Free Education of Children of Residents Who Died During Service in the Armed Forces
- <u>SDCL 13-55-10</u> Free Tuition to Child or Spouse of NG Member Disabled or Deceased in the Line of Duty
- SDCL 13-55-11 Free Tuition and Fees for Visually Impaired Persons
- <u>SDCL 13-55-22</u> Free Tuition for Survivors of Certain Firefighters, Certified Law Enforcement Officers and Emergency Medical Technicians
- <u>SDCL 13-55-24</u> Reduced Tuition for Elementary or Secondary Teachers or Vocational Instructors

BACKGROUND/DISCUSSION

Board Policy 5:5:1 outlines the tuition reduction programs available to students. The tuition reduction programs included in this report cover both Board approved and legislatively mandated programs and relate to on-campus courses for the 2020 academic school year (summer 2019, fall 2019, and spring 2020).

BOARD APPROVED PROGRAMS

- Persons 65 Years of Age or Older (SC): The tuition for resident students sixty-five (65) years of age or older during the calendar year enrolled shall be one-fourth (1/4) of the cost of resident tuition.
- Graduate Fellows and Assistants: (GA/GAS) Resident graduate assistants and graduate student fellows shall be assessed 53% of the resident graduate tuition rate for all on-campus courses, nonresidents shall be assessed 63%.

(Continued)

INFORMATIONAL ITEM

- Reserve Officer Training Corps Cadets (ROT): South Dakota residents who are junior and senior students and who are contracted senior Reserve Officer Training Corps (ROTC) cadets shall be charged fifty-percent (50%) of the undergraduate resident tuition rate established by the Board of Regents for not more than four semesters.
- Western Regional Graduate Program (WRG): Students from the WICHE states can participate in the Western Regional Graduate Program. The graduate programs that have been approved by the Board for South Dakota allow students to pay in-state tuition rates.
- <u>Children of Alumni (COAB/COAD/COAN/COAM/COAS/COAU)</u>: Effective summer 2015, first-time freshmen and new transfer students who attend the same university where their parent or legal guardian received a degree, provided the student meets eligibility criteria established by the home institution, shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- <u>South Dakota Advantage (ISR)</u>. First-time freshmen and new transfer students from Colorado, Iowa, Montana, Nebraska, North Dakota and Wyoming beginning with the summer 2019 term shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.

LEGISLATIVE APPROVED PROGRAMS

- <u>Child of Deceased Veteran (SDCL § 13-55-6) (CDV)</u>: Any person under the age of twenty-five years, a resident of this state, and is a child of a deceased parent, mother or father who was a veteran as defined in § 33-17-2, is entitled to free tuition to pursue any course of study in any state educational institution under the control and management of the Board of Regents.
- Dependents of National Guardsmen Disabled or Deceased in Line of Duty (SDCL § 13-55-10) (DDD): South Dakota residents under the age of 25 years whose father, mother, or spouse died or sustained a total permanent disability resulting from duty as a South Dakota National Guard member, while on state active duty or any authorized training duty, shall be entitled to tuition without cost and be entitled to attend any course or courses of study.
- Employees of the State of South Dakota (SDCL § 3-20-1) (SDE): Employees of the state who meet eligibility requirements and are admitted to the university may be eligible for a fifty-percent (50%) tuition reduction for undergraduate and graduate courses up to a maximum of six credit hours per semester.
- Survivors of Fire Fighters, Certified Law Enforcement Offices and Emergency Medical Technicians (SDCL § 13-55-22) (SFP): If a firefighter or certified law enforcement officer or an emergency medical technician dies as a direct result of

injuries received in performance of official duties, the survivor, upon being duly accepted for enrollment into any state-supported university of higher education or state-supported technical or vocational school, shall be allowed to obtain a bachelor's degree or vocational degree for so long as the survivor is eligible, free of any tuition. However, the bachelor's degree or vocational degree shall be earned within a thirty-six month or eight semester period or its equivalent.

- <u>Certain Elementary and Secondary Teachers and Vocational Instructors (SDCL § 13-55-24) (TC)</u>: Certain elementary and secondary school teachers and vocational instructors may pursue any undergraduate or graduate course on campus upon payment of fifty-percent (50%) of tuition and 100% of required fees.
- Veterans and Others Who Performed War Service (SDCL § 13-55-2 through 13-55-4) (QV): Veterans and others who performed active war service may pursue any undergraduate course or courses without payment of charges for tuition for each month of qualified service or major fraction thereof a month in academic time. No eligible person shall be entitled to less than one nor more than four academic years of free tuition. Note: Many veterans will be coded as National Guard (NG), so the actual number of veterans qualifying will be understated.
- Dependents of Prisoner of War or Missing in Action (SDCL §13-55-9.2) (**DPM**): Any dependent of a prisoner of war or a person missing in action, upon his being duly accepted for enrollment into any state-supported institution of higher education or state-supported technical or vocational school, shall be entitled to eight semesters or twelve quarters, free of tuition and mandatory fees other than subsistence expenses, for either full or part-time study, for so long as he is eligible.
- <u>Visually Impaired Persons (SDCL §§ 13-55-11 through 13-55-13) (VH)</u>: Residents of South Dakota who are visually impaired and are eligible for admission may pursue any course of study without payment of tuition and fees that other students are required to pay directly to the university until they have received two hundred twenty-five (225) semester hours of credit or its equivalent.
- National Guard Members (SDCL § 33-6-5) (NG): All National Guard students are entitled to a benefit of fifty-percent (50%) of the in-state resident tuition to be paid or otherwise credited by the Board of Regents. As of FY13, the Army's regulatory policy no longer allowed federal tuition assistance to be applied toward fees. Because this change would have meant a loss of \$1,800 to a full-time National Guard member, the Board staff worked diligently to find a solution. The Army agreed that the Board could apply the fifty-percent (50%) reduced-tuition benefit to fees, allowing the full tuition to be paid with federal tuition assistance. The Board still only provides a benefit equivalent to fifty-percent (50%) of the tuition, but it is applied to GAF, allowing the student to be eligible for more tuition assistance.

Reduced Tuition Annual Report June 24, 2020 Page 4 of 4

IMPACT AND RECOMMENDATIONS

The Board waived an estimated total of \$800,664 in tuition for National Guard members. When added to the \$10,179,486 for all other programs, the total tuition waived was \$10,071,897 for the 2020 academic year.

Attachment I provides the student numbers and on-campus credit hours related to the reduced tuition programs. The total revenue collected from these students for tuition, general activity fee, room and board, and total revenue for the Regental system is also provided. Attachment II provides the amount of tuition dollars waived for each of the programs including the National Guard program explained above.

ATTACHMENTS

Attachment I – On-Campus Reduced Tuition Programs for Academic Year 2020 – Estimate of Tuition, Fees and Housing Collected

Attachment II – On-Campus Tuition Reduced Tuition Programs for Academic Year 2020 - Estimate of System Tuition Waived

ATTACHMENT I

South Dakota Board of Regents On-Campus Reduced Tuition Programs for Academic Year 2020 Estimate of Tuition, Fees and Housing Collected

| | | | | Number | | | | | |
|------------------------------------|-----------|-----------------------|----------|----------|--------|--------------|--------------|-------------|---------------|
| | | | Tuition | of | Credit | | General | Room & | |
| Reduced Tuition Program | Level | Institution | Rate | Students | Hours | Tuition | Activity Fee | Board | Total Revenue |
| COAB-Univ Child of Alum | Undergrad | BHSU | \$285.22 | 7 | 211 | \$60,182 | \$7,134 | \$23,992 | \$91,308 |
| COAD/COAN-Univ Child of Alum | Undergrad | DSU, NSU | \$261.74 | 7 | 180 | \$47,113 | \$16,922 | \$10,598 | \$74,633 |
| COAM-Univ Child of Alum | Undergrad | SDSM&T | \$265.40 | 29 | 785 | \$208,339 | \$110,305 | \$97,533 | \$416,177 |
| COAS/COAU-Univ Child of Alum | Undergrad | SDSU, USD | \$270.54 | 339 | 9,666 | \$2,615,021 | \$833,264 | \$978,545 | \$4,426,830 |
| DDD-Dependent Dead/Disabled SDNG | Undergrad | NSU,SDSU,USD | \$80.35 | 6 | 153 | \$12,294 | \$8,985 | \$10,288 | \$31,567 |
| ISR - CO/MT/WY/IA/NE/ND Resident | Undergrad | BHSU | \$277.67 | 421 | 10,048 | \$2,789,997 | \$365,114 | \$1,114,278 | \$4,269,389 |
| ISR - CO/MT/WY/IA/NE/ND Resident | Undergrad | DSU | \$278.29 | 174 | 4,157 | \$1,156,863 | \$357,044 | \$522,369 | \$2,036,277 |
| ISR - CO/MT/WY/IA/NE/ND Resident | Undergrad | NSU | \$268.21 | 139 | 3,792 | \$1,017,037 | \$164,165 | \$409,547 | \$1,590,749 |
| ISR - CO/MT/WY/IA/NE/ND Resident | Undergrad | SDSM&T | \$260.71 | 277 | 7,356 | \$1,917,814 | \$1,002,382 | \$1,312,758 | \$4,232,955 |
| ISR - CO/MT/WY/IA/NE/ND Resident | Undergrad | SDSU, USD | \$271.02 | 2,208 | 58,921 | \$15,968,945 | \$4,686,194 | \$6,858,389 | \$27,513,527 |
| QV-Qualified Veteran Undergrad | Undergrad | BHSU,DSU,NSU,USD,SDSU | \$57.83 | 29 | 433 | \$25,039 | \$17,872 | \$11,752 | \$54,663 |
| ROT-ROTC Undergrad Resident Rate | Undergrad | DSU,SDSU | \$129.01 | 4 | 79 | \$10,192 | \$5,674 | \$871 | \$16,737 |
| SC-Senior Citizen | Undergrad | NSU | \$207.18 | 6 | 34 | \$7,044 | \$225 | \$0 | \$7,269 |
| SC-Senior Citizen | Undergrad | SDSU, USD | \$281.20 | 4 | 18 | \$5,062 | \$480 | \$0 | \$5,541 |
| SC-Senior Citizen | Graduate | NSU | \$40.00 | 7 | 8 | \$320 | \$0 | \$0 | \$320 |
| SC-Senior Citizen | Graduate | SDSU,USD | \$367.83 | 8 | 63 | \$23,173 | \$1,908 | \$0 | \$25,081 |
| SDE-Resident SD Employee | Undergrad | BHSU | \$220.10 | 6 | 61 | \$13,426 | \$1,398 | \$0 | \$14,824 |
| SDE-Resident SD Employee | Undergrad | DSU,NSU | \$230.93 | 4 | 45 | \$10,392 | \$1,642 | \$0 | \$12,034 |
| SDE-Resident SD Employee | Undergrad | SDSU,USD | \$226.06 | 17 | 179 | \$40,464 | \$8,374 | \$238 | \$49,076 |
| SDE-Resident SD Employee | Graduate | BHSU | \$296.30 | 3 | 15 | \$4,445 | \$0 | \$0 | \$4,445 |
| SDE-Resident SD Employee | Graduate | DSU,NSU | \$194.29 | 9 | 84 | \$16,321 | \$6,310 | \$0 | \$22,631 |
| SDE-Resident SD Employee | Graduate | SDSM&T | \$217.47 | 4 | 18 | \$3,914 | \$1,999 | \$0 | \$5,913 |
| SDE-Resident SD Employee | Graduate | SDSU,USD | \$244.22 | 76 | 776 | \$189,513 | \$42,773 | \$0 | \$232,286 |
| TC-Resident Teacher Certificate | Undergrad | BHSU | \$217.47 | 37 | 153 | \$33,273 | \$513 | \$0 | \$33,787 |
| TC-Resident Teacher Certificate | Undergrad | DSU,NSU | \$232.20 | 32 | 155 | \$35,991 | \$350 | \$0 | \$36,341 |
| TC-Resident Teacher Certificate | Undergrad | SDSU, USD | \$243.62 | 17 | 73 | \$17,784 | \$487 | \$0 | \$18,271 |
| TC-Resident Teacher Certificate | Graduate | BHSU | \$265.76 | 38 | 225 | \$59,796 | \$189 | \$0 | \$59,985 |
| TC-Resident Teacher Certificate | Graduate | DSU,NSU | \$287.69 | 78 | 591 | \$170,023 | \$1,236 | \$0 | \$171,259 |
| TC-Resident Teacher Certificate | Graduate | SDSU,USD | \$295.48 | 120 | 805 | \$237,863 | \$10,877 | \$0 | \$248,741 |
| VH-Visually Handicapped | Undergrad | BHSU,DSU,NSU | \$0.00 | 5 | 113 | \$0 | \$0 | \$12,463 | \$12,463 |
| VH-Visually Handicapped | Undergrad | SDSU | \$0.00 | 2 | 56 | \$0 | \$0 | \$0 | \$0 |
| VH-Visually Handicapped | Graduate | USD | \$0.00 | 1 | 4 | \$0 | \$0 | \$0 | \$0 |
| WRG-Western Regional Graduate Prog | Graduate | SDSM&T | \$358.45 | 13 | 134 | \$48,033 | \$19,926 | \$0 | \$67,959 |
| WRG-Western Regional Graduate Prog | Graduate | SDSU | \$348.53 | 2 | 11 | \$3,834 | \$934 | \$298 | \$5,066 |
| | | | | | | | | | |

On-Campus Reduced Tuition Programs for Academic Year 2020 Estimate of System Tuition Waived

| | | | Number of | Credit | Per Cr Hour | Tuition Total | Per Cr Hour | Tuition Total | Tuition |
|---|-------------|-----------|-----------|--------|--------------|---------------|--------------|---------------|--------------|
| Program | | | Students | Hours | Regular Cost | Regular Cost | Reduced Cost | Reduced Cost | Waived |
| Board Approved | | | | | | | | | |
| COAB-Univ Child of Alum | Undergrad | BHSU | 7 | 211 | \$367.45 | \$77,532 | \$285.22 | \$60,182 | \$17,350 |
| COAD/COAN-Univ Child of Alum | Undergrad | DSU, NSU | 7 | 180 | \$353.70 | \$63,666 | \$261.74 | \$47,113 | \$16,553 |
| COAM-Univ Child of Alum | Undergrad | SDSM&T | 29 | 785 | \$404.00 | \$317,140 | \$265.40 | \$208,339 | \$108,801 |
| COAS/COAU-Univ Child of Alum | Undergrad | SDSU, USD | 339 | 9,666 | \$372.40 | \$3,599,618 | \$270.54 | \$2,615,021 | \$984,597 |
| ISR - CO/MT/WY/IA/NE/ND Resident | Undergrad | BHSU | 421 | 10,048 | \$367.45 | \$3,692,138 | \$277.67 | \$2,789,997 | \$902,141 |
| ISR - CO/MT/WY/IA/NE/ND Resident | Undergrad | DSU, NSU | 313 | 7,949 | \$353.70 | \$2,811,561 | \$273.48 | \$2,173,899 | \$637,662 |
| ISR - CO/MT/WY/IA/NE/ND Resident | Undergrad | SDSM&T | 277 | 7,356 | \$404.00 | \$2,971,824 | \$260.71 | \$1,917,814 | \$1,054,010 |
| ISR - CO/MT/WY/IA/NE/ND Resident | Undergrad | SDSU, USD | 2,208 | 58,921 | \$372.40 | \$21,942,180 | \$271.02 | \$15,968,947 | \$5,973,233 |
| ROT-ROTC Undergrad Resident Rate | Undergrad | DSU | 1 | 15 | \$251.35 | \$3,770 | \$145.64 | \$2,185 | \$1,585 |
| ROT-ROTC Undergrad Resident Rate | Undergrad | SDSU | 3 | 64 | \$256.55 | \$16,419 | \$125.11 | \$8,007 | \$8,412 |
| SC-Senior Citizen | Undergrad | NSU | 6 | 34 | \$339.50 | \$11,543 | \$207.18 | \$7,044 | \$4,499 |
| SC-Senior Citizen | Undergrad | SDSU, USD | 4 | 18 | \$319.68 | \$5,754 | \$281.20 | \$5,062 | \$692 |
| SC-Senior Citizen | Graduate | NSU | 7 | 8 | \$329.95 | \$2,640 | \$40.00 | \$320 | \$2,320 |
| SC-Senior Citizen | Graduate | SDSU,USD | 8 | 63 | \$420.75 | \$26,507 | \$367.83 | \$23,173 | \$3,334 |
| WRG-Western Regional Graduate Prog | Graduate | SDSM&T | 13 | 134 | \$673.50 | \$90,249 | \$358.45 | \$48,033 | \$42,216 |
| WRG-Western Regional Graduate Prog | Graduate | SDSU | 2 | 11 | \$647.55 | \$7,123 | \$348.53 | \$3,833 | \$3,290 |
| | | | | | | | | | |
| Legislative Approved | | | | | | | | | |
| DDD-Dependent Dead/Disabled SDNG | Undergrad | NSU | 1 | 33 | \$251.35 | \$8,295 | \$31.93 | \$1,054 | \$7,241 |
| DDD-Dependent Dead/Disabled SDNG | Undergrad | SDSU,USD | 5 | 120 | \$256.55 | \$30,786 | \$93.67 | \$11,240 | \$19,546 |
| OV-Qualified Veteran Undergrad | Undergrad | BHSU | 5 | 34 | \$262.60 | \$8,928 | \$60.82 | \$2,068 | \$6,860 |
| QV-Qualified Veteran Undergrad | Undergrad | DSU,NSU | 13 | 128 | \$251.35 | \$32,173 | \$95.86 | \$12,270 | \$19,903 |
| QV-Qualified Veteran Undergrad | Undergrad | SDSU, USD | 11 | 170 | \$256.55 | \$43,614 | \$62.95 | \$10,701 | \$32,913 |
| SDE-Resident SD Employee | Undergrad | BHSU | 6 | 61 | \$262.60 | \$16,019 | \$220.10 | \$13,426 | \$2,593 |
| SDE-Resident SD Employee | Undergrad | DSU,NSU | 4 | 45 | \$251.35 | \$11,311 | \$230.93 | \$10,392 | \$919 |
| SDE-Resident SD Employee | Undergrad | SDSU,USD | 17 | 179 | \$256.55 | \$45,922 | \$226.06 | \$40,464 | \$5,458 |
| SDE-Resident SD Employee | Graduate | BHSU | 3 | 15 | \$339.05 | \$5,086 | \$296.30 | \$4,445 | \$641 |
| SDE-Resident SD Employee | Graduate | DSU,NSU | 9 | 84 | \$329.95 | \$27,716 | \$194.29 | \$16,321 | \$11,395 |
| SDE-Resident SD Employee | Graduate | SDSM&T | 4 | 18 | \$335.55 | \$6,040 | \$217.47 | \$3,914 | \$2,126 |
| SDE-Resident SD Employee | Graduate | SDSU,USD | 76 | 776 | \$336.80 | \$261,357 | \$244.22 | \$189,512 | \$71,845 |
| TC-Resident Teacher Certificate | Undergrad | BHSU | 37 | 153 | \$262.60 | \$40,178 | \$217.47 | \$33,273 | \$6,905 |
| TC-Resident Teacher Certificate TC-Resident Teacher Certificate | Undergrad | DSU,NSU | 32 | 155 | \$251.35 | \$38,959 | \$232.20 | \$35,273 | \$2,968 |
| TC-Resident Teacher Certificate TC-Resident Teacher Certificate | Undergrad | SDSU, USD | 17 | 73 | \$256.55 | \$18,728 | \$243.62 | \$17,784 | \$944 |
| TC-Resident Teacher Certificate | Graduate | BHSU | 38 | 225 | \$339.05 | \$76,286 | \$265.76 | \$59,796 | \$16,490 |
| TC-Resident Teacher Certificate | Graduate | DSU,NSU | 78 | 591 | \$329.95 | \$195,000 | \$287.69 | \$170,023 | \$24,977 |
| TC-Resident Teacher Certificate | Graduate | SDSU,USD | 120 | 805 | \$336.80 | \$271,124 | \$295.48 | \$237,863 | \$33,261 |
| VH-Visually Handicapped | Undergrad | BHSU | 1 1 | 9 | \$262.60 | \$2,363 | \$0.00 | \$0 | \$2,363 |
| VH-Visually Handicapped | Undergrad | DSU, NSU | 4 | 104 | \$251.35 | \$26,140 | \$0.00 | \$0 | \$26,140 |
| VH-Visually Handicapped | Undergrad | SDSU, USD | 2 | 56 | \$256.55 | \$14,367 | \$0.00 | \$0 | \$14,367 |
| VH-Visually Handicapped VH-Visually Handicapped | Graduate | USD | 1 | 4 | | \$1,347 | \$0.00 | \$0 | \$1,347 |
| vii visuury rianareappea | Gradatic | CDD | <u></u> | | ψ550.00 | Ψ1,517 | ψ0.00 | Ψ0 | Ψ1,517 |
| Sub Total of Board and Legislative Approv | ed Programs | | 4,129 | 99,301 | | \$36,821,403 | | \$26,749,506 | \$10,071,897 |
| | | | | | | | | | |
| Natioinal Guard Programs | Undergrad | | | | | \$1,934,805 | | \$1,159,736 | \$775,069 |
| | Graduate | | | | | \$129,245 | | \$103,649 | \$25,596 |
| Total Amount Waived | | | | | | | | | \$10,872,561 |
| TOTAL PARIOURIT WAIVEU | | | | | | | | | 910,0/4,301 |

Budget and Finance Consent

AGENDA ITEM: 4 – W DATE: June 24, 2020

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 15, 2020, the building committee for the USD Health Sciences Building, represented by Regent Stork, chose to enter into negotiations with the team of Journey Construction, to serve as the project's Construction Manager at Risk.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

INFORMATIONAL ITEM

Academic and Student Affairs

AGENDA ITEM: 5 – A (1) DATE: June 24, 2020

SUBJECT

Revisions to BOR Policy 4:10 – Tenure and Continuing Appointments (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 4:10</u> – Tenure and Continuing Appointments COHE Agreement

BACKGROUND / DISCUSSION

As a result of the elimination of collective bargaining after the passage of <u>Senate Bill 147</u> during the 2020 Legislative Session, BOR Policy 4:10 is being revised to reflect changes needed once the university faculty collective bargaining agreement with the Council of Higher Education expires at the end of June.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed revisions to BOR Policy 4:10

DRAFT MOTION 20200624 5-A(1):

I move to approve the first reading of the proposed revisions to BOR Policy 4:10, as presented in Attachment I.

Policy Manual

SUBJECT: Tenure and Continuing Appointments

NUMBER: 4:10

A. PURPOSE

To define the process, conditions and standards by which tenure and continuing appointments are awarded, as well as the procedures for non-renewal for tenure-track appointments.

B. <u>DEFINITIONS</u>

None

C. POLICY

1. Tenure and Continuing Appointments Generally

- 1.1. The major objectives of tenure and continuing appointments are to provide a faculty committed to excellence and to provide a substantial degree of security to those persons who have exhibited superior performance. The test is whether performance has been sufficiently superior to convince the Board that expected services and performances in the future justify the privileges afforded by tenure or continuing appointment.
- 1.2. A tenure or continuing appointment may be extended to a full-time faculty or research faculty member providing for re-employment from year to year until such time as the member resigns (Section 4:1, Contract Fulfillment), or retires, is terminated for cause (Section 4:14, Termination for Cause), or is terminated pursuant to a reduction in personnel, (Section 4:23, Faculty Member Reduction Procedures); provided further, in the case of continuing appointments to the research faculty, that the individual's research work continues to generate sufficient grant or contract income to cover the costs of his or her direct salary and benefits. When research faculty members on a continuing appointment fail to generate sufficient grant or contract income to cover the costs of their direct salary and benefits, their employment will terminate automatically, provided that, where income would suffice to cover all benefits costs, they may elect to continue working at reduced salary rates.
- 1.3. The Board may grant a tenure appointment to a newly hired faculty member who had such tenure status previously._Candidates recommended for appointment with tenure appointment shall have a record at least equal to that expected for tenure or continuing appointment at the institution or research center. The administration shall engage the institutional promotion and tenure committee to review the new appointments academic and scholarly record and advance a recommendation from the committee as a portion of

- the formal recommendation. The system Chief Academic Officer, in consultation with the Executive Director, may approve the campus recommendation for granting tenure and provide a report to the Board of Regents during their next scheduled meeting.
- 1.4. The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of tenure track or probationary service required. Although prior service credit toward tenure or continuing appointments may be awarded at any time, the Board strongly suggests that faculty members submit requests for prior service credit toward tenure only after the faculty member has assembled a complete portfolio for tenure review. Requests for prior service credit should be submitted on a form designated by the Board.
- 1.5. The tenure review period is extended automatically for one year to assist with family personnel consistent with definitions in the Family Medical Leave Act outlined in BOR Policy 4:15 Leave for each of the instances referenced in this section. Faculty members will file notification with the designated campus representative. Each faculty member is entitled to one automatic extension of either the retention or tenure review. If a faculty member wishes, they may opt-out of the automatic extension prior to formal notification to apply for tenure. Notification by the faculty member will be made in writing to the Provost and/or Human Resources office through institutional norms and practices. Should the need arise for additional time due to another occasion outside of the circumstances listed below, the faculty member may request additional time through the formal request process.
 - 1.5.1. Childbirth, adoption or placement of a foster child in the home (applicable to both parents); or
 - 1.5.2. Serious illness of the faculty member, his or her child, foster child, spouse, domestic partner, parent or other individual for whom the faculty member serves as a primary caregiver or legal guardian; or
 - 1.5.3. Death of a child, foster child, spouse, domestic partner or parent or other individual for whom the faculty member serves as a primary caregiver or legal guardian; or
 - 1.5.4. Full-time military service.

2. Conditions of Appointment for Tenure or Continuing Appointments

- 2.1. Not later than during the sixth year of tenure-track contract or probationary service at an institution and upon application of a faculty member, a faculty member shall be considered for a tenure or continuing appointment which would begin with the next academic year. Such consideration shall be initiated by the administration on or before such date as may be specified under institutional promotion and tenure procedures. Institutional deadlines of such notification should occur no later than or, in the absence of such institutional procedures, October 5. The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of tenure track or probationary service required. Tenure track or probationary service credit is not earned during a period of sabbatical leave or leave of absence.
- 2.2. Special conditions and accreditation requirements of the Medical, and Law, and some other professional schools and programs necessitate special guidelines for promotion, tenure, minimum rank qualifications, minimum promotion eligibility criteria and in

makeup of the campus Promotion and Tenure Committee. Specific guidelines for <u>such</u> <u>schools and programs are both the Medical School and the Law School are published and available to faculty from the governing institutionat the University of South Dakota.</u>

3. Tenure – Standards for Appointment

- 3.1. An appointment with tenure is a privilege that shall not be granted automatically.
- 3.2. To be granted the privileges of tenure, faculty members:
 - 3.2.1. shall demonstrate that they currently meet institutional performance expectations in teaching, scholarship and service for associate professors and
 - 3.2.2. shall demonstrate promise that they shall, in due course, meet institutional performance standards in teaching, scholarship and service for persons who hold the rank of professor.
- 3.3. Faculty members who apply for tenure have the burden of demonstrating that their performance has met these standards.
 - 3.3.1. Evidence that faculty members have developed, maintained and implemented well defined, administratively approved plans for their own professional development in the areas of teaching, scholarship and service is relevant to demonstrating promise that they shall in due course meet institutional performance standards in teaching, scholarship and service for persons who hold the rank of professor.
 - 3.3.2. At minimum, professional development plans must:
 - address institutional standards for faculty performance,
 - chart progress towards the performance exceeding expectations in all areas of professional activity, and
 - provide reasonable assurance that the applicant will achieve extramural recognition for ongoing scholarly accomplishment and leadership commensurate with holding the rank of professor.
 - 3.3.3. When reviewing applications for tenure, administrators and promotion and tenure committees shall consider the progress towards meeting the objectives of such approved plans, and they shall heed evidence that the faculty unit member is effectively pursuing approved objectives, but they shall exercise independent judgment as to the quality of results achieved by the faculty unit member.

When assessing the quality of performance, administrators and committee members shall be guided by the principles stated in Board Policy No. 4:38 as complemented by institutional policy statements.

4. Continuing Appointment – Standards for Appointment

- 4.1. An appointment to a continuing appointment is a privilege that shall not be granted automatically.
- 4.2. Each institution shall establish performance standards in research achievement and productivity that compare to the highest standards in research observed nationwide.
- 4.3. To be granted the privileges of a continuing appointment, research faculty members:

- 4.3.1. shall demonstrate that they currently meet performance expectations in research achievement and productivity for associate research professors and
- 4.3.2. shall demonstrate promise that they shall, in due course, meet performance standards in research achievement and productivity for persons who hold the rank of research professor.
 - Evidence that research faculty members have developed, maintained and implemented well defined plans for their own professional development in the areas of research is relevant to demonstrating promise that they shall in due course meet performance standards in research achievement and productivity for persons who hold the rank of research professor.
- 4.4. The burden of demonstrating that these standards have been satisfied lies with research faculty members who apply for a continuing appointment.

5. Procedure for Awarding Tenure

- 5.1. Tenure review is separate from promotion review.
- 5.2. Each president shall establish tenure committees appropriate to the administrative organization of the respective institution. Such committees shall be composed of faculty members and administrators administrative appointees. The president shall establish procedures at the institution for the selection of administrative tenure committee members.
- 5.3. Faculty members who wish to be considered for tenure will notify their immediate supervisor in writing on such date as may be specified under institutional promotion and tenure procedures. Institutional deadlines for such notification should occur or, in the absence of such institutional procedures, no later than October 5 of the sixth year of tenure track service. Such notification will allow the promotion and tenure committees access to the faculty member's personnel file and individualized professional development plans. It is the responsibility of the faculty member to prepare, assemble and submit on such date as may be specified under institutional promotion and tenure procedures or, in the absence of such institutional procedures, no later than October 5 all favorable documentation which is appropriate and upon which the faculty member relies to establish that the member has developed, maintained and implemented well defined plans for professional development in the areas of teaching, scholarship and service that demonstrate promise, as required under Section C.3 (Tenure - Standards for Appointment), that the member shall in due course meet institutional performance standards in teaching, scholarship and service for persons who hold the rank of professor. It is the responsibility of the faculty member to prepare and submit all favorable documentation appropriate to establish the implementation of their welldefined plans for development of teaching, scholarship, and service as required under Section C.3 (Tenure - Standards for Appointment) to, in due course, meet institutional performance standards for the rank of professor. Each institution may stipulate certain desired elements or format for the documentation, which shall be made available to faculty members in written form. This documentation must accompany the request to the immediate supervisor for consideration. The immediate supervisor, and any other administrators, including the president, who review the file in order to make independent

recommendations, may supplement the material assembled by the faculty member with information obtained from other sources, and they may base their recommendations upon such additional information, provided that such additional information is included in the file together with the materials assembled by the faculty member. This documentation and the recommendations of the <u>supervisordepartment head</u> (and of the <u>academic unit departmental</u> promotion and tenure committee, if any) will be forwarded by the department head to the administrator responsible for the process at the college/school level or institutional level <u>according to institutional timelines.</u>, whichever is applicable, no later than November 5.

- 5.4. The tenure committees shall review the qualifications of each faculty member to determine whether the applicant has satisfied the provisions of Section C.3 (Tenure Standards for Appointment). The institutional tenure committee shall deliver its recommendation to the president according to institutional timelines no later than January 20 of the fiscal year in which the tenure appointment is applied for. The work product of the tenure committees shall remain confidential.
- 5.5. The faculty member shall be notified according to institutional timelines, but not later than April 1 of the year in which the faculty member is being considered for tenure, of what the President shall recommend to the Board regarding the faculty member's tenure status. Such notice shall indicate the institutional tenure committee's recommendation. If the President intends to recommend that tenure be denied, the President shall, upon receipt prior to April 15 of a written request, within fifteen (15) working days of the request, provide reasons in writing for the decision. If the President intends to recommend that tenure be denied, the faculty member may request the President provide reasons for the recommendation provided the faculty member makes a written request by April 15. If the faculty member makes such a request, the President shall respond in writing within fifteen (15) working days.
- 5.6. The president shall make a recommendation to the Board not later than April 15 of the fiscal year in which the <u>application for</u> tenure appointment is <u>-madeapplied for</u>. This recommendation shall be based upon the provisions of Section C.3 (Tenure Standards for Appointment), as well as upon the other provisions and requirements of this Chapter and upon an assessment of the candidate's past contributions and promise of future contributions to the goals and missions of the institution.
- 5.7. Successful applicants will receive a tenure contract the following year. Unsuccessful applicants and faculty members who complete their sixth year of tenure track service without applying for tenure will be offered a single term contract for the appointment year following that in which tenure is denied. This term contract is not subject to renewal, and the faculty member will be ineligible for reappointment after it expires.
- 5.8. The final decision whether to grant a tenure appointment to any applicant shall remain exclusively with the Board.

6. Procedure for Awarding a Continuing Appointment (Research Faculty)

6.1. The institution's chief research officer shall establish a promotion and continuing appointment review committee. Until such time as twelve or more research faculty members have been appointed to continuing appointments, the continuing appointment

- review committee membership shall comprise the chief research officers of other system institutions that host research centers, together with two additional representatives from the institution, designated by the institutional president.
- 6.2. Research faculty members who wish to be considered for a continuing appointment will notify their immediate supervisor in writing on such date as may be specified under institutional promotion and tenure procedures. Institutional deadlines for such notification should occur—or, in the absence of such institutional procedures, no later than October 5. Such notification will allow the continuing appointment review committee access to the faculty member's personnel file. It is the responsibility of the faculty member to prepare and submit all favorable documentation appropriate and specified under institutional promotion and tenure procedures.—It is the responsibility of the research faculty member to prepare, assemble and submit on such date as may be specified under institutional promotion and tenure procedures or, in the absence of such institutional procedures, no later than October 5 all favorable documentation which is appropriate and upon which the faculty member relies for favorable action. Each institution may stipulate certain desired elements or format for the documentation, which shall be made available to research faculty members in written form. This documentation must accompany the request to the immediate supervisor for consideration.
- 6.3. The continuing appointment review committee shall review the qualifications of each applicant for a continuing appointment to determine whether the applicant has satisfied the provisions of Section C.4 (Continuing Appointment Standards for Appointment). To assist in the evaluation of performance, the immediate supervisor, the continuing appointment review committee or any other administrator involved in the review process may solicit outside reviews. —Any such outside review will be added to the documentation that accompanies the file when submitted with recommendations for further review or consideration. The continuing appointment review committee shall deliver its recommendation to the institution's chief research officer and Vice President for Academic Affairs no later than December 15, and the research officer and Vice President for Academic Affairs will forward that recommendation, together with such additional comments as each may deem appropriate, to the institutional president according to institutional timelines by January 1. The work product of the continuing appointment review committee shall remain confidential.
- 6.4. The applicant shall be notified, not later than March 1 of the year in which the research faculty member is being considered for a continuing appointment, of what the institutional president will recommend to the Board regarding the faculty member's continuing appointment status according to institutional timelines. Such notice shall indicate the continuing appointment review committee's recommendation. —If the institutional president intends to recommend that the continuing appointment be denied, the president shall, upon request, within fifteen (15) working days of the request, provide reasons in writing for the decision. If the President intends to recommend that tenure be denied, the faculty member may request the President provide reasons for the recommendation provided the faculty member makes a written request by April 15. If the faculty member makes such a request, the President shall respond in writing within fifteen (15) working days.

- 6.5. The institutional president shall make a recommendation to the Board not later than April 1. –This recommendation shall be based upon the provisions of Section C.4 (Continuing Appointment Standards for Appointment), as well as upon the other provisions and requirements of this Chapter and upon an assessment of the candidate's past contributions and promise of future contributions to the goals and missions of the research center program.
- 6.6. Successful applicants will receive a continuing appointment the following year. Unsuccessful applicants and faculty members who complete their sixth year of probationary service without applying for a continuing appointment will be offered a single term contract for the appointment year following that in which the continuing appointment is denied. This term contract is not subject to renewal, and the research faculty member will be ineligible for reappointment after it expires.
- 6.7. The final decision whether to grant a continuing appointment to any applicant shall remain exclusively with the Board.

7. Non-Renewal of Tenure-Track Appointments

- 7.1. Non-renewal ordinarily terminates employment at the end of an annual contract term. Non-renewal is not a disciplinary action. It does not terminate rights under an existing annual contract. The decision to non-renew is discretionary with the administration, provided that it is not based upon reasons expressly forbidden under Board policy. Non-renewal is subject only to those procedural limitations expressly set forth in this section.
- 7.2. Prior to the issuance of a written notice of non-renewal, the faculty member's immediate supervisor shall provide the opportunity for a meeting with the faculty member to apprise the faculty member of the proposed action. The faculty member shall be given five (5) working days written notice of such meeting and the faculty member may have present a witness or representative of the faculty member's choosing.
- 7.3. In order to facilitate the relocation of faculty members who are not to be rehired, the administration agrees to provide notice, including reasons, of its intent not to rehire any faculty member serving under a tenure track in accordance with the following schedule:
 - 7.3.1. A faculty member who has completed less than one (1) academic year of service under a tenure-track appointment shall receive written notice of non-renewal from the institution before March 15 of the current year of appointment.
 - 7.3.2. If a faculty member has completed more than one (1) but less than four (4) years of service under a tenure-track appointment, the institution shall provide the faculty member with written notice of non-renewal before December 15 of the current year of appointment. However, if the faculty member is currently subject to the provisions of an improvement plan, the institution shall provide the faculty member notice of non-renewal prior to March 1 of the current year of employment. The non-renewed faculty member may file a request for reconsideration with the president within ten (10) working days of receipt of the notice of non-renewal. The president, after reviewing the request, shall notify the faculty member, within ten (10) working days, of the final institutional recommendation to be forwarded to the Board.

- 7.3.3. If a faculty member has completed at least four (4) years of service under a tenure-track appointment, the institution shall provide the faculty member with written notice of non-renewal before April 1 of the current year of appointment. Such faculty member having received written notice of non-renewal shall receive a term contract for the term of one (1) academic year, effective the subsequent academic year. The faculty member may file a request for reconsideration with the president within ten (10) working days of receipt of the notice of non-renewal. The president, after reviewing the request, shall notify the faculty member within ten (10) working days of the final institutional recommendation to be forwarded to the Board. The faculty member may file with the president a statement which shall accompany the institutional recommendation to the Board. The Board shall consider the institutional recommendation and any statement at its next regularly scheduled meeting and shall issue its binding decision which shall be deemed final at the end of ten (10) days from the date of issuance unless such faculty member shall submit a resignation prior thereto.
- 7.3.4. Faculty members employed on tenure-track contracts who are non-renewed may be granted no more than one subsequent term contract. Nothing in this section is intended to modify the rights and limitations contained in 4:7(H)(2) hereof.
- 7.4. In order to facilitate the relocation of research faculty members who are not to be rehired after the termination of an appointment, the administration agrees to provide notice, including reasons, of its intent not to rehire any faculty member serving under probationary contracts in accordance with the following schedule:
 - 7.4.1. A research faculty member who has completed less than three (3) years of service under a probationary appointment shall receive written notice of non-renewal from the research center before March 15 of the current year of appointment.
 - 7.4.2. If a research faculty member has completed more than three (3) years of service under a probationary appointment, the research center shall provide the research faculty member with written notice of non-renewal before December 15 of the current year of appointment.
 - 7.4.3. Nothing in this section is intended to modify the rights and limitations contained in 4:7(H)(2) hereof.
- 7.5. If the administration is late in providing the notice stipulated in C.7.3.1 or C.7.3.2 above, the faculty member will be entitled to receive, at the election of the administration, either (1) an additional term contract for a period of time equal to twice the number of working days by which the notice is late; or (2) a payment equal to twice the number of working days by which the notice is late times the faculty member's monthly salary divided by twenty-two (22). If the administration is late in providing the notice stipulated in C.7.3.3 above, the faculty member will be entitled to receive, at the election of the administration, either (1) an additional term contract for the following academic year; or (2) a payment equal to the base salary for the current academic year. If the institution fails to provide timely notice as stipulated in (C.7.2), above, the faculty member shall receive, at the election of the institution, either of the following:

- an additional term appointment for a period of time equal to twice the number of working days by which the notice was late; or
- payment equal to twice the number of working days by which the notice was late, multiplied by the faculty member's monthly salary, divided by twenty-two.
- 7.6. The years of service required for the notice provisions of this section shall not be affected by any reduction of the tenure-track period granted by the Board pursuant to Section 4:1 (Tenure-Track Contract), or Section 4.10(2) (Conditions of Appointment for Tenure).

8. Non-Renewal of Librarians

- 8.1. Faculty members promoted to the rank of librarian will be subject to nonrenewal under provisions of this section. Faculty members assigned the rank of librarian at hire will become subject to the provisions of this section after completion of eight (8) consecutive full-time contracts. For purposes of transition, faculty members assigned the rank of librarian with the contract for the academic year 2012-2013 will become subject to nonrenewal under provisions of this section effective with the first academic year following completion of eight (8) consecutive full-time contracts at the institution, including service prior to academic year 2012-2013.
- 8.2. Nonrenewal under this section ordinarily terminates employment at the end of an annual contract term. Nonrenewal is not a disciplinary action. It does not terminate rights under an existing annual contract. The decision not to renew a librarian's appointment is discretionary with the administration, provided that it is not based upon reasons expressly forbidden by Board policy. Nonrenewal is subject only to those procedural limitations expressly set forth in this section.
- 8.3. Prior to the issuance of a final written notice of nonrenewal, the institutional administration will provide the opportunity for a meeting with the librarian to apprise the librarian of the proposed nonrenewal, together with reasons for the action. The librarian will be given at least five (5) working days' written notice of such meeting so that both the librarian and the administration may arrange to have present a witness or a representative.
- 8.4. No later than five (5) working days after the personal meeting, the administration will provide the librarian with final written notification whether the appointment will not be renewed, and, if the decision is made not to renew the appointment, the reasons for the decision.
- 8.5. The administration will provide the librarian with final written notice of nonrenewal before December 15 of the current year of employment for persons serving under fall-spring appointments, by April 15 for persons serving under spring-summer appointments, or before August 31 for persons serving under summer-fall appointments.
- 8.6. If the administration is late in providing the final written notice, the librarian will be entitled to receive, at the election of the administration, either (1) an additional term contract for a period of time equal to twice the number of working days by which the notice is late; or (2) a payment equal to twice the number of working days by which the notice is late times the librarian's monthly salary divided by twenty-two (22).

8.9. Grant of Academic Tenure or Continuing appointment to Newly Hired Administrators or Research Faculty Members

- 8.1.9.1. The Board may, at its discretion and upon the recommendation of the administration of the institution, when special conditions warrant, award academic tenure or continuing appointment to newly hired administrators or research faculty members. This grant of tenure or continuing appointment shall not be construed to create a property right of any sort in the administrative portion of employment, and continuing appointments at hire remain subject to the same requirements and conditions involving the generation of income that otherwise apply to such appointments. In rare and exceptional circumstances, the Board may grant a tenure appointment to a newly hired research faculty member who had such tenure status previously.
- 8.2.9.2. The administration shall provide documentation of the circumstances that warrant a new appointment with tenure or continuing appointment. Circumstances that may warrant such an appointment include documentation of current performance commensurate with the award of tenure or a continuing appointment, development of a new program, need for special expertise, or appointment to an administrative position where possession of tenure or continuing appointment is critical to effective performance of administrative responsibilities.
- 8.3.9.3. Candidates recommended for appointment with tenure or continuing appointment shall have a record at least equal to that expected for tenure or continuing appointment at the institution or research center. The administration shall engage the institutional promotion and tenure committee to review the new appointments academic and scholarly record and advance a recommendation from the committee as a portion of the formal recommendation.
- 8.4.9.4. The administration shall provide to the Board the candidate's resume and information on tenure or continuing appointment status at other institutions. The administration may provide additional information in support of the recommendation.
- 8.5.9.5. The final decision whether to grant tenure or continuing appointment hereunder upon employment shall remain exclusively with the Board.

FORMS / APPENDICES:

None

SOURCE:

BOR August 1979; BOR June 1987; BOR May 1991; BOR June 1993; BOR May 1996; BOR August 1996; BOR August 2004; BOR August 2008; BOR April 2009; BOR December 2010; BOR August 2017; BOR December 2018.

Academic and Student Affairs

AGENDA ITEM: 5 – A (2) DATE: June 24, 2020

SUBJECT

Revisions to BOR Policy 4:11 – Rank and Promotion (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 4:11 – Rank and Promotion COHE Agreement

BACKGROUND / DISCUSSION

As a result of the elimination of collective bargaining after the passage of <u>Senate Bill 147</u> during the 2020 Legislative Session, BOR Policy 4:11 is being revised to reflect changes needed once the university faculty collective bargaining agreement with the Council of Higher Education expires at the end of June.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed revisions to BOR Policy 4:11

DRAFT MOTION 20200624 5-A(2):

I move to approve the first reading of the proposed revisions to BOR Policy 4:11, as presented in Attachment I.

Policy Manual

SUBJECT: Rank and Promotion

NUMBER: 4:11

A. PURPOSE

1. To outline the rank and promotion expectations for the professorial, lecturer, <u>research</u>, and <u>librarian</u>, and <u>professor of practice</u> faculty <u>ranks</u> for unit-members, as well as the research ranks for non-unit members.

B. DEFINITIONS

1. See section C.1

C. POLICY

1. Academically Related Position Titles

- 1.1. The following titles shall have the meanings indicated for persons employed by the Board of Regents. They are used for the purposes specified and do not denote membership in the general faculty unless so designated by the President in accordance with established policy.
- 1.2. Lecturer rank designates any of a series of ranks, comprising instructor, lecturer and senior lecturer, in which faculty unit—members assume undergraduate instructional activities and serve on term contracts.
- 1.3. Visiting Professor (Assoc. Prof., etc.) is a title given to a person holding the specified rank at another institution, and who is on temporary visiting status.
- 1.4. Adjunct Professor (Assoc. Prof., etc.) is a title given to a person whose primary employment is outside of the institution but who is given a courtesy appointment with or without a specific teaching/research assignment.
- 1.5. Research Professor (Assoc. Prof., etc.) is a title which is given to a person who is assigned to an externally funded research center or assigned to an externally funded position in the School of Medicine.
- 1.6. Professor of Practice (Assoc. Prof., etc.) is a title given to a person who promotes the integration of academic scholarship with practical experience. They provide faculty, undergraduate students, and graduate students with an understanding of the practical applications of a field of study as they teach courses, advise students, conduct research and collaborate in areas directly related to their expertise and experience. Professors of Practice are generally not tenure-track and emphasize professional practice knowledge

and skills rather than scholarly research, although specific positions requirements may vary.

- 1.5.1.7. Coach is a title given to a person assigned primarily to coaching duties in intercollegiate or intramural athletics and sports. Academic assignment may be denoted by an additional title and a percentage of load which may permit the individual to become eligible for tenure consideration.
- 1.6.1.8. Teaching Assistant or Associate or Research Assistant (includes Laboratory Assistant) is a title given to enrolled graduate students who are assigned responsibilities in teaching, research, and/or laboratory supervision on a limited or part-time basis. The assistant carries a reduced course load based on work assignment.
- 1.7.1.9. Research Associate is a title given to full-time or part-time exempt staff members who have high level research skills and who are employed for specific responsibilities in research or specialized technical activities.
- 1.8.1.10. Postdoctoral Research Associates are individuals with recently granted degrees of doctor of philosophy or medical doctor, or the equivalent. Postdoctoral Fellows may also be unpaid visitors.
- 1.9.1.1. "Librarian Rank" designates any of a series of ranks, comprising assistant librarian, associate librarian and librarian, in which faculty unit members assume responsibility for library programs or functions supporting instruction or research and serve on term contracts.

2. Rank Qualification for Employment and Promotion for Higher Education Institutions

The rank qualifications which are set forth below are minimums for consideration for employment and promotion. All reference to teaching or research experience in rank qualifications listed below shall mean full-time academic year appointments. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis. For the purposes of this Chapter, one year of full-time successful service with the Agricultural Cooperative Extension Service is equivalent to one year of successful college teaching or research experience.

3. Professorial Rank

- 3.1. Minimum Rank Qualifications
 - 3.1.1. Assistant Professor: (Nontenurable)

For faculty unit members who report for service on or before June 30, 2012, the minimum rank qualifications for the rank of assistant professor are:

- 3.1.1.1. Earned master's plus thirty (30) additional semester hours of graduate credit in fields related to assigned responsibilities and three (3) years of successful college teaching or research experience in appropriate fields (or appropriate equivalent experience); or
- 3.1.1.2. Earned doctorate or a post-graduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty members' discipline at the institution; and

- 3.1.1.3. Evidence of scholarship consistent with institutional standards implementing BOR Policy No. 4:38 for professorial ranks.
- 3.1.2. Assistant Professor: (Nontenurable)

For faculty unit—members who report for service on or after July 1, 2012, the minimum rank qualifications for the rank of assistant professor are:

- 3.1.2.1. Earned doctorate or a postgraduate degree, other than a doctorate, recognized by the Board as a permitted terminal degree for the faculty unit members' discipline at the institution;
- 3.1.2.2. Completion of all requirements for a doctoral degree except for the successful defense of the dissertation; provided that a person assigned the rank of assistant professor under this subsection pending completion of the dissertation, is not eligible for a tenure track appointment, may be offered a term contract at the rank for no more than two (2) successive years, and may not be reappointed at that rank if the doctoral degree has not been granted by the end of the second academic year; and
- 3.1.2.3. Evidence of scholarship consistent with institutional standards implementing Board Policy No. 4:38 for professorial ranks.
- 3.1.3. Associate Professor: (Tenurable)
 - 3.1.3.1. Either,
 - 3.1.3.1.1. Earned doctorate and six (6) years of successful tenure track or postdoctoral college teaching or research experience in appropriate fields (or appropriate equivalent experience); or
 - 3.1.3.1.2. A post-graduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty members' discipline, and six (6) years of successful tenure track or post-degree college teaching or research experience in appropriate fields (or appropriate equivalent experience).
 - 3.1.3.2. Evidence of external recognition for scholarly accomplishment consistent with institutional standards implementing Board Policy No. 4:38 for professorial ranks; and
 - 3.1.3.3. Tenure at the institution or, for persons appointed to the rank of associate professor at the time of hire, tenure at a prior institution.
- 3.1.4. Professor: (Tenurable)
 - 3.1.4.1. Either,
 - 3.1.4.1.1. Earned doctorate and ten (10) years of successful tenure track or postdoctoral college teaching or research experience in appropriate fields (or appropriate equivalent experience); or
 - 3.1.4.1.2. A post-graduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty members' discipline, and ten (10) years of successful tenure track or post-degree

college teaching or research experience in appropriate fields (or appropriate equivalent experience).

- 3.1.4.2. Evidence of external recognition for ongoing scholarly accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for professorial ranks; and
- 3.1.4.3. Tenure at the institution or, for persons appointed to the rank of professor at the time of hire, tenure at a prior institution.
- 3.2. Minimum Promotion Eligibility Criteria

In addition to the minimum rank qualifications for employment and promotion state in this section the minimum eligibility criteria for promotion in professorial rank shall be:

3.2.1. Assistant Professor to Associate Professor (Academic):

There are no time-in-rank or length-of-service requirements for promotion to the rank of associate professor; this rank is assigned upon the grant of tenure.

3.2.2. Associate Professor to Professor (Academic):

Five (5) years in rank <u>in at</u> the institution; tenure; high level of performance in the areas of responsibilities commensurate with promotion to the rank of professor.

All references to years in rank herein are to full-time academic year appointments or to their equivalents. Faculty unit members become eligible to apply for promotion during the year in which their length of service will meet the stated requirements. Faculty unit members serving in library positions on tenure or tenure track appointments who, on or before August 30, 2012, elect to retain professorial rank, will accrue years of service under the standard rules. Faculty unit members whose appointment is split between professorial and librarian ranks will accrue years of service in proportion to the percent of their appointment assigned to professorial duties.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for promotion; provided that prior service credit may not be requested in conjunction with an application for promotion. The grant of prior service credit for purposes of promotion will not thereby reduce the tenure track service requirements stated in § 14.2.

4. Research Ranks

- 4.1. Minimum Rank Qualifications
 - 4.1.1. Assistant Research Professor:
 - 4.1.1.1. An earned terminal degree.
 - 4.1.2. Associate Research Professor: (Eligible for continuing appointment)
 - 4.1.2.1. Earned terminal degree and six (6) years of successful research experience in appropriate fields (or appropriate equivalent experience); and

- 4.1.2.2. Evidence of external recognition for ongoing scholarly accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the professorial ranks.
- 4.1.3. Research Professor: (Eligible for continuing appointment)
 - 4.1.3.1. Earned terminal degree and ten (10) years of successful research experience in appropriate fields (or appropriate equivalent experience); and
 - 4.1.3.2. Evidence of external recognition for ongoing scholarly accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the professorial ranks; and
- 4.2. Minimum Promotion Eligibility Criteria
 - 4.2.1. Assistant Research to Associate Research Professor:

Four (4) years in rank <u>atin</u> the institution prior to going up for promotion; high level of performance in the areas of responsibilities commensurate with promotion to the rank of Associate Research Professor.

4.2.2. Associate Research Professor to Research Professor:

Five (5) years in rank <u>atin</u> the institution; high level of performance in the areas of responsibilities commensurate with promotion to the rank of Research Professor.

All reference to years in rank herein shall mean full-time academic year appointments, or their equivalents, for the regular faculty ranks and full calendar years, or their equivalents, for research ranks. Where part-time experience is to be recognized, it shall be recognized on a pro-rata basis.

In addition to the minimum promotion eligibility criteria set forth in this section, to be awarded promotion in rank, faculty members must meet institutional performance standards for persons holding the instructional rank sought. Applicants for promotion in research ranks must document research achievement and productivity comparable to the highest research standards observed nationwide.

5. Lecturer Rank

The rank qualifications which are set forth below are minimums for employment. All references to teaching experience in rank qualifications listed below are to full-time academic year appointments or to their equivalents. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis. For purposes of this article, one (1) year of full-time successful service with the Agricultural Cooperative Extension Service is equivalent to one (1) year of successful college teaching or research experience.

- 5.1. Minimum Rank Qualifications
 - 5.1.1. Instructor:

5.1.1.1. Earned master's; or other degrees or qualifications recognized under academic program or discipline accreditation standards.

5.1.1.2. Other degrees or qualifications recognized under academic program or discipline accreditation standards.

5.1.2. Lecturer:

Earned doctorate or <u>other graduate degree</u> a <u>postgraduate degree</u>, <u>other than a doctorate</u>, recognized by the Board as a permitted terminal degree for the faculty <u>unit</u> members' discipline at the institution; and

Evidence of ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the lecturer ranks.

5.1.3. Senior Lecturer:

Earned doctorate or <u>other graduate degree a postgraduate degree</u>, <u>other than a doctorate</u>, recognized by the Board as a permitted terminal degree for the faculty <u>unit</u> members' discipline at the institution and six (6) years of successful teaching at the university level; and

Evidence of for ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the lecturer ranks.

5.2. Minimum Promotion Eligibility Criteria

In addition to the minimum rank qualifications for employment stated in this subsection, the minimum eligibility criteria for change in rank will be:

5.2.1. Instructor to Lecturer:

Three (3) years in rank at the institution before submitting materials; performance of assigned responsibilities commensurate with expectations for lecturers.

5.2.2. Lecturer to Senior Lecturer:

Five (5) years in rank at the institution; performance of assigned responsibilities commensurate with expectations for senior lecturers.

All references to years in rank herein are to full-time academic year appointments or to their equivalents. Faculty unit members become eligible to apply for change in rank during the year in which their length of service will meet the stated requirements.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for change in rank; provided that prior service credit may not be requested in conjunction with an application for change in rank.

6. Librarian Rank

6.1. Minimum Rank Qualifications

The rank qualifications which are set forth below are minimums for employment. All references to teaching experience in rank qualifications listed below are to full-time

academic year appointments or to their equivalents. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis.

6.1.1. Assistant Librarian:

- 6.1.1.1. Master's degree in library or information science from a program accredited by the American Library Association; or
- 6.1.1.2. Other degrees or qualifications recognized under academic program or discipline accreditation standards.

6.1.2. Associate Librarian:

- 6.1.2.1. Master's, Specialist or Doctoral degrees in library or information science from a program accredited by the American Library Association.in addition to the master degree in library or information science;
- 6.1.2.1.6.1.2.2. Degree recognized by the Board as a permitted terminal degree for the faculty members' discipline at the institution;
- 6.1.2.2.6.1.2.3. Ten (10) years of experience as a professional librarian or three (3) years in rank as an Assistant Librarian at the institution; and
- 6.1.2.3.6.1.2.4. Evidence of external recognition for ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the librarian ranks.

6.1.3. Librarian:

- 6.1.3.1. Master's, specialist or doctoral degrees in addition to the master's degree in library or information science from a program accredited by the American Library Association;
- 6.1.3.2. Fifteen (15) years of experience as a professional librarian or five (5) years in rank as an associate librarian at the institution; and
- 6.1.3.3. Evidence of external recognition for ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the librarian ranks.

6.2. Minimum Promotion Eligibility Criteria

In addition to the minimum rank qualifications for employment in this subsection, the minimum eligibility criteria for change in rank will be:

- 6.2.1. Assistant Librarian to Associate Librarian:
 - Three (3) years in rank at the institution; performance of assigned responsibilities that meet or exceed expectations for associate librarians.
- 6.2.2. Associate Librarian to Librarian:
 - Five (5) years in rank at the institution; performance of assigned responsibilities that meet or exceed expectations for librarians.
 - All reference to years in rank herein are to full-time, twelve month appointments or to their equivalents. Faculty unit members become eligible to

apply for change in rank during the year in which their length of service will meet the stated requirements.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for change in rank; provided that prior service credit may not be requested in conjunction with an application for change in rank.

7. Professor of Practice Rank

The rank qualifications which are set forth below are minimums for employment. All references to teaching experience in rank qualifications listed below are to full-time academic year appointments or to their equivalents. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis. For purposes of this article, one (1) year of full-time successful service with the Agricultural Cooperative Extension Service is equivalent to one (1) year of successful college teaching or research experience.

7.1. Minimum Rank Qualifications

7.1.1. Assistant Professor of Practice:

Earned doctorate or other graduate degree recognized by the Board as a permitted terminal degree for the faculty member's discipline at the institution, or significant professional experience in the discipline that aligns with Higher Learning Commission guidelines for teaching at the undergraduate or graduate level.

7.1.2. Associate Professor of Practice:

Earned doctorate or other graduate degree recognized by the Board as a permitted terminal degree for the faculty member's discipline at the institution, or significant professional experience in the discipline that aligns with Higher Learning Commission guidelines for teaching at the undergraduate or graduate level.

7.1.3. Professor of Practice:

Earned doctorate or other graduate degree recognized by the Board as a permitted terminal degree for the faculty member's discipline at the institution, or significant professional experience in the discipline that aligns with Higher Learning Commission guidelines for teaching at the undergraduate or graduate level; and significant professional experience and accomplishments relevant to the field, including but not limited to senior positions in industry, government, or professional organizations, and awards and recognition received.

7.2. Minimum Promotion Eligibility Criteria

<u>In addition to the minimum rank qualifications for employment stated in this subsection,</u> the minimum eligibility criteria for change in rank will be:

7.2.1. Assistant Professor of Practice to Associate Professor of Practice:

Three (3) years in rank at the institution before submitting materials; performance of assigned responsibilities commensurate with expectations for Associate Professor of Practice.

7.2.2. Associate Professor of Practice to Professor of Practice:

Five (5) years in rank at the institution; performance of assigned responsibilities commensurate with expectations for Professor Practices.

All references to years in rank herein are to full-time academic year appointments or to their equivalents. Faculty members become eligible to apply for change in rank during the year in which their length of service will meet the stated requirements.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for change in rank; provided that prior service credit may not be requested in conjunction with an application for change in rank.

7.8. Exceptions

Upon the recommendation of the institutional President, the Board may grant exceptions to the minimum rank qualifications or the promotion eligibility criteria relating to the minimum number of years in rank atin the institution or both. The Board shall consider for promotion under this Section only those faculty members who, in the judgment of the Board, have demonstrated that their level of performance and/or professional qualifications are notably excellent and sufficient to offset the lack of a required degree or years in rank.

9. Use of Faculty Committee

The work and recommendations of promotion and tenure committees apply only to tenure-track faculty in the professorial ranks. The work and recommendations of promotion and continuing appointment review committees apply only to research faculty. Promotion and continuing appointment of faculty in lecturer, librarian, and professor of practice ranks is governed by administrative procedures established by each institution in compliance with Board policy.

8.10. Promotion and Tenure Committee Formulation

- The institutional promotion and tenure committee will consist of elected members of the faculty and members of the administration. The composition of the committee shall be: fifty percent (50%) faculty members; fifty percent (50%) administrative appointees. Each President shall determine the total number of members for the institutional promotion and tenure committee at each institution. and will notify the institutional COHE president no later than the date when faculty report for the start of the fall term of the number of members on the committee.
 - 8.1.1.10.1.1. The faculty unit representatives on the institutional promotion and tenure committee will be elected by the faculty as soon as practicable after the commencement of school activities in the fall. Membership terms will be for three (3) years.
 - 8.1.2.10.1.2. Vacancies shall be filled according to procedures established for the original appointment. Election procedures shall be determined by COHE and the election shall be conducted under its auspices. Only tenured faculty unit members will be eligible for election to the institutional promotion and tenure committee. Election procedures must provide all eligible faculty unit members whose names appeared on the list generated on February 15 and who are still employed at the

institution at the time of election, with equal opportunities to nominate candidates for committee membership, be nominated for committee membership, and to elect committee members, and they must provide all tenured faculty unit members whose names appeared on the list generated on February 15 and who are still employed at the institution at the time of the election with equal opportunities to be nominated for committee membership. Alternates should be selected in the same manner. Faculty members, who themselves are to be considered for promotion or tenure, are not eligible for membership on the promotion and tenure committee during the academic year in which their promotion or tenure is being considered.

- 8.2.10.2. Administrative appointeesors shall be appointed by the President.
- 8.3.10.3. There shall be, in addition to the institutional promotion and tenure committees at USD and SDSU, college or school promotion and tenure committees as the case may be. At all institutions, departments or other appropriate administrative units may petition the President for the creation of a promotion and tenure committee for the respective department or unit. If approved, the President shall determine the membership consistent with the ratio and constituency heretofore established for the institutional promotion and tenure committee.
- <u>8.4.10.4.</u> Each promotion and tenure committee shall be given institutional guidelines to be utilized in promotion and tenure recommendations.
- 8.5.10.5. The parties recognize that tThe integrity of the promotion and tenure review process requires not only that it be fair, but also that it be regarded as fair. Therefore, individual committee members will recuse themselves whenever their ability to make a disinterested judgment might reasonably be called into question.
- 8.6.10.6. Faculty unit members, who themselves are to be considered for promotion or tenure, are not eligible for membership on the promotion and tenure committee during the academic year in which their promotion or tenure is being considered. If such a faculty unit member is denied promotion or tenure, the individual's term on the committee will be deemed to have expired. Faculty unit members who have been denied promotion may serve on the promotion and tenure committee if elected in an election held no sooner than one (1) academic year following the year in which the denial occurred.
- 8.7.10.7. Colleges, school, departments or other appropriate administrative units that have sufficient numbers of tenured faculty to form a committee may petition the president for the creation of a promotion and tenure committee for the respective college, school, department or unit. If approved, the president will determine the membership consistent with the ratio and constituency heretofore established for the institutional promotion and tenure committee. Tenured faculty unit-members will be elected to college or school, department or other appropriate administrative unit promotion and tenure committees using the same procedures used to elect tenured faculty unit-members to the institutional promotion and tenure committee. Faculty unit-members within the appropriate unit will participate in the election procedures

8.8.10.8. The promotion and tenure committees shall make their recommendations to the administrator of the applicable department or appropriate unit. Administrators shall consider the recommendations of their departmental or unit promotion and tenure committee in formulating their recommendations to the next level of the process.

9.11. Procedures for Promotion Recommendations

Faculty members who wish to be considered for promotion shall submit a 9.1.11.1. completed notification and application for promotion, together with supporting documents, to their immediate supervisor on such date as may be specified under institutional promotion and tenure procedures. Institutional deadlines for such notification should occur -or, in the absence of such institutional procedures, no later than October 5. Such notification and application shall allow the promotion and tenure committee's access to the faculty member's personnel file and individualized professional development plans. The application will include documentation to establish performance commensurate with the award of the professorial rank sought as required under Board Policy No. 4:11(4) or, for faculty unit members not assigned the rank of Associate Professor when first awarded a tenure track contract, to establish performance commensurate with the award of tenure as required under Board Policy No. 4:10(3). It is the responsibility of the faculty member to prepare documentation appropriate for use by the promotion and tenure committees and appropriate administrators in judging the faculty member's qualification for promotion. This documentation must accompany the request to the immediate supervisor for consideration. This documentation and the recommendations of the faculty member's supervisordepartment head (and of the departmental promotion and tenure committee, if any) shall be forwarded by the supervisordepartment head to the administrator responsible for the process at the college/school level or institutional level, whichever is applicable, no later than a date to be set by the Board. Each institution may stipulate certain desired elements or format for the documentation, which shall be made available to faculty members in written form. This documentation must accompany the request to the immediate supervisor for consideration. The immediate supervisor, and any other administrators, including the president, who review the file in order to make independent recommendations, may supplement the material assembled by the faculty with information obtained from other sources, and they may base their recommendations upon such additional information, provided that such additional information is included in the file together with the materials assembled by the faculty member. documentation and the recommendations of the <u>faculty member's supervisordepartment</u> head (and of the departmental promotion and tenure committee, if any) will be forwarded by the supervisordepartment head to the administrator responsible for the process at the college/school level or institutional level according to institutional timelines., whichever is applicable, no later than November 5.

9.2.11.2. If the institution has college or school promotion and tenure committees, the recommendations of the appropriate administrator (and of the college or school promotion and tenure committees) will be forwarded by that administrator, with the supporting documentation, to the President according to institutional timelines. or designee no later than December 1 for consideration by the institutional promotion and tenure committee.

- 9.3.11.3. The institutional promotion and tenure committee will review all materials and may consult with applicable college, school, or departmental promotion and tenure committees, and in addition, may consult with the faculty member or other individuals as it deems appropriate. After such consultation, the institutional promotion and tenure committee will add its recommendation and forward all information to the president according to institutional timelines.no later than January 20 of each academic year. The working papers and files of the promotion and tenure committee(s) will remain confidential; except that, subsequent to the Board's final determination, the president will have the written recommendations of administrators with supervisory responsibility for the faculty member placed in the faculty member's personnel file, together with any additional materials that they may have secured to assist in formulating their opinions.
- 9.4.11.4. If an outside recommendation is sought, the administrator or committee requesting the recommendation will provide the outside party a copy of the department/institutional standards used in the promotion review and clearly articulate that the review is to address the contributions the individual has made to the discipline and/or the impact the individual's work has had on advancing the discipline.
- At the request of the faculty member, the recommendation of the institutional promotion and tenure committee will accompany the institutional recommendation to the Board. The faculty member will be notified according to institutional timelinesno later than April 1 of the year in which the faculty member is being considered for promotion, of whether the president will recommend promotion to the Board. Such notice will indicate the institutional promotion and tenure committee's recommendation. If the president intends to recommend that promotion be denied, the president will, upon receipt prior to April 15 of a written request, within fifteen (15) working days of the request provide reasons in writing for the decision. If the President intends to recommend that promotion be denied, the faculty member may request the President provide reasons for the recommendation provided the faculty member makes a written request by April 15. If the faculty member makes such a request, the President shall respond in writing within fifteen (15) working days.
- 9.5.11.6. The reasons given shall be substantive in nature and shall transcend the mere fact of the recommendations by the committees by including the opinions of the president from the information available to him/her. -The faculty member may file a written request for reconsideration according to institutional timelineswithin ten (10) working days of after receipt of the president's reasons for denial of promotion. The request should specify the grounds and considerations that the faculty member believes warrant a different result. The president, after reviewing the request, shall notify the faculty member in writing according to institutional timelines, within ten (10) working days, of the final institutional recommendation to be forwarded to the Board and of its basis. The rights to obtain reasons and to request reconsideration shall not expand the rights and limitations under BOR Policy 4:7.(8).
- 9.6.11.7. Faculty members appointed to tenure track appointments who have not been promoted to the rank of associate professor must apply for such promotion at the beginning of their sixth year of tenure track service. Faculty members who complete

their sixth year of tenure track service without being granted promotion to the rank of associate professor will be offered a single term contract for the following academic year. This term contract is not subject to renewal, and the faculty member will be ineligible for reappointment after it expires.

- 9.7.11.8. No promotions shall be granted unless funds exist to provide for an increase in salary, and an increase in salary is given.
- 9.8.11.9. When reviewing applications for tenure, administrators and promotion and tenure committees shall consider the progress towards meeting the objectives of professional development plans required for § C (3), above, and they shall heed evidence that the faculty unit member is effectively pursuing approved objectives, but they shall exercise independent judgment as to the quality of results achieved by the faculty unit member.

When assessing the quality of performance, administrators and committee members shall be guided by the principles stated in Board Policy No. 4:38 as complemented by institutional policy statements.

11.10. Each institution shall develop their own timelines and procedures for rank and promotion recommendations. Institutional deadlines shall comply with system deadlines stated within these policies.

10.12. Procedure for Awarding Promotion in Research Ranks

- 10.1.12.1. The institution's chief research officer shall establish a promotion and continuing appointment review committee. Until such time as twelve or more research faculty members have been appointed to continuing appointments, the promotion review committee membership shall comprise the chief research officers of other system institutions that host research centers, together with two additional representatives from the institution, designated by the institutional president.
- 10.2.12.2. Research faculty members who wish to be considered for promotion will notify their immediate supervisor in writing on such date as may be specified under institutional promotion and tenure procedures as established by each institution. Institutional deadlines for such notification should occur no later than October 5...or, in the absence of such institutional procedures, no later than October 5... Such notification will allow the continuing appointment review committee access to the faculty member's personnel file. It is the responsibility of the research faculty member to prepare, assemble and submit on such date as may be specified under institutional promotion and tenure procedures_or, in the absence of such institutional procedures, no later than October 5 all favorable documentation which is appropriate and upon which the faculty member relies for favorable action. Each institution may stipulate certain desired elements or format for the documentation, which shall be made available to research faculty members in written form. This documentation must accompany the request to the immediate supervisor for consideration.
- 10.3.12.3. The promotion review committee shall review the qualifications of each applicant for a promotion to determine whether the applicant has satisfied the provisions of Section 4:11(4). To assist in the evaluation of performance, the promotion review committee may solicit outside reviews. The promotion review committee shall deliver

its recommendation to the institution's chief research officer and Vice President for Academic Affairs no later than December 15, and the research officer and Vice President for Academic Affairs will forward that recommendation, together with such additional comments as they may deem appropriate, to the institutional <u>president according to institutional timelines</u>. <u>president by January 15</u>. The work product of the promotion review committee shall remain confidential.

- 10.4.12.4. The applicant shall be notified, not later than March 1 of the year in which the research faculty member is being considered for tenure, of what the institutional president shall recommend to the Board regarding the faculty member's tenure status. Such notice shall indicate the promotion review committee's recommendation. If the institutional president intends to recommend that the promotion be denied, the institutional president shall, upon request, within fifteen (15) working days of the request, provide reasons in writing for the decision. If the President intends to recommend that promotion be denied, the faculty member may request the President provide reasons for the recommendation provided the faculty member makes a written request by April 15. If the faculty member makes such a request, the President shall respond in writing within fifteen (15) working days.
- 10.5.12.5. The institutional president shall make a recommendation to the Board not later than April 1. This recommendation shall be based upon the provisions of Section 4:11(4), as well as upon the other provisions and requirements of this Chapter and upon an assessment of the candidate's past contributions and promise of future contributions to the goals and missions of the research center program.
- <u>12.6.</u> The final decision whether to grant a promotion to any applicant shall remain exclusively with the Board.
- 12.7. Each institution shall develop their own timelines and procedures for rank and promotion recommendations for research ranks. Institutional deadlines shall comply with system deadlines stated within these policies.

13. Promotion or Change in Rank Increment

A faculty member who is promoted or granted a change in rank will receive an increment based on the faculty member's current academic year base salary. If the faculty member's next academic year contract is for a different percentage of time or number of months than was in effect in the current academic year, the current academic year base salary will be adjusted to reflect such changes prior to the application of the following schedule of increments:

PROFESSORIAL RANKS:

Assistant Professor to Associate Professor: 8%

Associate Professor to Professor: 10%

LECTURER RANKS:

Instructor to Lecturer: 4%

<u>Lecturer to Senior Lecturer: 6%</u>

LIBRARIAN RANKS:

Assistant Librarian to Associate Librarian: 8%

Associate Librarian to Librarian: 10%

PROFESSOR OF PRACTICE RANKS:

Assistant Professor of Practice to Associate Professor of Practice: 4%

Associate Professor of Practice to Professor Practice: 6%

FORMS / APPENDICIES

None

SOURCE:

BOR August 1979; BOR June 1987; BOR June 1993; BOR May 2002; BOR August 2004; BOR August 2008; BOR April 2009; BOR December 2010; BOR August 2017.

Academic and Student Affairs

AGENDA ITEM: 5 – A (3) DATE: June 24, 2020

SUBJECT

Revisions to BOR Policy 4:13 – Faculty Evaluations (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 4:13 – Faculty Evaluations COHE Agreement

BACKGROUND / DISCUSSION

As a result of the elimination of collective bargaining after the passage of <u>Senate Bill 147</u> during the 2020 Legislative Session, BOR Policy 4:13 is being revised to reflect changes needed once the university faculty collective bargaining agreement with the Council of Higher Education expires at the end of June.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed revisions to BOR Policy 4:13

DRAFT MOTION 20200624 5-A(3):

I move to approve the first reading of the proposed revisions to BOR Policy 4:13, as presented in Attachment I.

Policy Manual

SUBJECT: Faculty and Research Faculty Evaluation

NUMBER: 4:11

A. PURPOSE

To promote positive communication between faculty and administration; increase awareness of institutional program objectives and needs; provide information for decisions on professional training, staff improvement programs and those conditions which promote quality performance; provide basic information for personnel decisions such as discipline, contract renewal, salary and pay matters, tenure, and promotion; and assess faculty member performance relative to institution standards implementing Board Policy 4:38.

B. DEFINITIONS

1. Faculty: For purpose of this policy, the term "faculty" includes both faculty and research faculty ranks unless the context explicitly differentiates between the ranks.

C. POLICY

2.1. Performance Evaluations

- 2.1.1.1. Performance evaluations will be conducted in accordance with the following guidelines:
- 2.2.1.2. All faculty members will receive a performance evaluation and a review on an annual basis. These will be conducted by the faculty member's immediate supervisor, and will include the results of student evaluations when the responsibilities of the faculty member include teaching. In those instances involving faculty members who hold dual appointments to the instructional and research faculty, primary responsibility for the evaluation will reside with the research supervisor, who shall consult with the instructional supervisor in matters relating to the individual's teaching and service responsibilities.
- 2.3.1.3. The administration of each public university shall develop a process for faculty evaluations. Institutional administrations are responsible for implementation of the procedure and the evaluation process and for the development and revision of standards implementing Board Policy No. 4:38. The administration of each institution will provide a written form for use in the annual performance evaluation of faculty. Institutions must issue current institutional standards to faculty no later than August 1. Upon request to the supervisor, a faculty member will receive in writing the guidelines and performance expectations intended to be used for the performance evaluation. Institutions must complete faculty performance evaluations by March 15.

- 2.3.1.1.3.1. The evaluation form will include an assessment of the faculty member's performance in the areas of teaching, research and scholarship, and service.
- 2.3.2.1.3.2. The evaluation form will include an assessment of the research faculty member's original contributions to research, contribution to the effective work of any research teams to which the research faculty member has been assigned, grant awards, contracts received, intellectual properties issued or other measures of research accomplishment.
- 2.4.1.4. Upon completion of the performance evaluation, the supervisor will discuss the results with the faculty member. If deficiencies in performance are identified by the supervisor, an improvement plan which will provide for guidance by the administration to remedy deficiencies relating to the performance of assigned duties may be developed by the administration. No improvement plan will be implemented until the immediate supervisor has held a meeting with the faculty member to discuss the plan and until such constructive plan has been submitted and approved by the institutional president. If the faculty member disagrees with any aspect of the improvement plan, the faculty member will have the right to respond in writing to the areas of disagreement within ten working days of the meeting. All such written objections and comments of the faculty member will be attached to the evaluation and to any improvement plan that may be developed. If the faculty member fails to correct the serious deficiencies identified in the improvement plan, that faculty member may be subject to termination for cause.
- 2.5.1.5. The vice president for academic affairs will review the completed evaluation and make appropriate recommendations comments to the president about contract renewal, augmentation monies, promotion, or tenure, or performance. Copies of any recommendations comments made by the vice president for academic affairs will be sent to the faculty member before the vice president for academic affairs forwards them to the president. The faculty member may submit a response within the five (5) working days which will be attached to the evaluation, before it is forwarded to the president.
- 2.6.1.6. The evaluation of research faculty will involve institutional and system officials
 - 2.6.1,1.6.1. The chief research officer will review the completed evaluation of research faculty and make appropriate comments about contract renewal, augmentation monies, promotion, or tenure, or performance before the evaluation is forwarded to the vice president for academic affairs. Copies of any comments made by the chief research officer will be sent to the faculty member before the chief research officer forwards them to the vice president. The faculty member may submit a response within the five working days which will be attached to the evaluation before it is forwarded to the vice president.
 - 2.6.2.1.6.2. The vice president for academic affairs will review the completed evaluation, comments by the chief research officer and any responses of the system officials and make appropriate comments to the president. Copies of any comments made by the vice president for academic affairs will be sent to the faculty member before the vice president forwards them to the president. The faculty member may

- submit a response within the five working days which will be attached to the evaluation before it is forwarded to the system vice president for research.
- 2.6.3. The system vice president for research will review the completed evaluation, any additional comments and responses and make appropriate comments before the evaluation is submitted to the institutional president. Copies of any comments made by the system vice president for research will be sent to the faculty member before the system vice president for research forwards them to the institutional president. The faculty member may submit a response within the five working days which will be attached to the evaluation before it is forwarded to the president.
- 2.7.1.7. The completed performance evaluation will be in written form and signed by the evaluator(s) with a copy furnished to the faculty member. The faculty member will have ten working days within which to respond in writing to the performance evaluation. All such responses will be attached to the completed performance evaluation and placed with the evaluation in the faculty member's personnel file.
- 1.8. In addition to the formal evaluations provided for under this article, the respective institutional agreement management committees may provide for informal evaluations that serve to encourage and support faculty member experimentation with new instructional techniques.

3.2.Self-Evaluation Document Limits

2.1. Self-evaluation forms submitted by the faculty member shall not exceed forty (40) pages and may include appendices that shall not exceed an additional sixty (60) pages, for a total maximum limit of one-hundred (100) pages. Institutions may establish lower maximum page limits but may not exceed the limits stated in this policy. Any pages submitted that exceed the page limits shall not be reviewed and shall not be part of the performance evaluation.

3. Student Opinion Surveys

- 3.1. Student opinion surveys will be used as part of the evaluation of faculty members with teaching responsibilities. The term "student opinion surveys" indicates the specific survey instrument selected by the Board and administered by the institutions to students enrolled in a course. The Board will select, or develop, a student opinion survey instrument whose validity and reliability have been, or may be, established to a level of nationally accepted confidence.
- 3.2. If student opinion surveys indicate serious deficiencies in a faculty member's performance, the faculty member's supervisor may meet with the faculty member and prescribe corrective action. This may include classroom observations at the discretion of the administration or if requested by the faculty member, review of instructional design and materials, and other relevant methods. Faculty members may supplement student opinion surveys with additional relevant information documenting the achievement of student learning outcomes.
- 3.3. Student opinion surveys will not be used as the sole criterion for personnel actions.
- 3.4. Confidentiality and security will be maintained for all student opinion survey data.

FORMS / APPENDICES:

None

SOURCE:

Current Policy Manual 5.2.7; 5.2.8; BOR, August 2004; BOR April 2009.

Academic and Student Affairs

AGENDA ITEM: 5 – A (4) DATE: June 24, 2020

SUBJECT

Revisions to BOR Policy 4:38 – Statement Concerning Faculty Expectations (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 4:38</u> – Statement Concerning Faculty Expectations COHE Agreement

BACKGROUND / DISCUSSION

As a result of the elimination of collective bargaining after the passage of <u>Senate Bill 147</u> during the 2020 Legislative Session, BOR Policy 4:38 is being revised to reflect changes needed once the university faculty collective bargaining agreement with the Council of Higher Education expires at the end of June.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed revisions to BOR Policy 4:38

DRAFT MOTION 20200624 5-A(4):

I move to approve the first reading of the proposed revisions to BOR Policy 4:38, as presented in Attachment I.

Policy Manual

SUBJECT: Statement Concerning Faculty Expectations

NUMBER: 4:38

A. PURPOSE

The purpose of this policy is to describe the Board's expectations for faculty in performing their work duties.

B. DEFINITIONS

None

C. POLICY

1. Faculty Activities and Performance Expectations

All faculty members will be significantly active in the broad areas of teaching, scholarship, and service as assigned by their institution. Within each area of professional responsibility, faculty members will be expected to achieve levels of service that are consistent with national standards for excellence. The quantitative expectations for activity in each area depend broadly on the mission of the university, the faculty unit member's discipline and its role within the university, and on specific past and present role assignments of individual faculty responsibility. Given the relationship between the expectations for individual activity and the mission of a person's university, department, discipline, and assignments, a variety of activities may warrant recognition in each area.

Although institutions inform faculty members of the activities to be reviewed when evaluating performance, the assessment of faculty performance cannot be reduced to a mere inventory of activities by kind and quantity. The institution shall evaluate not merely the kind and quantity of actions, but also the quality of the results achieved or services provided.

Quality of performance in teaching, advising, research, scholarship and creative activity and service is to be distinguished from quantity and not equated. For example, advising a large number of students does not speak to how well students are advised. Similarly, publishing several articles does not speak to the quality of the publications. Consequently, there must be evidence of quality performance in addition to the breadth and intensity of participation in workload activities and contribution to the profession. Furthermore, performance indicators are not intended to be used as a checklist in which faculty check off various indicators after completing a task or activity. In the absence of quality, the mere number of performance indicators met or exceeded does not insure the grant of promotion, tenure or performance-based salary increases. If a faculty member or department head is

not sure how to assess the quality of performance, several indicators that could be considered (in no particular order):

- What evidence is there of student learning?
- Does the faculty member employ acceptable and valid research, theory, teaching, and advising methods?
- Does the work reflect increasing professional competence?
- Does the profession, through its periodicals and other information outlets, recognize the merit of the work?
- Is the work valued by other reputable professionals, as evidenced by favorable citation or adoption of the work or its derivatives?
- Do the faculty member's colleagues or public recognize the quality and impact of the faculty member's service?

2. Workload Policies

The Board recognizes the value of policies that communicate workload expectations for faculty. Each institution shall establish workload policies in consultation with their faculty. Workload policies shall acknowledge workload expectations relating to credit hours, contact hours, preparation, clinical work, instructional methods, research, service and other factors deemed appropriate. Institutional workload policies shall include expectations for all faculty classifications (e.g., professors, librarians, instructors, lecturers, professors of practice). Institutional workload policies shall include consideration of national standards, institutional standards and priorities, and benefits to the state of South Dakota.

Faculty members will be expected to undertake an effort equivalent to that needed to deliver thirty (30) credit hours of undergraduate instruction per academic year. Ordinarily each credit hour corresponds to approximately three (3) hours of effort per week. The administration reserves the prerogative to make other assignments in exceptional circumstances as approved by the institutional president. To teach graduate courses, unit faculty must meet institutional requirements and be approved as graduate faculty.

2.3. Institutional Selection of Activities

- **2.1.3.1.** The universities have substantial autonomy to select and determine the relative importance of various activities in the areas of teaching, scholarship and creative activity and service. Faculty unit members have a legitimate interest in knowing which professional activities are to be recognized and their university's determinations of the relative importance of the recognized activities. To that end:
 - Each university shall select the teaching, scholarship, and service activities, consistent with those activities and principles identified herein, that are to be recognized in the evaluation and promotion processes;
 - Each university shall determine the relative importance of the three areas of
 professional activity and the relative importance of selected activities within each
 category;

- The university's selections shall be consistent with the mission and programs of the university as approved by the Board;
- The selection of activities and the relative importance of the activities may vary within a university, and across the system;
- After selecting activities and determining their relative importance, each university shall adopt standards that describe the facts and circumstances that will be considered when evaluating the range of individual faculty member activities and the quality of effort that faculty members achieve;
- The university's selections shall be consistent with the guarantee of academic freedom as provided to faculty unit members in Board Policy 1:11 Article XIV;
- The university's selection of activities and determinations of relative importance shall be disclosed in writing to each faculty unit member. as soon as possible, but not later than the end of May 2005.
- 3.2. Each institution has discretion in determining the responsibilities of faculty in all ranks. This includes participation in curriculum review, academic programming operations, advising, and other factors. Faculty in non-professorial ranks assigned shared-governance and service responsibilities shall have adequate experience and qualifications as determined by the institution.
- 3.3. It The parties recognize that it may be necessary from time to time to review and to revise institutional priorities. It is expected that the modification of institutional statements shall not result in the change in expectations of a faculty unit member during the then-current annual evaluation cycle.

4. Agreement to Recognize Other Activities

As provided in Article XI, fFaculty unit members and their department heads may agree that other specific activities shall be considered teaching, scholarship, or service contributions and that significant performance will be recognized, provided that such specified activities are consistent with the university's mission, the faculty member's specific assignment as agreed to by the faculty unit member and the department head, and approved by the institution's chief academic officer, and the policy goals stated in this appendix and university statements implementing them. Provision for agreement to recognize other activities is intended to permit the modification of institutional statements only where warranted by unique circumstances.

An activity that is not clearly included in the institutional statement of recognized activities or an approved individual agreement must be justified in terms of the mission of the university, the role or mission of the faculty unit member's department or discipline or the faculty unit member's specific assignment as determined pursuant to Article XI. The faculty unit member shall be responsible for providing such justification.

5. Civility in Working with Colleagues, Staff Members, Students and Others

Universities play a special role in preparing students to lead the complex social organizations through which businesses and professions operate and through which free people govern themselves. Students must be taught, and they must be shown through the example given by

institutional employees, that members of stable, effective and prosperous social organizations observe norms of conduct under which all participants treat one another civilly and carry out their respective tasks in a constructive and informed manner. Complex social organizations derive their strength from the cooperation of those who participate in them. By virtue of their special role in preparing future generations of leaders, universities have a particular concern with conduct that destroys the bonds of cooperation and common purpose on which society rests by demeaning members of the community, and such conduct cannot be tolerated in an institution whose very purpose is to shape the skills and conscience of the rising generations.

Faculty members are responsible for discharging their instructional, scholarly and service duties civilly, constructively and in an informed manner. They must treat their colleagues, staff, students and visitors with respect, and they must comport themselves at all times, even when expressing disagreement or when engaging in pedagogical exercises, in ways that will preserve and strengthen the willingness to cooperate and to give or to accept instruction, guidance or assistance.

6. Teaching, Scholarship, and Service Activities

2.2.6.1. Teaching

A fundamental mission of a university is to provide opportunities for learning and academic achievement. Related to this mission is the professional evaluation of student achievement according to standards of the discipline and university. In order to meet expectations in teaching, all faculty members must achieve a minimum standard of basic performance. Faculty members are expected to:

- Demonstrate competence in teaching and in evaluation of student performance;
- Offer consistently challenging and current courses that afford students opportunities to learn the information, methods of inquiry, and professional skills identified in the course descriptions and relevant departmental or program mission statements:
- Develop and implement plans to review the effectiveness of pedagogical techniques on a regular basis as measured by student learning, and make adjustments in technique in response to such reviews where necessary;
- Instruct and evaluate at levels meeting or exceeding university standards for the discipline;
- Incorporate scholarly activities or findings into their teaching on a regular basis;
- Make available opportunities for students to learn of the primary sources of information associated with the area of study;
- Provide students with information about course objectives, content, activities, and performance expectations;
- Be regularly available for out-of-class consultation with students;
- Review and revise periodically course content, classroom activities, out-of-class assignments, and evaluation procedures to be consistent with national expectations concerning content and quality;

- Require all students engaged in course activities to make active use of advanced technological resources employed by professional practitioners in the discipline, including information processing and communications technologies, to the extent that such technological resources are available to the employing institution and appropriate to the course level;
- Participate actively in university efforts to implement assessment policies and procedures;
- Be conscientious in advising students assigned to them with respect to the requirements of academic programs and the selection of electives consistent with the students' goals (the student's responsibility for degree and program requirements is understood); and
- Adhere to the university's standards and procedures for ensuring academic integrity.

Teaching includes the following or similar activities, the recognition and importance of which will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty member's assignment:

- Teaching undergraduate courses;
- Advising undergraduate students;
- Teaching graduate courses;
- Advising graduate students;
- Developing and teaching new undergraduate courses;
- Developing and teaching new graduate courses;
- Developing, supervising, and evaluating internships;
- Teaching courses in the honors program;
- Teaching continuing education courses for academic credit;
- Teaching continuing education unit courses;
- Conducting noncredit workshops, institutes, and seminars on campus;
- Conducting noncredit workshops, institutes, and seminars off-campus;
- Teaching televised courses;
- Guiding and evaluating undergraduate individual study;
- Guiding and evaluating undergraduate project papers;
- Guiding and evaluating graduate project papers;
- Guiding and evaluating theses;
- Guiding and evaluating dissertations;

- Serving on graduate committees;
- Experimenting with instructional methods and techniques;
- Developing assessment policies and procedures;
- Preparing proposals for curricular change; and
- Sponsoring field trips that provide meaningful learning experiences for students.

2.3.6.2. Scholarship and Creative Activity

The mission of a university requires of each faculty member a serious commitment to scholarship. Scholarship, broadly defined, is a prerequisite for competent and current teaching, contributes to the expansion of knowledge and the development of the arts, and enhances the services provided to the public. Each faculty member is expected to continue learning in his or her discipline through appropriate journals and books and to participate in the discipline's professional deliberation.

The product of scholarly activity may take a variety of forms, but it cannot be only for the classroom or take place only in the classroom; it must involve the presentation of one's ideas and works to one's professional peers or the learned public for debate and judgment. Such presentations may occur in a variety of settings reflective of the professional practices of each discipline, but to be worthy of recognition it is expected at a minimum that the presentation be subject to peer review or comparable professional scrutiny and that it be made in a forum appropriate for gaining extramural recognition for ongoing scholarly accomplishment and leadership.

The recognition and importance of the different forms and presentations of scholarship will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty member's assignment. Thus, although scholarship and creative activity includes the following and similar activities, not all of these need be recognized or judged to be important or sufficient for each faculty member:

- Publication of the results of research, scholarship, and creative endeavor in peer reviewed scholarly journals and books, textbooks, chapters in professional books, abstracts, book reviews or other peer reviewed for in print or other media;
- Publication of peer reviewed poems, novels, plays, musical compositions or other creative works in print or other media;
- Exhibition of works of art;
- Musical performance;
- Delivery of invited lectures, papers, speeches, or presentations at other universities, professional meetings, conventions, and conferences;
- Creative application of existing technologies;
- Patents on inventions;
- Application for patents;

- Application for research or development grants;
- National recognition as an expert in a field related to the faculty member's professional responsibilities;
- Contribution as a co-author or co-presenter of one's own research results to joint research projects involving other professionals;
- Participation as an expert reviewer on government or private research grant review panels or site visits, participation in accreditation reviews and comparable professional activity.

2.4.6.3. Service

Scholars have special insights and abilities to contribute to the deliberative processes through which universities, professions and society as a whole respond to their changing circumstances. The public support for the universities gives rise to significant service responsibilities to the state and society. By tradition, the professorate has contributed to meeting such expectations of public service and has assisted in the governance and operation of universities and of professional groups.

There are three aspects of service:

- Service to the department, college or school, or institution;
- Service to the profession or discipline; and
- Service to the community, state, region, nation, or international community.

A variety of activities are classified as service. The needs of the institution and the expertise of faculty members may require that faculty members concentrate efforts in certain service areas to the exclusion of activity in other service areas.

The recognition and importance of the different forms of service will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty member's assignment. Thus, although service includes the following and similar activities, not all of these need be recognized or judged to be important or sufficient for each faculty member.

6.3.1 Service to the Institution

All faculty members are expected to be willing to participate in the academic governance of their universities, to contribute to the work of departmental committees or task forces, and to participate in searches for new members for the department. Service to the institution also includes the following or similar activities:

- Significant work for departmental, school, college and university committees;
- Service on the academic senate and its committees;
- significant responsibilities relating to the academic or support services of the university community;

- Contributions to the development of library or other learning resources;
- institutional studies or reports such as those required by accrediting organizations;
- Coordination, advisement and supervision of student organizations or student activities; and
- Participation in institutionally-sponsored student support activities.

6.3.2 Service to the Discipline or Profession

Service to the discipline or profession includes the ranges of activities through which members of the learned professions sustain organizations that advance their disciplines or professions. These include, by way of illustration and without limitations, the following or similar activities:

- Significant contributions as an officer of local, regional, national, or international professional associations;
- Participation in meetings, conferences and conventions of professional associations;
- Editing professional journals;
- Evaluating manuscripts that have been submitted to a journal;
- Reviewing proposals for textbooks in one's field of specialization for publishers;
- Serving as an organizer or session chairperson of a meeting of a local, regional, national, or international professional association;
- Supporting special projects, including academic institutes or workshops.

6.3.3 Service to the Community, State, Region, Nation and World

The mission statements adopted by the Board of Regents direct each university to perform public service. Significant faculty activity that contributes to the institution's performance of its service mission will encompass activities undertaken on behalf of the university, employing the skills and knowledge that faculty members have acquired through the exercise of the—their respective disciplines or otherwise involving exercise of independent professional judgment. These include, by way of illustration and without limitation, the following or similar activities:

- Discipline-related service to the community, state, region, nation or international community;
- Institutes, short courses, seminars, and workshops related to the faculty member's discipline;
- Consultation related to the faculty member's discipline;
- Service as the designated representative of the university;

- Professional practice involving the exercise of independent professional judgment;
- Participation as an expert reviewer on government or private research grant review panels or site visits, participation in accreditation reviews and comparable professional activity.

FORMS / APPENDICES:

None

SOURCE:

BOR, December 2002; BOR, March 2006; BOR August 2008; BOR December 2010.

Academic and Student Affairs

AGENDA ITEM: 5 – B DATE: June 24, 2020

SUBJECT

Title IX Regulation Changes & Draft Board Policy

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 3:4 BOR Policy 1:18

BACKGROUND / DISCUSSION

On May 6, 2020, the Department of Education issued the long awaited <u>final</u> Title IX rules, which are set to go into effect on August 14, 2020. The key provisions of the new regulations include:

- Defines sexual harassment to include sexual assault, dating violence, domestic violence, and stalking, as unlawful discrimination on the basis of sex;
- Limits the jurisdiction over Title IX matters to those incidents occurring on institutional property or on property owned or controlled by a student organization that is officially recognized by the institution or connected with an education program or activity of the institution:
- Provides a consistent, legally sound framework on which survivors, the accused, and schools can rely;
- Requires schools to offer clear, accessible options for any person to report sexual harassment;
- Empowers survivors to make decisions about how a school responds to incidents of sexual harassment;
- Requires the school to offer survivors supportive measures, such as class or dorm reassignments or no-contact orders;
- Holds colleges responsible for off-campus sexual harassment at houses owned or under the control of school-sanctioned fraternities and sororities;
- Restores fairness on college and university campuses by upholding all students' right to written notice of allegations, the right to an advisor, and the right to submit, cross-examine, and challenge evidence at a live hearing;
- Shields survivors from having to come face-to-face with the accused during a hearing and from answering questions posed personally by the accused;
- Requires schools to select one of two standards of evidence, the preponderance of the evidence standard or the clear and convincing evidence standard and to apply the

DRAFT MOTION 20200624 5-B:

I move to approve the first reading of the new Sexual Harassment policy set forth in Attachment I.

Title IX Regulations & Policy April 24, 2020 Page 2 of 3

selected standard evenly to proceedings for all students and employees, including faculty;

- Provides "rape shield" protections and ensures survivors are not required to divulge any medical, psychological, or similar privileged records;
- Requires schools to offer an equal right of appeal for both parties to a Title IX proceeding;
- Gives schools flexibility to use technology to conduct Title IX investigations and hearings remotely; and
- Protects students and faculty by prohibiting schools from using Title IX in a manner that deprives students and faculty of rights guaranteed by the First Amendment.

A summary of the major provisions of the rules can be found <u>here</u>. Additionally, the following <u>link</u> includes a comparison of the changes from the Notice of Proposed Rulemaking to the final rules.

The final rules require an abundance of changes to BOR Policy, the most notable of which are revisions to the Title IX procedures currently covered by BOR Policies 3:4 and 1:18. Given the magnitude of the changes, adjusting the framework within the existing policies would prove problematic given the inter-related nature of the relevant policies with other content, which is subject to differing processes. Consequently, the rough policy draft set forth in Attachment I represents a standalone policy that would be applicable to all sexual harassment matters. Once the substance of that policy is solidified, the ancillary policy adjustments will be addressed accordingly, with the final package coming back to the Board for final approval in August.

Given the extensive commentary and discussion released with the new rules (over 2000 pages), the policy draft in Attachment I remains very much a work in progress. Campus constituencies will be engaged between the June meeting and the August meeting, with additional revisions anticipated to fine tune the operational aspects of the policy and the level of detail necessary for effective campus implementation. While much of the current policy text encompasses explicit requirements stemming from the new rules, there are a couple of exceptions worth noting.

- 1. Standard of Evidence. The new rules do not mandate the standard of evidence applicable, but rather require the campus to select either the preponderance of the evidence or clear and convincing evidence standard, which then must be applied evenly to all proceedings for students and employees. Our current standard is preponderance of evidence, which is used across the spectrum for all administrative matters applicable to students and employees within the Board's purview. Given the foregoing, the recommendation is to maintain the preponderance of the evidence standard moving forward.
- 2. Hearing Requirements. The new rules require a "live" hearing during which evidence may be challenged and witnesses cross-examined. Given the enhanced hearing requirements, the draft policy incorporates the use of a hearing examiner and the contested case proceedings under SDCL ch. 1-26 at the institutional hearing (under

Title IX Regulations and Policy June 24, 2020 Page 3 of 3

current policy the 1-26 contested case hearing applies when appealed to the Board). Using a hearing examiner and affording full due process at the onset enhances the probability of getting to the correct outcome sooner, rather than a later, an issue that has haunted Title IX nationally in a litany of high profile court appeals in recent years. Additionally, given the enhanced hearing requirements under the new rules, affording the contested case hearing process at the onset alleviates the need to have a second hearing if/when appeals come to the Executive Director, as adequate due process will have already been afforded, leaving the Executive Director's review on appeal limited to a review of the record.

IMPACT AND RECOMMENDATION

The proposed policy will ensure compliance with the new Title IX rules, which become effective on August 14th. The procedures afforded therein will provide enhanced due process at the institutional level to all involved, with the hearing conducted, and a proposed decision drafted, by a legally trained neutral party.

Staff recommends approval, subject to any guidance from the Board, and with the caveat the policy remains a work in progress, with revisions expected between now and August.

ATTACHMENTS

Attachment I – Draft Sexual Harassment Policy

Policy Manual

| NUMBER: 1: | | | |
|-------------------|--|--|--|
| | | | |

A. PURPOSE

To establish policy prohibiting sexual harassment, the process for investigating and determining when sexual harassment has occurred, and the appeal process available when a violation is found.

B. <u>DEFINITIONS</u>

- 1. Actual knowledge: Notice of sexual harassment or allegations of sexual harassment to a Title IX Coordinator or any employee of the institution who has authority to institute corrective measures on behalf of the institution. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only employee of the institution with actual knowledge is the respondent.
- 2. Complainant: An individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- 3. Consent: As set forth in BOR Policy 1:17:1(3)E.
- 4. Day: Calendar days.
- 5. Education program or activity: Any locations, events, or circumstances taking place in the United States where the institution exercised substantial control over both the respondent and the context in which the alleged violation occurs—including locations that correspond to land, buildings, facilities, and other property in the possession of, or owned, used, or controlled by, the institution, and adjacent streets and sidewalks. For purposes of this policy, the term also includes any building owned or controlled by a student organization that is officially recognized by the institution.
- 6. Formal complaint: A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against and respondent and requesting that the institution investigate the allegation of sexual harassment.
- 7. Institution: 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.
- 8. Respondent: An employee, student or organization that has been reported to be the perpetrator of conduct that could constitute a violation of this policy.

- 9. Sexual harassment: Conduct on the basis of sex that satisfies one or more of the following:
 - 9.1 An employee of an institutional conditioning the provision of education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or
 - 9.2 Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the institution's education program or activity; or
 - 9.3 Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (CAWA).
- 10. Supportive measures: Non-disciplinary, non-punitive individualized services offered to the complainant or the respondent.
- 11. Working day: Monday through Friday, except for holidays and other times when the institution's administrative offices are closed.
- 12. Written notice: Notice provided either via email to the student and/or employee at their official institutional email account. Notice is deemed received the day after it is sent via email.

C. POLICY

1. Scope

These procedures apply to allegations of sexual harassment occurring in connection with an institution's education program or activity.

2. Institutional Response

An institution with actual knowledge of sexual harassment in connection with an education program or activity must respond promptly in a manner that is not clearly unreasonable in light of the known circumstances. An institution must treat complainants and respondents equitably by offering supportive measures, with or without the filing of a formal complaint, and when a formal complaint is filed, by following the grievance process outlined below prior to the imposition of any disciplinary sanctions or other actions that are not supportive measures.

2.1 Supportive Measures

Supportive measures shall be offered at no cost, and should be designed to restore or preserve equal access to the institution's education program or activity without unreasonably burdening the other party, which may include measures designed to protect the safety of all parties or the institution's educational environment, or deter sexual harassment.

2.1.1 Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

- 2.1.2 The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- 2.1.3 Institutions must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the institution to provide the supportive measure.
- 2.1.4 Nothing contained in this policy shall be construed to preclude an institution from removing a respondent from the institution's education program or activity on an emergency basis, provided that the institution undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

2.2 General Requirements

In response to a formal complaint, an institution's grievance process must comply with the requirements of this section, to include the equal application of the same to both parties. Nothing contained herein should be read to restrict any right that would otherwise be protected by the First Amendment of the U.S. Constitution, deprive a person of due process protected by the Fifth and Fourteenth Amendments of the U.S. Constitution, or otherwise restrict any other rights guaranteed against government action by the U.S. Constitution.

- 2.2.1 Treat complainants and respondents equitable by providing remedies to a complainant where a determination of responsibility of sexual harassment has been made against the respondent in accordance with the process set forth herein.
- 2.2.2 Remedies must be designed to restore or preserve equal access to the education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
- 2.2.3 Require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness.
- 2.2.4 Require the Title IX Coordinator(s), investigator(s), decision-maker(s), or any person(s) designated by an institution to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- 2.2.5 Institutions must ensure the Title IX Coordinator(s), investigator(s), decision-maker(s), and any person(s) who facilitate an informal resolution process receive training on the definition of sexual harassment; the scope of the education activity or program; how to conduct an investigation and

- grievance process including hearings, appeals and informal resolution processes, as applicable; and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
- 2.2.6 Institutions must ensure the decision-maker(s) receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
- 2.2.7 Institutions must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
- 2.2.8 Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- 2.2.9 Institutions must include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. Determinations on responsibility will be made using the preponderance of the evidence standard. The preponderance of the evidence indicating responsibility is shown if, in considering all the evidence it is more likely than not that the respondent is responsible for the alleged conduct.
- 2.2.10 Institutions may grant temporary delays or extensions of any deadline set forth in this policy which occur prior to the hearing, for good cause such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity (excluding cooperative agreements); or the need for language assistance or accommodation of disabilities. If any such temporary delays or extensions are granted the institution must notify the parties in writing of the reason for any such short-term delay or extension.
- 2.2.11 Following a determination of responsibility by the institution, the disciplinary sanctions listed below in this section may be imposed on the respondent. More than one of these disciplinary sanctions may be imposed for any single finding of responsibility. Imposition of a disciplinary sanction may be delayed or suspended on such conditions as the institution may prescribe.
 - 2.2.11.1 Warning A statement to the respondent that the respondent has violated this policy.
 - 2.2.11.2 Probation Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the respondent is later found to have engaged in any additional violation(s) during the probationary period.
 - 2.2.11.3 Loss of Privileges Denial of specified privileges for a designated period of time. The privileges of continued participation in institutional activities, and/or access to institutional facilities or residences may be conditioned upon participation in or completion of educational programming at the respondent's expense.

- 2.2.11.4 Fines Monetary payments.
- 2.2.11.5 Restitution Compensation for loss, damage, or injury. This may take the form of appropriate service, money, or material replacement.
- 2.2.11.6 Educational Sanction work assignments, essays, service to the institution, community service, workshops, or other related educational activities.
- 2.2.11.7 Residence Suspension Separation of the respondent from the institution's residence facilities for a definite period of time, after which the respondent is eligible to return. Conditions for return to the residence facilities may be specified.
- 2.2.11.8 Residence Expulsion Permanent separation of the respondent from the institution's residence facilities. A sanction of residence expulsion will take the form of residence suspension pending completion of the appeals process.
- 2.2.11.9 Suspension Separation of the respondent from the institution for a definite period of time, after which the respondent is eligible to return. Conditions for return may be specified. A respondent who has been suspended from one institution may not enroll at another institution until the period of suspension has ended.
- 2.2.11.10 Expulsion Permanent separation of the respondent from the institution. A respondent who has been expelled from one institution may not enroll at another institution. A sanction of expulsion will take the form of suspension pending completion of the appeals process.
- 2.2.11.11 Adverse Employment Action(s) the institution may take adverse employment action, to include suspension, with our without pay, reassignment, demotion, and termination.
- 2.2.11.12 Withholding Degree the institution may withhold awarding a degree otherwise earned until the completion of the grievance process or the completion of all disciplinary sanctions imposed.
- 2.2.11.13 Revoking Admission and/or Degree the institution may revoke admission to, or a degree awarded from, the institution for violation of institutional standards for obtaining admission or the degree, or for other serious violations committed by the respondent prior to graduation.

3. Receipt of Formal Complaint

- 3.1 An institution must investigate the allegations in a formal complaint. A formal complaint may be filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the institution investigate the allegations of sexual harassment. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party. Within 5 working days of receiving a formal complaint, the institution must provide written notice to the parties who are known. The written notice shall include:
 - 3.1.1.1 Notice of allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interviews.

- Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.
- 3.1.1.2 A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- 3.1.1.3 A statement informing the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney; that the advisor may accompany the party to related meetings or proceedings; and that the party and their advisor may inspect and review evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint.
- 3.1.1.4 A statement informing the parties of any applicable provision in policy that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
- 3.1.2 If, in the course of the investigation, the institution decides to investigate allegations about the complainant or respondent that are not included in the notice provided pursuant to section 3.1 above, the institution must provide notice of the additional allegations to the parties whose identities are known.
- 3.2 Where the allegations of sexual harassment arise out of the same facts or circumstances, an institution may consolidate formal complaints as to allegations against more than one respondent, or by more than one complainant against one or more respondents.
- 3.3 Within 10 working days of receiving a formal complaint, the institution shall determine whether the conduct alleged, if taken as true, would constitute sexual harassment, and if the allegations contained in the formal complaint occurred in the institution's education program or activity. The institutional shall dismiss the formal complaint if the factual allegations, if take as true, either:
 - 3.3.1 Fail to constitute sexual harassment; or
 - 3.3.2 Did not occur in the institution's education program or activity.
- 3.4 An institution may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the institution; or specific circumstances prevent the institution from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- 3.5 Within 5 working days of dismissing a formal complaint or any allegations therein, the institution shall send written notice of the dismissal and reason(s) therefor simultaneously to the parties.
- 3.6 Nothing contained in this policy shall preclude an institution from placing a non-student employee respondent on administrative leave, in accordance with applicable BOR Policy, during the pendency of a grievance process hereunder.

4. Investigation of a Formal Complaint

4.1 Institutions shall ensure that both the burden of proof and the burden of gathering

- evidence sufficient to reach a determination regarding responsibility rest on the institution and not on the parties provided.
- 4.2 Institutions shall provide equal opportunity to the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- 4.3 Institutions may not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- 4.4 Institutions shall provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the institution may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.
- 4.5 Institutions shall provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, at least 5 working days in advance.
- 4.6 At least 15 working days prior to the hearing, an institution shall ensure both parties and their advisors have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the institution does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the institution must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. The institution must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.
- 4.7 Institutions shall create an investigative report that fairly summarizes relevant evidence and, at least 10 working days prior to a hearing (if a hearing is required under this section or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

5. Hearings

5.1 Institutions shall provide for a live hearing conducted before a hearing examiner pursuant to SDCL chapter 1-26 using the contested case proceedings. Live hearings may be conducted with all parties physically present in the same geographic location or, at the institution's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other. The institution shall create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the

- parties for inspection and review.
- 5.2 Institutions shall provide notice to both parties at least 15 days in advance of the live hearing, which notice shall include:
 - 5.2.1 A statement of the time, place, and nature of the hearing;
 - 5.2.2 A statement regarding the legal authority and jurisdiction under which the hearing is to be held;
 - 5.2.3 A reference to the particular policy, rules or laws involved;
 - 5.2.4 A short and plain statement of the allegations asserted;
 - 5.2.5 A statement of any action authorized, which may affect the parties, as a result of any decision made at the hearing;
 - 5.2.6 A statement that the hearing is an adversarial proceeding and that a party has the right at the hearing, to be present, to be represented by an attorney, and that these and other due process rights will be forfeited if they are not exercised at the hearing;
 - 5.2.7 A statement that the outcome of the matter may terminate a right affording certain due process, and as such, the Office of Hearing Examiners will be used to conduct the hearing; and
 - 5.2.8 A statement that the final decision may be appealed to circuit court and the South Dakota Supreme Court as provided by law.
- 5.3 If a party does not have an advisor present at the live hearing, the institution must provide without fee or charge to that party, an advisor of the institution's choice, who may be, but is not required to be an attorney. Without limiting the due process provided for contested case proceedings pursuant to SDCL chapter 1-26, the live hearing must:
 - 5.3.1 Permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.
 - 5.3.2 Require cross-examination to be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally.
 - 5.3.3 If requested by either party, provide for the live hearing to occur with the parties located in separate rooms with technology enabling the hearing examiner and parties to simultaneously see and hear the party or the witness answering questions.
 - 5.3.4 Require the hearing examiner to determine whether any question asked of a complainant, respondent, or witness is relevant before they may answer the question and explain any decision to exclude a question as not relevant before a party or witness answers a cross-examination or other question.
 - 5.3.5 Ensure questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
 - 5.3.6 Ensure that if a party or witness does not submit to cross-examination at the live hearing, the hearing examiner must not rely on any statement of that

party or witness in reaching a determination regarding responsibility; provided, however, the hearing examiner cannot draw an inference about the determination regarding responsibility solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

- 5.4 The hearing examiner shall issue a proposed determination to the president of the institution, or their designee, who cannot be the same person(s) as the Title IX Coordinator or the investigator(s). The institution must then issue a written determination regarding responsibility. To reach this determination, the institution must apply the preponderance of the evidence standard as described in section 2.2.9 above. In reviewing the proposed determination, the institution must give due regard to the hearing examiner's opportunity to observe the witnesses. If the institution rejects or modifies the proposed determination of the hearing examiner, or any part thereof, the institution shall provide the reasons for doing so in writing to the parties. The written determination must include:
 - 5.4.1 Identification of the allegations potentially constituting sexual harassment;
 - 5.4.2 A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - 5.4.3 Findings of fact supporting the determination;
 - 5.4.4 Conclusions regarding the application of the institution's code of conduct to the facts;
 - 5.4.5 A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the institution imposes on the respondent, and whether remedies designed to restore or preserve equal access to the institution's education program or activity will be provided by the recipient to the complainant; and
 - 5.4.6 The institution's procedures and permissible bases for the complainant and respondent to appeal.
- 5.5 The institution must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either at the conclusion of the appeal to the Executive Director provided for in section 6 below, or if an appeal is not filed by either party in accordance therewith, the date on which the appeal would no longer be considered timely. If no appeal is filed with the timeframe provided in section 6 below, upon the expiration thereof, the determination of the institution shall constitute the final decision on the matter, which is appealable to circuit court in accordance with the provisions of SDCL ch. 1-26.
- 5.6 The Title IX Coordinator is responsible for effective implementation of any remedies.

6. Appeals

6.1 The complainant and respondent may appeal an institution's determination regarding responsibility, and an institution's dismissal of a formal complaint or any allegations therein, by appealing in writing to Executive Director of the Board of Regents no later than ten (10) working days after notice of the institution's decision

is deemed received. Appeals under this section are limited those made on the following bases:

- 6.1.1 A procedural irregularity that affected the outcome of the matter;
- 6.1.2 New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- 6.1.3 The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- 6.2 An appeal filed with the Executive Director must include the party's supporting arguments and documentation. Appeals that fail to include supporting arguments and documents or which are not made on one of the bases set forth in section 6.1 above will be rejected.
- 6.3 Within five (5) working days of receiving an appeal, the Executive Director, or their designee, shall provide written notice of the appeal to the other party. That party will have five (5) working days from the date of the notice to submit a written statement to the Executive Director in in support of, or challenging, the outcome.
- 6.4 Appeals will be limited to a review of:
 - 6.4.1 The written determination of the institution, which shall include the proposed determination of the hearing examiner;
 - 6.4.2 The verbatim record of the hearing;
 - 6.4.3 Supporting documents submitted as part of the hearing; and
 - 6.4.4 Written statements and/or supporting documentation submitted by the respondent and/or complainant in accordance with the appeal process set forth herein.
- 6.5 After receipt of the non-appealing party's written statement pursuant to section 6.3 above, or after the expiration of the time provided therefore, the Executive Director will issue a decision on the matter. The Executive Director's review of the appeal will be limited to determining whether: (i) any material decisions lack substantial support in the record, and (ii) any procedural errors materially impacting the integrity of the decision. The Executive Director will not substitute their judgement for that of the institution unless it forms a definite and firm conviction that a mistake has been committed. The Executive Director may affirm the determination of the institution, modify the determination of the institution, in whole or in-part, or return the matter to the institution for reconsideration, additional investigation and/or a new hearing.
- 6.6 The Executive Director will provide their written decision simultaneously to both parties. The decision of the Executive Director shall constitute the final decision on the matter, which is appealable to circuit court in accordance with the provisions of SDCL ch. 1-26.

7. Informal Resolution

7.1 At any point prior to reaching a determination regarding responsibility the institution may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the institution:

- 7.1.1 Provides to the parties written notice disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared:
- 7.1.2 Obtains the parties' voluntary, written consent to the informal resolution process; and
- 7.1.3 Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- 7.2 An institution may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section.
- 7.3 An institution may not require parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed.

8. Title IX Coordinator

- 8.1 Each institution will designate a Title IX Coordinator who will be responsible for carrying out the responsibilities specified in this policy and for monitoring overall compliance with this policy and related federal, state or local legislation, rule or regulation.
- 8.2 Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone, or by electronic mail, using the contact information listed for an institution's Title IX Coordinator.
- 8.3 Each institution must notify applicants for admission and employment, students, employees, all professional organizations holding professional agreements with the institution, of the name or title, office address, electronic mail address, and telephone number of the employee designated as the institution's Title IX Coordinator, and that the institution does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner. Each institution must also prominently display the aforementioned contact information for the institution's Title IX Coordinator, and any applicable Title IX policies, on its website.
- 8.4 Nothing contained in this section 8 should be construed to prohibit or prevent institutions from using shared employees, resources and/or services to carry out and administer this policy, unless this policy and/or applicable federal, state or local legislation, rule or regulation explicitly requires the institution's Title IX Coordinator to perform or be responsible for the same.

9. Retaliation

9.1 No institution or other person may intimidate, threaten, coerce, or discriminate

against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this policy, constitutes retaliation. The institution must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination under this policy.

- 9.2 The exercise of rights protected under the First Amendment does not constitute retaliation prohibited under section 9.1 above.
- 9.3 Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under section 9.1 above, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

10. Preservation of Records

- 10.1 The following records must be maintained for a period of seven (7) years:
 - 10.1.1 Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required pursuant to section 5.1 above, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the institution's education program or activity;
 - 10.1.2 Any appeal and the result therefrom;
 - 10.1.3 Any informal resolution and the result therefrom; and
 - 10.1.4 All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. Institutions must make these training materials publicly available on its website, or if the recipient does not maintain a website the recipient must make these materials available upon request for inspection by members of the public.
- 10.2 For each response required under section 10.1 above, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the recipient must document the basis for its

conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the institution's education program or activity. If an institution does not provide a complainant with supportive measures, then the institution must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – C DATE: June 24, 2020

SUBJECT

Program Productivity Review

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Processes

AAC Guideline 4.1 – Program Productivity Review Guidelines

BACKGROUND / DISCUSSION

BOR Policy 2:23 establishes minimum levels for the number of graduates in academic degree programs. The minimum graduate production thresholds are:

- 5 associate degrees/year or 25 during the five-year period reported
- 7 bachelor's degrees/year or 35 during the five-year period reported
- 4 master's degrees/year or 20 during the five-year period reported
- 1 professional and doctoral degree/year or 5 during the five-year period reported

By policy, academic degree programs that do not meet the established minimum number of graduates will be inactivated unless the Board of Regents approves a continuation plan. Programs flagged through the program productivity review process require a formal review at the institutional level. Following the review, the institution assigns one of five designations to the program for Board consideration:

1) Retain Due to Critical Need; 2) Retain with Further Review Required; 3) Consolidate with Another Program on Campus; 4) Consolidate with Another Program within the System; 5) Terminate.

IMPACT AND RECOMMENDATION

Attachment I provides the list of those programs for FY19 that have fallen below the program productivity review thresholds set by the Board and the institutional recommendations maintaining or eliminating the programs. The Board's Committee on Academic and Student Affairs reviewed more detailed institutional recommendations. The Committee on Academic and Student Affairs has requested that each institution provide additional financial information for each program requesting Board approval of a continuation plan.

(Continued)

INFORMATIONAL ITEM

Program Productivity Report June 24, 2020 Page 2 of 2

There are seventy-one (71) programs that appear on the list as not meeting the current graduate thresholds. Four (4) programs are recommended for termination or suspension, six (6) will be consolidated into other programs at the institution, six (6) will become part of collaborative programs involving more than one institution in the system, and one (1) program has been transferred to a different institution within the system.

Since 2010, the program productivity process has resulted in the elimination of over sixty (60) academic programs.

ATTACHMENTS

Attachment I – Campus Recommendations for Programs Falling Below the Program Productivity Review Thresholds for FY19

Black Hills State University (BHSU) Programs Falling Below the Program Productivity Review Thresholds for FY15-19

| Degree | Program | Institutional Recommendation |
|-----------|---|--|
| Assoc | Tourism (6 graduates/25 required) | Retain with Further Review: Program adds no additional cost as all courses required are also required in the Tourism Bachelor's program. Program modifications are being proposed to better address workforce development needs of region. |
| Bach | American Indian Studies (21 grads/35 required) | Retain Due to Critical Need: Planning strategies to increase enrollment. |
| Bach | Communication Studies/Theatre (10 grads/35 required) | Retain with Further Review: Program initiating a range of changes and improvements to increase enrollment. |
| Bach | Composite Math/Science (7 grads/35 required) | Terminate |
| Bach | Composite Music (9 grads/35 required) | Retain with Further Review: The program uses the same resources and courses as the Music Education major. |
| Bach | Composite Science Education (16 grads/35 required) | Retain Due to Critical Need: Program aids state shortage in science teachers |
| Bach | Composite Social Science (20 grads/35 required) | Retain Due to Critical Need: Program aids state shortage in social science teachers |
| Bach | Corporate Communication (24 grads/35 required) | Retain with Further Review: Program relies on courses taught in other programs and not exclusive to this major, reducing overall costs. |
| Bach | Environmental Physical Science (26 grads/35 required) | Retain with Further Review: Program relies on courses taught in other programs and not exclusive to this major, reducing overall costs. One faculty line dedicated to core requirements. |
| Bach | Music Education (12 grads/35 required) | Retain Due to Critical Need: Program aids state shortage of music teachers; implementing new recruitment strategies. |
| Bach | Physical Science (9 grads/35 required) | Retain with Further Review: Program relies on courses taught in other programs and not exclusive to this major, reducing overall costs. |
| Bach | Spanish (13 grads/35 required) | Retain Due to Critical Need: BH's only foreign language major, courses apply to Spanish Education and a Spanish minor. |
| Mast/Spec | Integrative Genomics (14 grads/20 required) | Retain with Further Review: Program reviewing options for an accelerated bachelor's to master's program. |
| Mast/Spec | Sustainability (8 grads/20 required) | Retain with Further Review: Program temporarily suspended in 2015. Enrollment increases each year since 2017. |

Dakota State University (DSU) Programs Falling Below the Program Productivity Review Thresholds for FY15-19

| Degree | Major | Institutional Recommendation |
|--------|---|---|
| Bach | Accounting (27 grads/35 required) | Retain with Further Review: Program undergoing curricular changes with additional emphasis on the CPA credentials. Significant course overlap with Professional Accountancy program, but the programs must remain distinct to manage degree audits. |
| Bach | Biology (6 grads/35 required) | Retain Due to Critical Need: Core coursework for Biology and Biology Education are the same; addresses shortage of science teachers. |
| Bach | Business Education (4 grads/35 required) | Retain Due to Critical Need: Restructuring program and moving it to College of Ed. Shortage of teachers in related programming in this area. |
| Bach | Computer Education (4 grads/35 required) | Retain Due to Critical Need: Restructuring program and moving it to College of Ed. Shortage of teachers in related programming in this area. |
| Bach | English (7 grads/35 required) | Retain Due to Critical Need: Program addresses shortage of English teachers in SD. Changes to curriculum proposed and possible combining with English for New Media. |
| Bach | English for New Media (23 grads/35 required) | Retain Due to Critical Need: Changes to curriculum proposed and possible combining with English for New Media. |
| Bach | Finance (24 grads/35 required) | Retain with Further Review: Program exploring multiple transfer agreements with associate degree granting institutions. |
| Bach | Physical Education (21 grads/35 required) | Retain with Further Review: Program reviewing addition of E-sports components in recognition of fast growing opportunities. |
| Bach | Professional Accountancy (10 grads/35 required) | Retain with Further Review: Program has significant overlap with Accounting major, but the programs must remain distinct to manage degree audits. |
| Bach | Respiratory Care (16 grads/35 required) | Retain Due to Critical Need/Consolidate with Another Program(s) within the System: The BOR transferred the program to SDSU per the May 2020 meeting to better align institutional missions. |

Northern State University (NSU) Programs Falling Below the Program Productivity Review Thresholds for FY15-19

| Degree | Major | Institutional Recommendation |
|-----------|--|---|
| Assoc | Banking & Financial Services (8 graduates/25 required) | Terminate |
| Assoc | Business Administration (12 graduates/25 required) | Retain with Further Review: Program will be offered in Huron at request of the Huron Community Campus starting in Fall 2020. |
| Bach | Chemistry (20 grads/35 required) | Retain Due to Critical Need: Program addresses critical STEM need and new Science Building (opened Fall 2019) is expected to increase enrollment. |
| Bach | Economics (5 grads/35 required) | Terminate |
| Bach | Finance (30 grads/35 required) | Retain with Further Review: Students in the terminating Economics program will be enrolled in the Finance program. |
| Bach | German (3 grads/35 required) | Terminate/Consolidate with Another Program on Campus: The German major will terminate and courses and students will be part of developing program in Global Language and Culture. |
| Bach | International Business (32 grads/35 required) | Retain Due to Critical Need: NSU maintains a Center for Excellence in International Business, program evaluating new recruitment strategies. |
| Bach | Management Information Systems (15 grads/35 required) | Retain Due to Critical Need: MIS is a major that is increasing in demand each year, and the degree serves as a stacking option for students. |
| Bach | Mathematics (16 grads/35 required) | Retain Due to Critical Need: Program courses also support the Mathematics Education program. |
| Bach | Medical Laboratory Science (9 grads/35 required) | Retain Due to Critical Need: Program graduates in high demand, especially rural areas. |
| Bach | Music (23 grads/35 required) | Retain Due to Critical Need: Program courses overlap with several other music programs, leaving few efficiencies in terminating music and related programs. |
| Bach | Music – Vocal (32 grads/35 required) | Retain Due to Critical Need: Program courses overlap with several other music programs, leaving few efficiencies in terminating music and related programs. |
| Bach | Musical Theatre (7 grads/35 required) | Retain Due to Critical Need: Program courses overlap with several other music programs, leaving few efficiencies in terminating music and related programs. |
| Bach | Political Science (34 grads/35 required) | Retain Due to Critical Need: Program is close to needed graduate thresholds and will continue to seek new recruitment strategies. |
| Bach | Spanish (8 grads/35 required) | Retain Due to Critical Need: Spanish is a high priority program, with demographic shifts in the South Dakota population. Citizen proficiency in Spanish is critical for healthcare, business, etc. |
| Mast/Spec | Instructional Design E-Learn (1 grad/20 required) | Retain with Further Review: Program is undergoing redesign to better prepare teachers and administrators to deliver education remotely permanently or temporarily (e.g., in response to catastrophic events). |

South Dakota School of Mines & Technology (SDSMT) Programs Falling Below the Program Productivity Review Thresholds for FY15-19

| Degree | Major | Institutional Recommendation |
|-----------|---|--|
| Assoc | General Studies (15 grads/25 required) | Retain with Further Review: Program consists of coursework that exists as part of general education and other programs, adding no cost; provides an option for students to receive a credential if stopping out prior to receiving a bachelor's degree. |
| Bach | Physics (22 grads/35 required) | Consolidate with Another Program(s) within the System: SDSMT, USD, and SDSU are currently working to establish a fully collaborative B.S. in Physics program effective fall 2021. Based on past graduation rates and current enrollment, the combined productivity of the program will exceed the BOR minimum. |
| Mast/Spec | Biomedical Engineering (18 grads/20 required) | Retain with Further Review: A corresponding BS in Biomedical Engineering began in 2019 has already witnessed significant enrollment, including accelerated program options into the master's. |
| Mast/Spec | Computational Science & Engineering (19 grad/20 required) | Retain with Further Review: Program has been part of a campus reorganization and placed in a new department and an accelerated version with undergraduate programs is in development. |
| Mast/Spec | Paleontology (17 grad/20 required) | Retain Due to Critical Need: Program adds no significant additional cost as coursework and faculty also are part of other graduate programs such as the doctoral program in Geology, Geological Engineering, and Mining Engineering (including concentrations in Paleontology). |
| Mast/Spec | Physics (10 grad/20 required) | Consolidate with Another Program(s) within the System: SDSMT & USD are currently working to establish a fully collaborative graduate program in Physics. |

South Dakota State University (SDSU) Programs Falling Below the Program Productivity Review Thresholds for FY15-19

| Degree | Major | Institutional Recommendation |
|-----------|---|--|
| Bach | ACS Certified Chemistry (21 grads/35 required) | Retain Due to Critical Need: Program developing new recruiting strategies; enrollment in the program increasing each of last three years. |
| Bach | American Indian Studies (1 grads/35 required) | Retain Due to Critical Need: Program has engaged in recruitment campaigns, established a collaborative minor with USD and BHSU, and establishing greater connections with the Wokini Initiative. |
| Bach | Electronics Engineering Technology (25 grads/35 required) | Retain Due to Critical Need: Program was reinstated in 2012 with demand growing to 52 enrolled students; high regional demand for graduates. |
| Bach | French Studies (15 grads/35 required) | Retain Due to Critical Need: Only remaining French major in system; serves regional business needs. |
| Bach | German (10 grads/35 required) | Retain with Further Review (Collaborative Program): SDSU & USD currently offer German through a collaborative program; collaborative recently redesigned to increase enrollment and efficiency. |
| Bach | Horticulture (31 grads/35 required) | Retain Due to Critical Need: Only 4-year horticulture program in SD; recent curriculum redesign to focus on food production. |
| Bach | Music (22 grads/35 required) | Retain with Further Review: New facilities and scholarship opportunities expected to increase enrollment; undergoing reaccreditation review which may result in additional design improvements. |
| Bach | Physics (16 grads/35 required) | Consolidate with Another Program(s) within the System: SDSMT, USD, and SDSU are currently working to establish a fully collaborative B.S. in Physics program effective fall 2021. The collaborative program is expected to meet the minimum graduate programs. |
| Mast/Spec | Athletic Training (19 grad/20 required) | Retain Due to Critical Need: Program is the only Athletic Training program in the BOR system; accelerated and transfer agreements recently designed with other institutions within and outside the BOR system. |

University of South Dakota (USD) Programs Falling Below the Program Productivity Review Thresholds for FY15-19

| Degree | Major | Institutional Recommendation |
|-----------|--|--|
| Bach | Art Education (15 grads/35 required) | Consolidate with Another Program on Campus: Consolidating as a specialization within the BFA in Art degree program. |
| Bach | Biology Education (11 grads/35 required) | Consolidate with Another Program on Campus: Consolidating into the Secondary Education program as specialization. |
| Bach | French & Francophone Studies (6 grads/35 required) | Program Placed on Inactive Status as in May 2020 |
| Bach | German (10 grads/35 required) | Retain with Further Review: SDSU & USD currently offer German through a collaborative program; collaborative recently redesigned to increase enrollment and efficiency. |
| Bach | Music Performance (27 grads/35 required) | Consolidate with Another Program on Campus: Consolidating into the Music Education program as a specialization. |
| Bach | Musical Arts (12 grads/35 required) | Retain with Further Review: Program coursework overlaps with other viable programs; the degree also provides a safety net degree for Bachelor of Music students that cannot meet performance standards. |
| Bach | Native American Studies (9 grads/35 required) | Retain with Further Review (possible collaborative program): USD currently working with BHSU & SDSU on collaborative course rotations in American Indian Studies/Native American Studies program; program aids in compliance with SDCL 13-53-54. |
| Bach | Physics (14 grads/35 required) | Consolidate with Another Program(s) within the System: SDSMT, USD, and SDSU are currently working to establish a fully collaborative B.S. in Physics program effective fall 2021. The collaborative program is expected to meet the minimum graduate programs. |
| Bach | Sociology (27 grads/35 required) | Retain with Further Review: BOR 2019 approval to offer program online and in Sioux Falls should increase enrollment. |
| Bach | Spanish Education (1 grads/35 required) | Consolidate with Another Program(s) on Campus: Consolidating into the Secondary Education program as specialization. |
| Bach | Speech Education (1 grads/35 required) | Consolidate with Another Program(s) on Campus: Consolidating into the Secondary Education program as specialization. |
| Mast/Spec | Art (17 grads/20 required) | Retain Due to Critical Need: Program is the only MFA (the terminal degree in art fields) in the system; MFA graduate students teach undergraduate art courses, making undergraduate program more cost-effective. |
| Mast/Spec | Biomedical Engineering (12 grads/20 required) | Retain with Further Review: The program's coursework is embedded in the PhD program – terminating program would not reduce costs or courses; degree provides alternative for students who do not complete the PhD. |
| Mast/Spec | History (14 grads/20 required) | Retain with Further Review: Program is the only system graduate program in history; department currently implementing plan to increase enrollment. |

| Mast/Spec | Physics (14 grads/20 required) | Consolidate with Another Program(s) within the System: SDSMT & USD are currently working to establish a fully collaborative B.S. in Physics program effective fall 2021. The collaborative program is expected to meet the minimum graduate programs. |
|-----------|--------------------------------|---|
| Mast/Spec | Theatre (8 grads/20 required) | Retain Due to Critical Need: Program is the only MFA (the terminal degree in theater) in the system; the MFA graduate students teach undergraduate theater courses, making undergraduate program more cost-effective. |

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – D DATE: June 24, 2020

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 updates on the CPCM at their October 2015, December 2017, and June 2019 meetings.

IMPACT AND RECOMMENDATION

None

ATTACHMENTS

Attachment I – Center for the Prevention of Child Maltreatment 2019 Annual Report

INFORMATIONAL ITEM















2019 Annual Report

Center for the Prevention of Child Maltreatment











KNOW Implement evidence-based best practices

RESPOND Support early intervention and healing

PREVENT Create trauma informed communities

Table of Contents

Statistics & Benchmarking

Pages 4-5

Sexual Assault Nurse Examiners

Pages 6-7

ACEs and Resiliency
Page 8

Enough Abuse Campaign

Page 9
Workforce Training

Pages 10-11

Criminal Justice & Child Protection Response

Pages 12-13

In the Community

Pages 14-15

Community Education

Pages 16-17

Partners In Action

Pages 18-19



Annual Update from CPCM Advisory Board Chair

On behalf of the Center for the Prevention of Child Maltreatment (CPCM) Advisory Board, I welcome you to the 2019 Annual Report of progress toward the mission of stopping maltreatment against South Dakota children and fostering resilient families. Our statewide Center, embedded within the University of South Dakota, has now been operational for three years, implementing a comprehensive tenyear plan to save our children. Key to success of this work has been the emergence of a statewide coalition of vested stakeholders, leveraging talent and resources toward shared goals.



Senator Deb Soholt

Child maltreatment, including often not talked about sexual abuse, is an adult problem. In no other way do we make our children responsible for their own safety, as we give them shelter, clothing, food, education, and take care of them when they are sick. And yet, if they are being abused, we leave it up to them – to tell, to endure, to heal. CPCM is a "stake in the ground" to change this trajectory, and it requires our collective best to tackle this significant public health issue.

We are just beginning to understand how profound childhood stress affects the family pathway and the outcome of a lived life. Protection of our most precious resource – our kids – compels us to be courageous and stay the course for the long term. This is only possible through expansion of knowledge, improvement in response and development of meaningful prevention strategies. Progress toward these pillars of change, along with the talented professionals leading the work, are highlighted in this report. In many ways it is truly amazing how far we've come in three years.

Often, annual reports are perceived to be perfunctory and easily set aside. I encourage you to actually read this one to learn more and get involved. Child maltreatment in South Dakota happens everywhere, in all socio-economic and race groups. We need all well-meaning adults to share in the sense of urgency that we can do better, and link arms to end the horror our children endure. **Together we can do it!**

The mission of the **Center for the Prevention of Child Maltreatment** is to stop all maltreatment against South Dakota children in order to foster resilient families.

CPCM Advisory Board

2019 - 2020 Advisory Board Members

Senator Deb Soholt

Chair, South Dakota State Senate

Dr. Haifa AbouSamra

University of South Dakota

Shana Cerny

University of South Dakota

Cameron Corey

Division of Criminal Investigation

Daniele Dosch

Federal Bureau of Investigation

Dr. Nancy Free

Child's Voice at Sanford Health and Avera St. Mary's Central South Dakota Child Assessment Center

Terry Friend

Indian Health Service

Krista Heeren-Graber

South Dakota Network Against Family Violence and Sexual Assault

Mary Beth Holzwarth

Advocate

Sara Kelly

Court Improvement Program Unified Judicial System

Wendy Kloeppner

Lake County State's Attorney

Kathy LaPlante

University of South Dakota

Ann Larsen

Division of Educational Services and Support South Dakota Department of Education

Angela Lisburg

Avera St. Mary's Central South Dakota Child Assessment Center

Jolene Loetscher

Advocate

Tatewin Means

Oglala Sioux Tribe Representative

Teresa Nieto

Department of Interior Bureau of Indian Affairs

Dr. Jay Perry

South Dakota Board of Regents

Tifanie Petro

Children's Home Child Advocacy Center

Representative Tim Reed

South Dakota House of Representatives

Michelle Seten

Lutheran Social Services

Sergeant Paul Stevens

Pennington County Sheriff's Office

Ashley Termansen

Burroughs Counseling and Consultation, LLC

Dr. Jill Thorngren

South Dakota State University

Virgena Wieseler

Division of Child Protection Services South Dakota Department of Social Services

Colleen Winter

Division of Family and Community Health South Dakota Department of Health

Special thanks to Sage Project Consultants, LLC for providing program management and technical support.

......

CPCM Staff

(Pictured Left to Right)

Cassie Nagel

Program Assistant

Carrie Sanderson

Directo

Kristi Kranz

Program Coordinator



Statistics & Benchmarking

VISION

Create a single-point data agency with management of an integrated database system to effectively monitor and ultimately predict indicators associated with child sexual abuse in South Dakota.

Data Sharing Workgroup

In 2019, the Child Maltreatment Data Task Force was established to research, identify, and subsequently develop an integrated database solution capable of receiving and monitoring data related to child maltreatment in South Dakota.

The task force was challenged with defining parameters for a pilot study regarding data collection, its use for case management, and to identify what software is needed to facilitate the pilot. The task force is working to conduct a thorough assessment of databases currently being used and determine if collaboration regarding data collection would be beneficial.

The Importance of Data Sharing

The incidence of child maltreatment is deeply influenced by poverty, violence, and substance use. While separate programs to alleviate these issues are helpful in preventing maltreatment, system-wide collaboration and data sharing across multiple service sectors—child welfare, juvenile justice, early childhood, education, public health, and the behavioral and mental health fields—are essential to improving child and family safety and well-being on a broad scale.

- US Department of Health and Human Services

Characteristics of Victims and Offenders in South Dakota¹

Between 2012 and 2018, there was an average of 781 [reported] sexual offenses, or forcible crimes against persons, per year in South Dakota. Sexual offenses include any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

43% of victims of forcible rape in SD are under the age of 181

30% of rape offenders in SD are under the age of 201 Every year, the Attorney General's office releases the Crime in South Dakota report which lists crime statistics compiled by the Division of Criminal Investigation (DCI) and the Criminal Statistical Analysis Center (SAC). The data compiled ... are from the 2012 to 2018 Crime in South Dakota annual reports. There are no data from Tribal reservations in these reports.

¹EA Martin, 2019 Sexual Violence Data Report

KEY ACCOMPLISHMENTS

- CPCM established the Child Maltreatment Data Task Force to research, identify, and subsequently
 develop an integrated database solution capable of receiving and monitoring data related to child
 maltreatment.
- CPCM partners were awarded a grant from the South Dakota Community Foundation to study protective factors for children facing maltreatment in rural South Dakota.

Understanding South Dakota's Data: A Search for Protective Factors

Through a partnership with CPCM and the South Dakota Department of Social Services, Child Protection Services (CPS), Dr. Kari A. Oyen applied for and received a South Dakota Community Foundation grant. The grant will study protective factors for children facing maltreatment in rural South Dakota.

Dr. Oyen writes: "Child maltreatment in rural areas is understudied and the children living there remain an underserved population. In 2015, South Dakota, a largely rural state, had 15,798 referrals for child abuse and neglect. Of the 66 counties in the state, 64 of the counties are defined as rural. Unique characteristics surround rural settings, including geographic isolation, lack of access to goods, and significant distances between children in need and service providers."

Dr. Oyen is a professor at the University of South Dakota (USD) in the Department of Counseling and Psychology, School of Education. Her goal is to highlight root causes and solutions regarding child maltreatment in South Dakota. Once her analysis is complete, CPCM and CPS will work with key stakeholders to facilitate a problem-solving process to mitigate the root causes and implement strategies to prevent and address child maltreatment.

The use of statistical techniques to predict the likelihood of child welfare outcomes is referred to as predictive analytics. This practice relies on assessing current or past data points to predict likely child welfare outcomes. The hope is to use the data to predict and prevent child maltreatment by targeting those services available to children and families most at risk of harm and improving their safety, permanency, and well-being outcomes.

- www.ChildWelfare.gov



Kari A. Oyen Ph.D., LP, NCSP

Assistant Professor of School Psychology, University of South Dakota







Sexual Assault Nurse Examiners

VISION

Build capacity within the public, private, and tribal health systems to respond to all children and families impacted by child sexual abuse in South Dakota.



Kristi KranzSANE Program
Coordinator

Sexual Assault Nurse Examiner (SANE)

Program

The mission of the Sexual Assault Nurse Examiner (SANE) Program is to overcome issues of rurality and lack of service by coordinating resources and providing support for healthcare professionals across the state. The results of the SANE Program are improved access and delivery of services to all victims of sexual assault. These efforts are made possible through a grant from the United States Department of Justice



SANE Learning Collaborative Meeting Chamberlain, SD

- Office on Violence Against Women (OVW). The SD Department of Health holds the fiscal management of the SANE Program while CPCM moves the grant objectives forward through collaboration with SD Network Against Family Violence and Sexual Assault, Child's Voice at Sanford Health, and several other partners across the state.

SANE Program Coordinator

In January of 2019, Kristi Kranz joined CPCM as the Coordinator for the Sexual Assault Nurse Examiner (SANE) Program. Kristi holds a Bachelor of Science degree in K-8 Education from St. Cloud State University and a Master's degree in Educational Leadership from Southwest Minnesota State University. Kristi most recently worked as a Community Impact Director for the Sioux Empire United Way.

"The moment I first heard about CPCM's 10-year plan, I knew I wanted to get behind the work. I could not be more happy to be working with a great team to make a difference for victims... and do everything possible to prevent future abuse."

- Kristi Kranz

KEY ACCOMPLISHMENTS

- CPCM and partners helped increase training and knowledge-sharing opportunities for medical professionals performing sexual assault examinations.
- The state saw an advancement in partnerships across multiple agencies to create unified response systems for victims of sexual assault in South Dakota.
- CPCM and partners advanced tracking mechanisms for sexual assault kit usage throughout the state.

"Increasing awareness of and training for sexual assault nurse examiners is vital to our state's health and welfare. The benefits of receiving post-assault care from a SANE have been repeatedly proven and include improved physical exams, increased medication compliance, improved evidence collection, and increased prosecution and conviction rates. Most importantly, though, patients that receive post-sexual assault care from a trained SANE have improved overall recovery outcomes with less longterm health effects. We owe that to our community members; to be able to provide compassionate and empathetic skilled medical care to patients who have just experienced what could potentially be the worst trauma of their lives."

- Jen Canton, MSN, RN, SANE-A, SANE-P SANE Supervisor at Avera Health in Sioux Falls, SD

In 2019, Canton received her **SANE** certification in pediatrics. **Canton is the first** certified SANE-P in SD.

CPCM is a partner in both the SAKI and Avera eSANE grants.

Avera eSANE

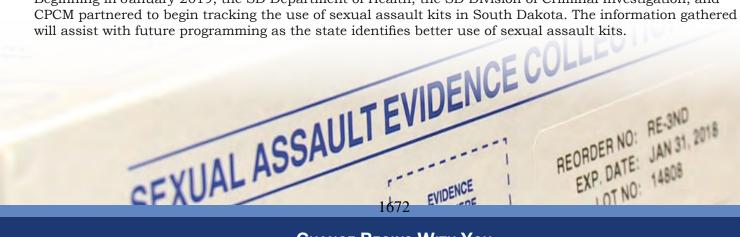
Avera's Rural Health Department has received two grants that will fund and support sexual assault forensic examination processes in rural communities, including many areas within South Dakota. Telemedicine will bring the care and expertise of SANEs to these rural areas. This grant is funded by the Department of Justice's Office of Violence Against Women.

Sexual Assault Kit Initiative

Beadle County, SD, and the South Dakota Network Against Family Violence and Sexual Assault have received a federal Sexual Assault Kit Initiative (SAKI) grant from the Bureau of Justice Assistance, U.S. Department of Justice to analyze sexual assault kit usage in the state, beginning in 2020. This grant is funded by the Department of Justice's Office for Victims of Crime.

Tracking Sexual Assault Kits

Beginning in January 2019, the SD Department of Health, the SD Division of Criminal Investigation, and CPCM partnered to begin tracking the use of sexual assault kits in South Dakota. The information gathered will assist with future programming as the state identifies better use of sexual assault kits.



ACEs and Resiliency

VISION

Build capacity within the public, private, and tribal health systems to respond to all children and families impacted by child sexual abuse in South Dakota.







ACEs and Resiliency Trainings

CPCM and Children's Home Society are pleased to present ACEs and Resiliency Trainings across South Dakota. The trainings teach audience members the importance of understanding the impact of trauma on the brain and how Adverse Childhood Experiences (ACEs) will impact the well-being of children for a lifetime.

The curriculum is based on the science of the landmark CDC-Kaiser Permanente Adverse Childhood Experiences Study developed by principal researcher Dr. Robert Anda. Now understood to be one of the largest public health concerns and a leading cause of poor health outcomes - from heart disease and cancer to substance abuse and depression - extremely stressful experiences in childhood can alter brain development and can cause lifelong effects on health and behavior. The good news in this discovery is that what is

Over 10,000
South
Dakotans
received ACEs
and Resiliency
Training

predictable is preventable. The science of resiliency teaches us that with application of this understanding, communities and individuals can enhance protective factors for children who experience ACEs.

ACEs and Resiliency Training Partners include CPCM, Children's Home Society, SD Department of Education, SD Department of Social Services, SD Department of Health, Sioux Empire United Way.

Training by the Numbers

- 10,000+ Number of South Dakotans who have received ACEs and Resiliency Training since February 2018
- 100+ Number of ACEs and Resiliency Program Trainers

According to the CDC, adverse childhood experiences have a tremendous impact on future violence, victimization, and perpetration, and lifelong health and opportunity. Early experiences are an important public health issue.

Enough Abuse Campaign



ACEs and Resiliency Presenter Training

In May 2019, CPCM and Children's Home Society partnered to host an ACEs Presenter Training in Rapid City, South Dakota. This training provided education on the impact of ACEs and resources to become a Trauma-Informed Champion. Thirty-eight passionate individuals were trained as ACEs presenters.

Enough Abuse Campaign

The Enough Abuse Campaign is a grassroots movement providing adults and communities with the knowledge and skills to prevent child sexual abuse in their communities. The Enough Abuse Campaign offers educational information to parents, youth, professionals and other concerned adults to prevent people from sexually abusing children and to prevent children from developing abusive behaviors in the future. The Enough Abuse Campaign is made possible through funding from the SD Department of Social Services and the SD Department of Health.

Professionals from across the state were trained to deliver the Enough Abuse curriculum in various venues through engagement of parents, caregivers, schools, youth serving organizations, parent organizations, churches, child care providers, and other audiences who serve children and/or youth.

Training By The Numbers

- **500+** Number of South Dakotans who have received Enough Abuse Campaign training since May 2019
- 40+ Number of Enough Abuse Campaign Trainers

Project AWARE

The SD Department of Education, in partnership with the SD Department of Social Services, was awarded a five-year, \$8.7 million Project AWARE grant from the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA). The grant will be used to help raise awareness and fund a tiered support system of evidence-based training and individualized services for school-aged students and school communities in need of mental health supports.

CPCM and Children's Home Society will work with Project AWARE to provide ACEs and Resiliency, and Enough Abuse Campaign trainings in South Dakota schools.

Workforce Training

VISION

Every postsecondary institution of higher education in South Dakota will teach students entering professions where they will be mandatory reporters the skills necessary to perform this task. Every mandatory reporter will receive annual training on detecting abuse and their obligation to report.

Child and Adult Advocacy Studies (CAASt) Certificate Program Proposal

In partnership with CPCM, Dr. Shana Cerny and Dr. Kelly Bass with the USD School of Health Sciences have proposed a Child and Adult Advocacy Studies (CAASt) Certificate Program.

The purpose of the CAASt Certificate is to prepare professionals to become competent in the various factors that lead to child and adult maltreatment, to understand existing responses to incidents of child maltreatment, and to be able to work more effectively with various systems and institutions that respond to these incidents.

Through offering a sequence of coursework and experiential learning opportunities, the certificate will encourage partnerships with community healthcare organizations to help improve interdisciplinary practices and reduce child and adult abuse and maltreatment.



Shana Cerney, OTD - Assistant Professor, Occupational Therapy, University of South Dakota

Kelly Bass, DSW - Program Director/Associate Professor, Master of Social Work Program, University of South Dakota





The
DSS Mandatory
Reporter
Training Video
has been
watched over
15,000 times

KEY ACCOMPLISHMENTS

- Multiple South Dakota Board of Regent Universities pledged to begin offering mandatory reporter training in programs at their colleges.
- The Associated School Boards of South Dakota released updated model policies for South Dakota schools regarding mandatory reporters.
- SD Department of Education offered scholarships to SD educators to attend training focused on ending child maltreatment, including Mandatory Reporter Training 201.

National Child Protection Training Center Director Presents to CPCM Workgroup

Victor Vieth, J.D., Director of Education and Research of the Zero Abuse Project and founder of the National Child Protection Training Center (NCPTC), spoke with the Mandatory Reporter Curriculum Project Workgroup and guests in May 2019. Vieth discussed the CAASt curriculum and held a brainstorming session on how to fit CAASt into current Board of Regents curriculum. At the end of the session, five (5) SD Board of Regent Universities pledged to begin offering mandatory reporter training in programs at their schools.

"Universities seldom prepare students for the reality of child protection. Successful professional training will produce child maltreatment professionals who will be knowledgeable enough to competently manage child maltreatment cases. Beginning in college, we must produce an army of front line workers well equipped to organize all the players in their local communities for the benefit of children."

- www.ZeroAbuseProject.org



Victor Vieth

zero abuse PROJECT

School and Youth Serving Organizations (YSO) Task Force

CPCM's School and YSO Task Force worked on four objectives in 2019:

- Mandatory Reporter Training. The task force identified barriers to mandatory reporting in school and YSO settings. They then developed a list of strategies to mitigate these barriers. The primary solution was to develop a follow-up video to the first mandatory reporter training video (developed by DSS) to further explain resources for child welfare prevention and response.
- School Policies. The Associated School Boards of South Dakota (ASBSD) examined all school policies surrounding mandatory reporting and partnerships with those who investigate child maltreatment. ASBSD has released the updated model policies and outlined them at the ASBSD and South Dakota School Administrators joint conference.
- **Behavioral Health Supports in Schools.** Existing models of behavioral health supports in schools were examined by the task force. Every school and community has unique needs and one solution will not fit all. The task force is developing options for behavioral health supports and recommendations for traumainformed screenings. This effort will highlight options for SD schools to consider.
- **Prevention Education.** In addition to ACEs and Resiliency and the Enough Abuse Campaign, the task force collected details regarding prevention programming offered across the state. The prevention programming can be found in the CPCM Child Abuse Services Portal at www.cpcmsd.com.

Criminal Justice & Child Protection Response

VISION

Child protection workers and law enforcement officers will conduct a comprehensive investigation of every child sexual abuse case that comes to their attention, and when abuse is substantiated, pursue appropriate civil and criminal actions.

REACH Update

The REACH Team is South Dakota's first regional multidisciplinary team (MDT), designed to help victims and their families navigate the criminal justice system. The REACH Team is headquartered in Watertown, SD and serves the 13 surrounding counties. The REACH Team has been in operation since 2017 and has seen over 275 patients.



Investigations: Minimal Facts Trainings

Throughout the year, the REACH Team presented free child abuse investigation training opportunities to state and tribal professionals representing each discipline on the multidisciplinary team. The trainings covered best practices in the field of child abuse investigations, minimal facts interviewing practices, gathering corroborative information, pediatric forensic evidence kits, and a drugendangered children protocol. The REACH Team trained over 80 professionals in 2019.



Cameron Corey, MAJC
Special Agent with the SD Division
of Criminal Investigation and
REACH Team Member

"The benefits of bringing members of all MDT disciplines together to learn how to better respond to child maltreatment in South Dakota are invaluable."

- Amanda Liebl, Forensic Interviewer

KEY ACCOMPLISHMENTS

• The Unified Judicial System, Court Improvement Program (UJS CIP) revised the South Dakota Guidelines for Child Abuse and Neglect. CPCM Partners served on the revision committee.

• The REACH Team trained over 80 law enforcement officers and first responders in minimal-facts interviewing.

• CPCM partners participate in Candidates for Care teams.

UJS CIP: Basic Court Improvement Grant

The SD Unified Judicial System, Court Improvement Program (UJS CIP) Committee revised the SD Guidelines for Child Abuse and Neglect (A&N) Cases. Commonly referred to as the Green Book, the guidelines provide information for attorneys representing children, the State, and the parents throughout the course of an A&N Case. The updated Green Book is available online and in print from the Unified Judicial System.



Child Protective Services: Family First Prevention Planning

Child Protective Services (CPS) receives and assesses reports of child abuse and neglect. The goal of CPS is to ensure child safety by working with parents to enhance their protective capacities through direct services and referrals to community services. CPS work with families to maintain their children safely in their home and when that is not possible, placement outside the home with relatives, foster parents and other treatment providers with the goal of reunification. CPS provides training programs for foster and adoptive parents to assure availability of qualified placement resources and safety and well-being for children through licensing services.

The Family First Prevention Services Act was signed into law by President Trump in 2018. This Act reforms the federal child welfare financing streams to provide services to families who are at risk of entering the child welfare system. The Act aims to prevent children from entering foster care by focusing on parenting, mental health and substance use prevention services to help stabilize and strengthen families. The Division of Child Protection Services has created the Candidates for Care Initiative.

This initiative provides a venue for the state and local child welfare system to share in a common goal to support and recognize the value and resiliency of families. Children experience better outcomes when they are cared for by safe caregivers familiar to them. The Candidates for Care Initiative will be piloted in Rapid City and Sioux Falls and will support collaboration among multiple disciplines on prevention efforts to avoid any unnecessary placement of children into the foster care system.

South Dakota's Vision

The collaboration for South Dakota's vision statement began at the National Conference for Child Abuse and Neglect in April 2019. A team comprised of CPS, United Judicial System, the Division of Behavioral Health, and CPCM were presented the opportunity to attend the conference together and collaborate on the future of child welfare in the state of South Dakota. Further collaboration with internal and external teams provided the input necessary to finalize South Dakota's vision statement.



"Families are engaged by a child welfare system who recognizes and supports their value and resiliency."

In the Community

Goal E www.www.www.www.www.www

VISION

Develop self-healing communities through campaign materials to build a movement that ends child sexual abuse in South Dakota.

2019 Children's Day at the Capitol

The January 2019 Children's Day at the Capitol provided an opportunity for child welfare partners from across the state to gather during the legislative session to share information with legislators and community members. The non-lobbying activity was hosted in the rotunda of the Capitol, where vendors and educators joined in communicating the efforts around our state to create healthy and resilient families. Over 300 people participated in the Children's Day event. CPCM Board Member, Mary Beth Holzwarth, shared her family's story of resiliency during the event.



Mary Beth Holzwarth CPCM Board Member

CPCM Presents at National Child Welfare League of America Conference

CPCM Director Carrie Sanderson and CPCM Partner Sharon Chontos, with Sage Project Consultants, traveled to Washington, D.C. in April 2019 to present "Building a Sustainable Solution: Creating systems of care in rural SD to end child maltreatment and to foster resilient families" at the National Child Welfare League of America Conference. The conference focused on successful strategies and practices organizations and communities are using that can be leveraged to meet the challenges and opportunities of the Family First Prevention Services Act and help ensure that children and families flourish. CPCM's presentation outlined the organization and planning that took place to create CPCM and the collaboration of the CPCM partners in moving the body of work forward to prevent and respond to child abuse and neglect in South Dakota.

No Hit Zone

A major objective in South Dakota's Strategic Plan to end child maltreatment is to implement No Hit Zones to establish protocols that use deescalation techniques to address parental disruptive behaviors and physical discipline of children. CPCM can provide technical assistance in creating a No Hit Zone. More information can be found at www.sdcpcm.com/no-hit-zone.



KEY ACCOMPLISHMENTS

- CPCM Advisory Board members and CPCM staff presented at over 35 conferences, events, meetings, and classes across South Dakota and the nation.
- CPCM website received extensive updates and now hosts many resource pages and links.
- The Resilient Communities project was launched, creating a unified approach to helping communities address issues surrounding child welfare and child maltreatment.

VISION

Create and sustain a network of statewide support and effort to move the goals of Jolene's Law Task Force forward.



.....

Resilient **Communities**

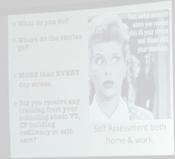
Increasing the capacity to prevent and respond to child maltreatment can only be realized at a community level. One of CPCM's primary strategies is to provide a "Resilient Communities: South Dakota" framework for community coalitions to work together to surround families and children with the resources they need to heal and thrive.

The Resilient Communities framework pulls in the training, processes, and policies developed in the 10-year plan into a comprehensive toolkit. The strategies are designed to take into account challenges faced in rural South Dakota and to offer unique, communitybased solutions which provide victims of violence safe, consistent, and meaningful response. The strategies are flexible to the needs of each community. CPCM staff and partners are available to provide technical assistance to community coalitions. Contact CPCM at cpcm@usd.edu to schedule an appointment for your

community partners.



Community Education



Children's Justice Conference

The Children's Justice Conference was held in Rapid City, South Dakota in May 2019. Led by the Unified Judicial System, and co-hosted by Children's Home Society and CPCM, the conference included free training for attendees in the Back Hills area. Over 100 individuals attended the conference.

19th Annual Community Response to Child Abuse Conference

Over 600 South Dakota professionals and community members attended the 19th Annual Community Response to Child Abuse Conference on October 3-4, 2019. This year's conference featured keynote Sasha Joseph Neulinger, a recognized filmmaker who survived child sexual abuse, and keynotes Kay Glidden and Beth Reynolds-Lewis, compassion fatigue specialists. Five tracks of breakout sessions with over 55 speakers from across the state and nation provided additional learning sessions for educators, social workers, law enforcement, medical professionals and community members.



The conference was organized and hosted through a partnership with the Unified Judicial System (UJS) Court Improvement Program (CIP), Child's Voice at Sanford Health and CPCM.



Introductory Speaker Chief Justice David Gilbertson



Keynote Speaker Sasha Joseph Neulinger



Governor's Address Governor Kristi Noem

KEY ACCOMPLISHMENTS

• With help from Avera Health and the SD Department of Education, continuing education was offered for attendees at the 19th Annual Community Response to Child Abuse Conference.

Training resources are available on the CPCM website.





Outstanding Service Award Recipient Carole Cochran

Carole Cochran 2019 Outstanding Service Award Recipient

At the 19th Annual Community Response to Child Abuse Conference, CPCM presented the Outstanding Service Award to Carole Cochran, Director of South Dakota KIDS Count. CPCM's Outstanding Service Award recognizes an individual's dedication and service to South Dakota in the effort to eradicate child maltreatment.

Carole has dedicated a large part of her career to understanding data surrounding child welfare in the state of South Dakota. Countless agencies and state partners have benefited and will continue to benefit from Carole's efforts. CPCM is pleased to celebrate Carole's contribution to making South Dakota children safer and healthier. Carole was nominated by the South Dakota Network Against Family Violence and Sexual Assault.

Department of Education Covers Conference Registration for Educators

For the 19th annual Community Response to Child Abuse Conference, CPCM partnered with the SD Department of Education to offer educators free conference registrations. Presentations at the conference aimed to decrease the stigmas of what constitutes a mandatory report and gave educators a broader knowledge base of child maltreatment and practical strategies and interventions to work with students who experience trauma and may be struggling behaviorally in school. The funding was made possible through the Department of Education's Title IV Part A state level funds.









We appreciate all partners and supporters of CPCM

The CPCM movement is made possible by the support of our partners and service agencies across the state. We will create positive change for our children and communities by continuing to work together in the areas of prevention, research, and response to child maltreatment. Thank you to all who have supported the CPCM movement and worked as change agents in our great state. CPCM would like to recognize the following agencies for collaborating to build a stronger South Dakota:

ACE Interface

Association of School Board Administrators

Avera Health

Avera St. Mary's Central SD Child Assessment Center

Avoid Opioid SD

Bethany Christian Services

Black Hills Special Services Cooperative

Brookings County Child Protection Team

Bureau of Indian Affairs

Call to Freedom

Capital University Center

CASA

Catholic Family Services

Cetera Services

Character on Track

Child Advocacy Centers of South Dakota

Children's Home Society

Children's Home Child Advocacy Center

Child's Voice at Sanford Health

Dakota State University

Delta Dental of South Dakota

Division of Criminal Investigation

Dr. Kari Oyen

Dr. Victor Vieth

East River Legal Services

Endeavor 52

ENOUGH Abuse Trainers

Federal Bureau of Investigation

Grainger Foundation

Helpline Center

Lutheran Social Services

MassKids, Inc.

Mud Mile Communications

NASW SD Chapter

Our Home, Inc.

Pheasantland Industries

Pinnacle Productions

Rapid City Regional Health

Realtors Association of the Sioux Empire

Sage Project Consultants

Sanford Health

SD ACEs and Resiliency Presenters

SD Association of School Psychologists

SD Board of Regents

SD Community Foundation

SD Department of Education

SD Department of Health

SD Department of Social Services

SD Kids Count

SD Legislature

SD Multi-Housing Authority

SD Network Against Family Violence and Sexual Assault **SD REACH Team**

SD School of Health Sciences

SD School of Mines and Technology

Sioux Empire United Way

Sioux Falls Area Community Foundation

Sioux Falls Police Department

Sioux Falls Rotary - Downtown

Sioux Falls Rotary - South

Siouxland Child Protection Council

SOC Committee, Wagner

Social Justice Research Institute

Social Net Works, Brookings

South Dakota Education Association

South Dakota Public Broadcasting

South Dakota State University

The Compass Center

Unified Judicial System

University of Sioux Falls

University of South Dakota

USD Center for Disabilities

USD Masters of Social Work Program

USD Pediatrics Program

Volunteers of America, Dakotas

Westgate Community Church

Wiconi Wawokiya, Inc.

Yankton United Way



University Support

CPCM is housed within the USD School of Health Sciences. Many thanks to the School of Health Science for continued support.



Learn More, Get Involved.

To learn more and become involved in the CPCM movement, visit www.SDCPCM.com or contact CPCM at CPCM@usd.edu.











Partners in Action

Center for the Prevention of Child Maltreatment











KNOW

Implement evidence-based best practices **RESPOND**

Support early intervention and healing

PREVENT

Create trauma informed communities



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – A DATE: June 24, 2020

SUBJECT

Revised USD FY21 HEFF M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 13-51-2 – Educational Facilities Fund – Purposes

SDCL 13-53-15 – Receipt by State Treasurer of Institutional Moneys - Distribution

SDCL 13-53-15.3 – Medical School Funds

BOR Policy 6:6 – Maintenance and Repair

BACKGROUND/DISCUSSION

USD is requesting approval to update the FY21 list of M&R HEFF funded projects from the list submitted and approved at the December 2019 meeting (agenda item: 4-O).

IMPACT AND RECOMMENDATIONS

USD is submitting a revised list of the FY21 HEFF M&R projects from the list previously approved during the December 2019 meeting. The total HEFF allocation amount for USD has not changed from the December approval.

With the approval of Senate Bill 40 during the 2020 Legislative session, a portion of the HEFF M&R funds are needed to cover the M&R bond payment for the USD Health Sciences facility. In addition, a change in the M&R fund source designated to pay the remaining portion of the DakotaDome Renovation is necessary. At the time of the FY21 HEFF M&R submission, the remaining allocation amount for the DakotaDome Renovation project was tentatively included using funds from the FY21 General M&R project list. House Bill 1060 approved during the 2018 Legislative session granted expenditure authority from the Higher Education Facilities Fund (HEFF). Therefore USD is submitting a revised list of projects to be funded from the FY21 HEFF M&R funds.

Attachment I is the USD list of M&R HEFF projects approved at the December 2019 Board meeting with reference to the change in fund source. This also includes the initial M&R General fund projects planned at the time of submission of the December Board item. Attachment II is the revised list of the FY21 M&R HEFF projects, which USD is requesting

DRAFT MOTION 20200624 6-A:

I move to approve the revised FY21 HEFF M&R project list for USD as shown in Attachment II.

Revised USD FY21 HEFF M&R Projects June 24, 2020 Page 2 of 2

Board approval, as well as the M&R General updated list which is included as a separate board item at the June 2020 meeting. The total available M&R General fund allocation did decrease from the December estimate.

ATTACHMENTS

Attachment I – FY21 HEFF M&R projects approved by the Board Attachment II – Revised USD FY21 HEFF Maintenance & Repair projects

UNIVERSITY OF SOUTH DAKOTA

FY21 HEFF Maintenance & Repair Projects (Approved at December 2019 BOR Meeting)

FY21 M&R Allocation:

\$4,316,502

| \$0 | \$4,316,502 | | | | | Grand Total |
|------------------|---------------|---------------|------------------------------------|--|-----------------|--------------------|
| D | \$10,000 | Renovation | Building Integrity | Restroom Renovations | Vucurevich | 2H21XX |
| \triangleright | \$30,000 | Maintenance | Building Integrity | Replace Exterior Doors | Old Main | 2H21XX |
| > | \$300,000 | Maintenance | Building Integrity | Interior Renovations | Law School | 2H21XX |
| \triangleright | \$1,659,704 | Renovation | Building Integrity | Knutson Theatre Renovations | Fine Arts | 2H21XX |
| \triangleright | \$100,000 | Renovation | Building Integrity | Renovate Fine Arts Restrooms | Fine Arts | 2H21XX |
| В | \$30,000 | Maintenance | Public Health, Safety & Compliance | Pool Maintenance | Dakota Dome | 2H21XX |
| C | \$491,788 | Renovation | Building Integrity | A&S Renovation | Arts & Sciences | 2H21XX |
| > | \$60,000 | Maintenance | Energy & Utility Savings | Electrical Infrastructure Replacement | Campus | 2H21XX |
| ₩ | \$30,000 | Maintenance | Energy & Utility Savings | UPS Replacement | Campus | 2H21XX |
| B | \$50,000 | Maintenance | Building Integrity | Security Camera and Card Access | Campus | 2H21XX |
| A | \$25,000 | Maintenance | Building Integrity | Academic Building Space Maintenance | Campus | 2H21XX |
| \triangleright | \$25,000 | Maintenance | Building Integrity | Classroom Critical Maintenance & Repair | Campus | 2H21XX |
| | \$30,000 | Renovation | Energy & Utility Savings | Irrigation and Grounds Maintenance | Campus | 2H21XX |
| | \$100,000 | Maintenance | Public Health, Safety & Compliance | Elevator Repairs | Campus | 2H21XX |
| \triangleright | \$80,000 | Maintenance | Energy & Utility Savings | Sidewalk Safety And Accessibility Improvements | Campus | 2H21XX |
| | \$35,000 | Maintenance | Building Integrity | Painting and Flooring Repairs and Upgrades | Campus | 2H21XX |
| \triangleright | \$50,000 | Maintenance | Energy & Utility Savings | Building Control Systems Maint. & Replacement | Campus | 2H21XX |
| \triangleright | \$50,000 | Maintenance | Building Integrity | Roof Inspections and Repairs | Campus | 2H21XX |
| > | \$160,000 | Maintenance | Energy & Utility Savings | Electrical Repairs & Upgrades | Campus | 2H21XX |
| В | \$280,000 | Maintenance | Energy & Utility Savings | Mechanical Repairs and Upgrades | Campus | 2H21XX |
| \triangleright | \$75,000 | Maintenance | Public Health, Safety & Compliance | Hazardous Materials Abatement (asbestos, lead paint) | Campus | 2H21XX |
| | \$215,825 | | | Planning & Design | | 2H2102 |
| | \$429,185 | | | M&R Bond | | 2H2101 |
| | | | | | | |
| | Cost Estimate | M&R Class (2) | M&R Category (1) | Project Name | Building Name | (Activity #) |
| | | | | | | Duning |

Tickmarks:

- Project or portion of project included on the FY21 General M&R project list. Project or portion of project included on the FY21 Fee M&R project list.
- Redirected to M&R Bond Health Sciences facility.
- J Project removed from the M&R list.

UNIVERSITY OF SOUTH DAKOTA FY21 General Maintenance & Repair Projects - Projection

| | | | | | Grand Total |
|-----------------------------|-------------|--------------------|-----------------------------|---------------|--------------------|
| \$64,79 | Maintenance | Building Integrity | Replace Roof | McKusick | 2G21XX |
| \$282,290 | Renovation | Building Integrity | Knutson Theatre Renovations | Fine Arts | 2G21XX |
| \$2,700,398 | Renovation | Building Integrity | Interior Renovations | Dakota Dome | 2G21XX |
| \$250,000 | Maintenance | Building Integrity | Replace Roof | Continuing Ed | 2G21XX |
| \$173,552 | | | Planning & Design | | 2G21XX |
| M&R Class (2) Cost Estimate | M&R Class | M&R Category (1) | Project Name | Building Name | (Activity #) |
| | } | | | | Project |

UNIVERSITY OF SOUTH DAKOTA FY21 Revised HEFF Maintenance & Repair Projects

| Project | | | | FY21 M&R Allocation: | \$4,316,502 |
|--------------------|----------------------|--|------------------------------------|----------------------|---------------|
| (Activity #) | Building Name | Project Name | M&R Category (1) | M&R Class (2) | Cost Estimate |
| 2H2101 | | M&R Bond - FY12 Bonds | | | \$429,185 |
| 2H2102 | | Planning & Design | | | \$215,825 |
| 2H21XX | | M&R Bond - Health Science | | | \$491,788 |
| 2H21XX | Campus | Mechanical Repairs and Upgrades | Energy & Utility Savings | Maintenance | \$187,801 |
| 2H21XX | Campus | Electrical Repairs & Upgrades | Energy & Utility Savings | Maintenance | \$130,000 |
| 2H21XX | Campus | Painting and Flooring Repairs and Upgrades | Building Integrity | Maintenance | \$35,000 |
| 2H21XX | Campus | Elevator Repairs | Public Health, Safety & Compliance | Maintenance | \$100,000 |
| 2H21XX | Campus | Irrigation and Grounds Maintenance | Energy & Utility Savings | Renovation | \$31,094 |
| 2H21XX | Dakota Dome | Interior Renovations | Building Integrity | Renovation | \$2,695,809 |
| Grand Total | | | | | \$4,316,502 |

UNIVERSITY OF SOUTH DAKOTA FY21 General Maintenance & Repair Projects

| | | | | FY21 M&R Allocation: | \$3,240,215 |
|-------------------------|-------------------------------------|--|------------------------------------|----------------------|-------------------|
| Project (Activity #) | Building Name | Project Name | M&R Category (1) | M&R Class (2) | Cost Estimate 169 |
| 2G2101 | | Planning & Design | | | \$0 |
| 2G21XX | Campus | Hazardous Materials Abatement (asbestos, lead paint) | Public Health, Safety & Compliance | Maintenance | \$75,000 |
| 2G21XX | Campus | Building Control Systems Maint. & Replacement | Energy & Utility Savings | Maintenance | \$43,792 |
| 2G21XX | Campus | Sidewalk Safety And Accessibility Improvements | Energy & Utility Savings | Maintenance | \$75,726 |
| 2G21XX | Campus | Classroom Critical Maintenance & Repair | Building Integrity | Maintenance | \$25,000 |
| 2G21XX | Campus | Academic Building Space Maintenance | Building Integrity | Maintenance | \$25,000 |
| COLVE | | 71 | D | | |
| 2G21XX | Akeley Arts & Sciences Roof Renairs | res Roof Repairs | Building Integrity | Maintenance | \$50,000 |
| 2G21XX | Continuing Ed | Replace Roof | Building Integrity | Maintenance | \$250,000 |
| 2G21XX | Fine Arts | Renovate Fine Arts Restrooms | Building Integrity | Renovation | \$100,000 |
| 2G21XX | Fine Arts | Knutson Theatre Renovations | Building Integrity | Renovation | \$1,942,000 |
| 2G21XX | Law School | Interior Renovations | Building Integrity | Maintenance | \$300,000 |
| 2G21XX | Lee Med | Temp/Humidity Issues at ARC | Building Integrity | Maintenance | \$80,000 |
| 2G21XX | Lee Med | Fix Metal Roof above N. Stairwell | Building Integrity | Maintenance | \$50,000 |
| 2G21XX | McKusick | Replace Roof | Building Integrity | Maintenance | \$133,697 |
| 2G21XX | Old Main | Replace Exterior Doors | Building Integrity | Maintenance | \$30,000 |
| rand Total | | | | | \$3,240,215 |

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – B DATE: June 24, 2020

SUBJECT

SDSU The Barn Renovation Preliminary Facility Statement (PFS)

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL 5-14-1</u> – Classification of Capital Improvements

<u>SDCL 5-14-2</u> – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds

SDCL 5-14-3 – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution

BOR Policy 6:4 – Capital Improvements

BOR Policy 6:6 – Maintenance and Repair

BACKGROUND/DISCUSSION

SDSU requests approval of this Preliminary Facility Statement (PFS) to complete planning and construction of future renovations of The Barn. We request that this project replace the Visual Arts Project in the Board of Regents 2012 Capital Project Plan.

The goal of the university and School of Design is to foster excellence in student learning, recruiting, and retaining high performing students and faculty, to strengthen discovery and creative activities and to achieve national distinction. The proposed project is a key part of a sequential process that will provide long-term quality instructional and creative space for the School of Design and would position academic programs for accreditation and reaccreditation.

Imagine 2023 is a plan of the university to foster academic scholarship and creative works. This includes pursuing new accreditations for some academic programs and achieving reaccreditation for other programs. SDSU seeks to make these improvements comprehensively to include all creative design programs in the fields of art, design, and the built environment.

(Continued)

DRAFT MOTION 20200624 6-B:

I move to approve SDSU's Preliminary Facility Statement for the renovation of The Barn at an estimated cost of \$10-\$15M.

SDSU The Barn Renovation Preliminary Facility Statement (PFS) June 24, 2020 Page 2 of 3

Through the external review of the program and facilities, various existing buildings and sites have been examined for programs within the School of Design. Buildings that have been studied for the School of Design are the Seedhouse, Lincoln Hall, and The Barn.

The university sees distinct potential in renovating The Barn. It would provide good student and public access. It is centrally located on campus and relatively close to other buildings that house programs within the School of Design. The Barn was originally constructed in 1918 as the armory and remodeled in the 1960s for student recreation and academic purposes. Most recently, the building has been used for academic swing space and received minor maintenance and renovations over the past twenty years.

The building area includes a large open gymnasium with high ceilings and infilled window openings. SDSU would plan to reinstall the numerous windows on each side of the building for access to daylight. The combination of a large open space and daylight would be ideal for studio art and built environment design programs. The interior of the building could be readily modified and repurposed to serve this educational function. Campus fiber optics, domestic water, sanitary sewer, storm sewer, electrical, gas, steam and chilled water utilities are connected to the building through a lower level mechanical room and perimeter tunnel system. These systems are readily available but would need to be upgraded or maintained as a function of the overall renovation project.

While the building offers great potential for the School of Design, maintenance and repairs would be required to modernize and make the facility functional for the School of Design. Maintenance and repair work that would need to be accomplished as part of the renovation project include domestic plumbing, sanitary sewer, lighting, heating, cooling, ventilation, accessibility, and life safety improvements.

Proposed Funding

Full project costs have been estimated at \$10-\$15M. The project would be funded with a combination of HEFF, other funds, and private donations. There is \$7.5 million in bonded HEFF funds that would become available in FY26 or FY27 when bonds are issued. The university requests the funding be redirected from the previously identified SDSU Visual Arts Project identified in the 2012 BOR Capital Project Plan to The Barn Renovation project.

IMPACT AND RECOMMENDATIONS

Assuming reuse of the Barn, this project would reallocate existing space within the facility that is currently unoccupied. Space occupied by Health & Nutritional Sciences and Extension Services would be vacated. Health & Nutritional Sciences and associated Extension Services would be consolidated into Wagner Hall and backfill space currently occupied by the Interior Design program. Vacated space in McFadden Biostress would be repurposed to accommodate space needs within the Plant Science, Biology & Microbiology, and Natural Resource Management Departments. The vacated First Year Studio space would be returned

SDSU The Barn Renovation Preliminary Facility Statement (PFS) June 24, 2020 Page 3 of 3

to general university storage space. Program requirements moved out of Grove Hall would alleviate existing overcrowding in the building.

SDSU requests approval of The Barn Preliminary Facility Statement to facilitate additional work and progress in meeting this objective.

ATTACHMENTS

Attachment I –SDSU The Barn Renovation PFS

PRELIMINARY FACILITY STATEMENT FOR

THE BARN RENOVATIONS SOUTH DAKOTASTATE UNIVERSITY

DATE: June 24, 2020

SDSU requests approval of this Preliminary Facility Statement to complete planning and construction of future renovations of the Barn. We request that this project replace the Visual Arts Project in the Board of Regents 2012 Capital Project Plan.

A. GENERAL PROGRAMMATIC NEEDS TO BE ADDRESSED:

The university's and School of Design's goal is to foster excellence in student learning, recruiting, and retaining high performing students and faculty, to strengthen discovery and creative activities and to achieve national distinction. The proposed project is a key part of a sequential process that will provide long term quality instructional and creative space for the School of Design and would position academic programs for accreditation and reaccreditation.

Imagine 2023 is a plan of the university to foster academic scholarship and creative works. This includes pursuing new accreditations for some academic programs and achieving reaccreditation for other programs. SDSU seeks to make these improvements comprehensive to include all creative design programs in the fields of art, design, and the built environment. SDSU plans to explore renovation options for The Barn that would include the 3D Studio Art, ,Interior Design and Landscape Architecture programs. The First Year Design Studio and Graphic Design programs would also be considered as part of the renovation project. Grove Hall would house 2D arts including printmaking and painting. The Architecture program would remain in the Chicoine Architecture, Mathematics, and Engineering Building.

The 3D Studio Art and Graphic Design programs are not accredited at this time and are awaiting a decision from a spring 2020 site visit and program review. Facility improvements are essential to this goal and improvement of educational opportunities for students. The Interior Design Program is an accredited program and was reaccredited in March 2020. Landscape Architecture also received full accreditation in March 2020. Facility improvements would address some deficiencies noted in accreditation peer reviews. The First Year Studio is currently housed in an upgraded storage facility on the western edge of campus. Moving the First Year Studio to space in The Barn would make the studio more accessible to students and provide the School of Design a prominent location in the center of campus. The 3D Studio Art programs were recently relocated to The Barn in preparation for future renovations to the building. Additional needs of these programs

South Dakota State University

would be identified in the planning process and supplemented through the overall renovation project.

Three different external reviews over the last eight years have deemed the programs of the School of Design healthy and the curriculum strong, but all have noted facilities are an obstacle to future accreditation and reaccreditation. This project would address facility deficiencies and facilitate future accreditation and reaccreditation of degree programs. Improved facilities would also benefit overall recruitment for the School of Design.

B. ANALYSIS OF THE STUDENT BODY OR CONSTITUENTS TO BE SERVED:

The project would support students pursuing majors and minors in Studio Art, Graphic Design, Landscape Architecture, and Interior Design. All programs would be able to pursue or establish accreditation within their respective fields because of the renovated facility. The project scope offers the opportunity for collaboration between related disciplines that currently exist in separate locations throughout campus. The project would benefit all students enrolled as majors of the School of Design degree programs. These programs include 6 different certification designations and an Art Education specialization. The School of Design coursework is also available as elective courses for all students.

C. ADDITIONAL SERVICES TO BE OFFERED:

All programs are focused on creative design and contribute directly or affect our built environment. Co-location of programs would provide synergistic benefits from exposing students to multiple creative processes and disciplines. Co-location of the creative efforts of students and faculty of 3D Studio Art, Graphic Design, Interior Design, and Landscape Architecture in a single expanded facility would provide exposure to design efforts and principles that translate across these disciplines. Students would experience a greater understanding of cross discipline design principles and how they can be applied to design solutions within their focus of study.

The educational and accreditation goals that are tied to facilities would be accomplished with improved studio spaces and studio support spaces. Dedicated studio spaces for all upper level design programs would provide a distinct program enhancement important to accreditation of creative design programs. The improved facilities would benefit Interior Design, Landscape Architecture, and Studio Art.

The proposed facility would include an outdoor creative yard for the exploration and creation of works of art and landscape architecture that can only be done outside in larger environments. Such spaces have enormous potential to encourage collaboration between and among the design disciplines including studio art, graphic design, architecture, interior design, and landscape architecture. There is ample space around The Barn that could accommodate this type of outdoor learning laboratory.

South Dakota State University

D. COMPLIANCE WITH CAMPUS MASTER PLAN:

This project would be consistent with the Imagine 2023 Strategic Plan, 2025 Facility Master Plan and Millennium Master Plan. The project would consolidate the Interior Design, Landscape Architecture, and 3D Studio Art programs within the School of Design into a single facility that is centrally located. The First Year Studio and Graphic Design program would also be considered for relocation to the newly renovated Barn. The Barn is located near other programs in the School of Design. The project would renovate The Barn into a facility that would meet the contemporary academic needs of the university and the School of Design. The renovation project would strengthen the existing core of SDSU's main campus. The Barn Renovation project would incorporate program elements from the Visual Arts Building Project indicated in the 2012 BOR Capital Project Plan. The renovation project would accomplish many of the goals outlined in that plan within the existing Barn facility.

E. ANALYSIS OF NEEDS ASSESSMENT BASED ON THE FACILITIES UTILIZATION REPORT:

The School of Design Studio Art and Graphic Design programs are in Grove Hall, the converted 1960s food service commons, which houses offices, studios, and classrooms. Grove Hall would continue to house the space intensive printmaking and painting functions and the First Year Design Studio with limited building modifications. Relocating some faculty offices would alleviate the overcrowding that currently exists in Grove Hall. The final determination of program elements in the Barn and Grove Hall would be determined after a detailed program analysis has been completed by our design consultants. The Architecture Program is in the Chicoine Architecture, Mathematics, and Engineering Building. The program would remain in the AME building. The Interior Design Program is currently located on the east side of the second floor of Wagner Hall. Existing Landscape Architecture space is split between The Barn and McFadden Biostress Building. 3D Studio Art studio space is in The Barn. The First Year Design Studio is currently located in a renovated storage shed on the west edge of campus. The Barn Renovation project would consolidate the Interior Design, Landscape Architecture, and 3D Studio Art into one centrally located facility. The initial analysis would also include Graphic Design and the First Year Studio as potential candidates for The Barn Renovation project. The outcome of the project would consolidate the School of Design into three centrally located buildings instead of six.

Interior Design and Graphic Design require additional program space to meet current enrollment needs, accreditation standards, and studio space requirements. Additional space for these programs is not readily available. The existing space allocation for these programs in Wagner Hall and Grove Hall does not allow for expansion to meet growing enrollment needs and accreditation requirements. Renovation of The Barn could allocate adequate space to meet the needs of these programs.

Improved facilities are needed to foster creative and artistic activity among faculty and students in the design fields, including 3D Studio Art, Graphic Design, Interior Design, and Landscape Architecture. Co-location of these programs would enhance faculty collaboration and access to students. The renovation efforts would result in a facility that fosters cross disciplinary education.

South Dakota State University

F. LOCATION:

Through the external review of the program and facilities, various existing buildings and sites have been examined for programs within the School of Design. Buildings that have been studied for the School of Design are the Seedhouse, Lincoln Hall, and the Barn. The university sees distinct potential in renovating The Barn. It would provide good student and public access. It is centrally located on campus and relatively close to other buildings that house programs within the School of Design. The Barn was originally constructed in 1918 as the armory and remodeled in the 1960s for student recreation and academic purposes. Most recently, the building has been used for academic swing space and received minor maintenance and renovations over the past twenty years. The building area includes a large open gymnasium with high ceilings and infilled window openings. SDSU would plan to reinstall the numerous windows on each side of the building for access to daylight. The combination of a large open space and daylight would be ideal for studio art and built environment design programs. The interior of the building could be readily modified and repurposed to serve this educational function. Campus fiber optics, domestic water, sanitary sewer, storm sewer, electrical, gas, steam and chilled water utilities are connected to the building through a lower level mechanical room and perimeter tunnel system. These systems are readily available but would need to be upgraded or maintained as a function of the overall renovation project. While the building offers great potential for the School of Design, maintenance and repairs would be required to modernize and make the facility functional for the School of Design. Maintenance and repair work that would need to be accomplished as part of the renovation project include domestic plumbing, sanitary sewer, lighting, heating, cooling, ventilation, accessibility, and life safety improvements.

The Interior Design, 3D Studio Art, and Landscape Architecture currently occupy 14,600 net square feet of space in Wagner Hall, the Barn, and McFadden Biostress buildings. We believe these programs could be co-located to The Barn. The available program space in the Barn would be roughly 28,000 nsf. The Graphic Design and First Year Design Studio program would also be considered for co-location to The Barn. These programs currently occupy 4,200 nsf in Grove Hall and the West Storage Shed. The additional space could accommodate an integrated studio, faculty offices, faculty studios, general classrooms, and future program growth. The available space in The Barn would be studied by our design consultants to determine the existing and future program requirements that could be accommodated in The Barn. The space program developed for the School of Design in 2015 identified space needs of approximately 27,000 nsf for the programs. Outdoor space would also be available on the north and east sides of the building for additional educational program space, entrance definition, sculpture yard, materials storage yard, and delivery access. The renovation project would offer an opportunity to conserve existing facility resources in a manner that would be more cost effective than new construction. Preliminary design and concept development would examine the development of the facility to serve the School of Design.

South Dakota State University

G. REALLOCATION OF OLD SPACE, IF ANY:

Assuming reuse of The Barn, this project would reallocate existing space within the facility that is currently unoccupied. Space occupied by Health & Nutritional Sciences and Extension Services would be vacated. Health & Nutritional Sciences & associated Extension Services would be consolidated into Wagner Hall and backfill space currently occupied by the Interior Design program. Vacated space in McFadden Biostress would be repurposed to accommodate space needs within the Plant Science, Biology & Microbiology, and Natural Resource Management Departments. The vacated First Year Studio space would be returned to general university storage space. Program requirements moved out of Grove Hall would alleviate existing overcrowding in the building.

H. Proposed Funding Source/Sources:

The project would be funded by a combination of Higher Education Facilities Funds and private gifts. Full project costs have been estimated to be between ten and fifteen million. The project would be funded with a combination of HEFF, other funds and private donations. There is \$7.5 million in bonded HEFF funds that would become available in FY26 or FY27 when bonds are issued. The University requests the funding be redirected from the previously identified SDSU Visual Arts Project identified in the 2012 BOR Capital Project Plan to The Barn Renovation project.

I. BUDGET FOR DEVELOPMENT OF A FACILITY PROGRAM PLAN:

The university is not currently seeking professional design services. The project development would occur when bonded funds or private funding is available to allow for design and construction to occur in a continuous manner.

End of Report

5/14/2020 | 15:17 PDT Dennis Hedge

5/15/2020 | 08:10 CDT

Pat Crawford, Director

5/14/2020 | 15:01 PDT Barry Dunn

5/15/2020 | 12:59 CDT

DocuSianed by:

Dean kattelmann

CD9EAA3CB16443E... Dean Kattelmann

5/15/2020 | 06:01 PDT MT CFRDE 798142C5484

Michael Holbeck

5/19/2020 | 05:56 PDT

South Dakota State University

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – C (1) **DATE:** June 24, 2020

SUBJECT

BOR Policy 4:1 – General Terms and Appointment (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

SDCL Chapter 3-6C

BACKGROUND / DISCUSSION

Due to the elimination of collective bargaining for university faculty, effective July 1, 2020, there are certain elements of the COHE agreement that now need to be implemented into BOR policy. The attached policy revisions address faculty contracts that are currently addressed in the COHE agreement. The substantive changes are outlined below:

- 1. Updated the definition of faculty to be consistent with other policies.
- 2. Elimination of all references to "unit" and "non-unit" faculty.
- 3. Elimination of president, superintendent and executive director notification requirements when hiring an employee who has previously been terminated at an institution.
 - a. There are currently processes in place in the applicant tracking system to flag these individuals, and the campus HR offices have established processes on doing the appropriate reference checking with system institutions on these individuals.
- 4. Added Section 3.3 to specify the required reporting and payroll dates for faculty members.
- 5. Added language to specify that term contracts create no obligation of continuation of employment and that they may be non-renewed without cause.
- 6. Removed two sections that provide faculty on term contracts, who have been employed for eight (8) or more consecutive contracts, to request a hearing panel process to review a non-renewal of their contract.
 - a. This provision has not been used in recent history.
 - b. If utilized, this is a burdensome process that results in faculty panel recommendation on an administrative action, since a non-renewal is not an action which can be grieved this process serves a limited purpose.

DRAFT MOTION 20206024 6-C (1):

I move to approve the first reading of the proposed revisions to BOR Policy 4:1.

BOR Policy 4:1 – General Terms and Appointments (First Reading) June 24, 2020 Page 2 of 2

- c. Faculty have other due process rights through BOR policies if they believe an employment action is being taken for discriminatory reasons.
- 7. Removed the section of policy on liquidated damages if a faculty member does not provide notice of their resignation to the at least thirty (30) days prior to the start of the contract.
 - a. This provision has not been used as the process of collection is often more time-consuming and costly than the limited amount of money that can be recouped.

IMPACT AND RECOMMENDATION:

Approve the first reading of the proposed changes to BOR Policy 4:1, as outlined in Attachment I.

ATTACHMENTS

Attachment I – Proposed revisions to BOR Policy 4:1.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: General Terms & Appointments

NUMBER: 4:1

A. PURPOSE

To establish the general terms and appointment provisions for Civil Service Act employees and faculty members of the Board of Regents. No contract may obligate an institution to make payment in any future fiscal year without noting the limitations placed on the campus by the Legislature's appropriations process. Any contract that purports to extend to any future fiscal year must contain a clause that permits the institution to terminate the contract without default or liability of any kind in the event that the Legislature fails to appropriate moneys or expenditure authority needed to perform the contract.

B. DEFINITIONS

1. <u>Institution:</u> Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind and the Visually Impaired, State School for the Deaf, University of South Dakota, and the Office of the Executive Director.

C. POLICY

1. Types of Employment Classification

- 1.1. Civil Service: Civil Service Employees (CSA) are employees that are provided for under SDCL 3-6A-13, which applies to all positions in the executive branch of state government. All Civil Service employees are subject to Bureau of Human Resources Rules and Regulations as well as applicable BOR policies. Activities within the Civil Service System are also governed by SDCL § 3-6 and the Joint Powers Agreement between the Civil Service Commission and the South Dakota Board of Regents.
- 1.2. Faculty: Employees in a faculty related position who are exempt from the Civil Service Act and perform instruction, research, service and/or other faculty duties. All faculty are subject to BOR policies, institutional policies, procedures, statutes, rules and regulations.
 - 1.2.1. <u>Non-Unit:</u> Non-Unit Faculty are employees that are in faculty related positions who are exempt from the State Civil Service System and exempt from the bargaining unit (COHE) and perform research, instruction, and other

faculty duties. Departments that are exempted from the COHE collective bargaining unit are Medical School, Law School, Institute of Atmospheric Sciences, and 2010 Research Initiative. All non-unit employees are subject to the BOR as well as institutional policies, procedures, rules and regulations.

2. Unit: Unit Faculty are employees that are in faculty related position who are exempt from the State Civil Service System and perform research, instruction, and other faculty duties. These employees are members of the Council of Higher Education (COHE) which have a collective bargaining agreement (CBA) and are the recognized union representatives. All unit employees are subject to the collective bargaining agreement and those rules, regulations, policies, and procedures not governed by COHE

2.3. Institutional Appointment

All institutional personnel will be employed upon the recommendation of the president or superintendent of the institution and upon the approval of the Board of Regents. Before a campus appoints a candidate who has been employed by a Board of Regents institution AND who has been either terminated or allowed to resign in lieu of being terminated, the institutional executive officer and the board office shall be advised of the circumstances surrounding the separation. If a candidate is currently, or was formerly, employed by an institution and applies for another position in the system, the employee's institutional human resource office or academic affairs office, as appropriate, will share job-related information with the requesting academic or human resource office in the system.

- 2.1.3.1. Faculty members shall receive written appointment notice, signed by the President, Superintendent, or Executive Director, for each year they are employed by the Board. Unless otherwise agreed or established, the faculty member shall have twenty calendar days to accept the employment offer, and the employment contract shall not become binding until the notice is executed by both the faculty member and the appointing authority and approved by the Board of Regents, if applicable.
- 3.2. The provisions of this Policy Manual, the institutional Policy Manual, the appointment notice, and applicable law become part of the terms and conditions of every appointment contract. Any understanding, promise, term, condition or representation not thereby contained or included in the contract is of no effect.

3.3. Faculty Contract Year

- 3.4. Faculty members will be required to report for assigned duties no earlier than five (5) working days prior to the first day of classes for each academic term within their annual contract.
- 3.5. Faculty unit members will be released from duties incidental to their assigned courses no later than five (5) working days after the last day of final examinations in the last academic term of their appointments.
- 3.6. Faculty members assigned to electronically delivered courses during their initial term of appointment will be required to provide the necessary materials required to comply with the institutional quality assurance review process thirty (30) days prior to the first (1st) day of classes.

- 3.7. Faculty members who are required to report to work outside of the contract period reporting dates shall be compensated by either adjusting the required working days during the contract period by the number of days worked outside of the contract period, or by providing additional compensation for the days worked.
- 3.8. For payroll purposes, the nine-month individual appointment contract period for faculty members will extend from August 22 to May 21 (fall-spring), from May 22 to January 21 (summer-fall), or from December 22 to September 21 (spring-summer), inclusive. Given the variance in the academic calendar from year to year, the payroll dates applicable to the contract period and actual working days may differ, so long as the working days and payroll days are adequately offset, resulting in faculty members receiving full compensation for the days worked when considering the payroll days applicable to the contract period.
- 3.9. Faculty members who are asked to switch from fall-spring, spring-summer or summerfall contracts will not be expected to go more than one (1) term without assigned responsibilities and commensurate income.
- 3.10. To the extent that the terms of any two (2) nine-month contracts may overlap, the term of the second contract will be deemed to begin on the day following the lapse of the first contract. This change will not affect reporting dates, evaluation dates or any other contractually specified timeline, all of which will be determined according to the negotiated timelines. Faculty unit members on a ten-month or eleven-month contract will be required to report for assigned duties as stated in their contract.

2.2.

3.4. Faculty Appointment and Contract Evaluation

- 3.1.4.1. An appointment extended to a member of the faculty at a higher education institution will be of one of the following types: term, tenure-track, or tenure.
- 3.2.4.2. The University of South Dakota School of Medicine may also appoint to its academic faculty certain individuals who are retired, self-employed or employed by third parties. Individuals who receive such appointments shall not be employees of the School of Medicine, and they will not be eligible for tenure, though the School of Medicine may assign them academic rank or grant them promotions in keeping with its published standards for appointment and promotion, and subject to approval by the Board.
- 4.3. An appointment extended to a member of the research faculty at a higher education institution will be of one of the following types: a fixed term, probationary, or continuing; provided that in rare and exceptional circumstances, the Board may grant a tenure appointment to a research faculty member. (See BOR Policy 4.11 Rank and Promotion for a detailed listing of all faculty related positions).
- 3.3.4.4. Faculty contracts may be terminated for cause, or as a part of a reduction in force in conformity with BOR policies and applicable law.
 - 4.4.1. Term Appointments: A term contract may be either part-time or full-time and will be of a definite term, not to exceed one year, unless the extended contract is

- approved by the Board. A term contract will terminate automatically at the end of the term unless the Board expressly renews the contract.
- 4.4.2. A term contract creates no obligation of the Institution for continued employment beyond the term of the contract and non-renewal of the contract is not an action which can be grieved under BOR or Institutional policy. Receipt of successive term contracts does not alter the nature of the term contract and in no way enhances or creates a future interest in, or expectation of, continued employment in subsequent years.
- 4.4.3. A Term contract may be non-renewed without cause by providing written notice of the non-renewal to the faculty member prior to the expiration of the current contract term.

3.3.1.

- 3.3.1.1. The Board recognizes that faculty members who have received several consecutive full-time contracts will come subjectively to expect continued employment on the same basis. Under Board policy, in the absence of an award of tenure, such unilateral expectations, however natural they may be, can never become constitutionally protected property interests. Nevertheless, once a decision has been made not to reissue a subsequent term contract to such faculty Members, professional courtesy requires that they be accorded an opportunity to assure themselves that the rationale and factual basis for the decision have been reviewed formally by superior authorities and have been found satisfactory.
- 3.3.1.2. To give effect to this professional courtesy, the parties agree that a faculty member on a term contract who has received eight or more consecutive full-time contracts may obtain a review of the decision not to reissue a subsequent contract. The faculty member may challenge the decision through the procedures that govern the termination of employment, including, at the option of the faculty member, a hearing before an faculty hearing panel. The review provided hereunder will not constitute a grievance proceeding or a contested case, but the faculty member will be entitled to receive written responses when such would be required under grievance procedures, including findings and conclusions supporting the determination reached under completion of the review. The institution will not bear a burden of proof, except when required by law in a proper case to show that its decision gave effect to the faculty member's entitlements under the first amendment to the United States Constitution and under state and federal antidiscrimination statutes. The determination reached at step 3 will be final and not subject to appeal to the department of labor.
- 3.3.1.3. The right to review created hereunder shall not be interpreted to extend any limitation inherent in, or incidental to, a term contract as defined in this section. In particular, the right of review shall not give rise to an expectation of continued employment beyond the expiration of the term

contract; nor may the creation of the right of review be deemed to cloak a term contract with any of the characteristics or privileges of tenure track or tenure contracts.

- 3.3.2.4.4.4. Fixed Term Track Contract for Research Faculty: A fixed term contract may be either part-time or full-time and will be of a definite term. Terms exceeding one year, shall be approved by the Board. A fixed term contract will terminate automatically at the end of its term unless the Board expressly renews the contract. A fixed term contract will terminate automatically prior to the end of its stated term if the grant funds used to support the contract lapse and the research faculty member has not secured a new funding source. A fixed term contract creates no obligation of the Institution for continued employment beyond the term of the contract and non-renewal of the contract is not an action which can be grieved under BOR or Institutional policy. Receipt of successive fixed term contracts does not alter the nature of the fixed term contract and in no way enhances or creates a future interest in, or expectation of, continued employment in subsequent years.
 - 3.3.2.1. The Board recognizes that research faculty members who have received several consecutive full time annual contracts will come subjectively to expect continued employment on the same basis. Under Board policy, in the absence of an award of a continuing appointment, such unilateral expectations, however natural they may be, can never become constitutionally protected property interests. Nevertheless, once a decision has been made not to reissue a subsequent fixed term contract to such research faculty members, professional courtesy requires that they be accorded an opportunity to assure themselves that the rationale and factual basis for the decision have been reviewed formally by superior authorities and have been found satisfactory.
 - 3.3.2.2. To give effect to this professional courtesy, the parties agree that a research faculty member on a fixed term contract who has been employed full-time on the research faculty for eight or more consecutive years may obtain a review of the decision not to reissue a subsequent contract. The research faculty member may obtain a review of the decision through the procedures that parallel those for termination of employment, including, at the option of the faculty member, a hearing before a research faculty hearing panel. The review provided hereunder will not constitute a grievance proceeding or a contested case, but the research faculty member will be entitled to receive written responses when such would be required under grievance procedures, including findings and conclusions supporting the determination reached under completion of the review. The institution will not bear a burden of proof, except when required by law in a proper case to show that its decision gave effect to the faculty member's entitlements under the first amendment to the United States Constitution and under state and federal antidiscrimination statutes. The determination reached at step 3 will be final and not subject to appeal to the department of labor.

- 3.3.2.3. The right to review created hereunder shall not be interpreted to extend any limitation inherent in, or incidental to, a fixed term contract as defined in this section. In particular, the right of review shall not give rise to an expectation of continued employment beyond the expiration of the fixed term contract; nor may the creation of the right of review be deemed to cloak a fixed term contract with any of the characteristics or privileges of probationary or continuing appointments.
- 3.3.3.4.4.5. Tenure Track Contract: A tenure track contract is a qualifying appointment offered to a full-time faculty member who may be considered for a tenure contract at a later time and will be of a definite term, not to exceed one year. A tenure track contract is renewable solely at the discretion of the Board, subject to procedures for non-renewal of tenure track contracts set forth in Board Policy 4:10, Tenure. If a faculty member is offered a tenure track contract, the number of years the faculty member has served under term contracts may be credited, at the discretion of the Board, toward fulfillment of the period necessary for consideration for a tenure appointment.
- 3.3.4.4.4.6. Probationary Contract for Research Faculty: A probationary contract is a qualifying appointment offered to a full-time research faculty member who may be considered for a continuing appointment at a later time and will be of a definite term, not to exceed three years. A probationary contract may be renewed for a second three-year term. A probationary contract is renewable solely at the discretion of the Board, subject to procedures for non-renewal of tenure track and probationary contracts set forth in Board Policy 4:10, Tenure and Continuing Appointments. If a research faculty member is offered a probationary contract, the number of years the research faculty member has served under fixed term contracts may be credited, at the discretion of the Board, toward fulfillment of the period necessary for consideration for a continuing appointment.
- 3.3.5.4.4.7. Tenure Appointments for Faculty and Continuing Appointments for Research Faculty: Tenure and continuing appointments are addressed in Board Policy 4:10, Tenure and Continuing appointments.
- 3.3.6.4.4.8. Joint Appointments to the Instructional and Research Faculty: Upon the specific recommendation of the institutional president, a faculty member may be jointly appointed to the research faculty and the faculty, provided that the instructional load is less than half-time.
- 3.4. Appointment Contract Fulfillment: Full-time faculty and research faculty members who, after their second year of employment, resign their individual contract for the purpose of receiving employment outside the Regental System without the consent of the Board thereby consent to liquidated damage compensation to the Board for the additional expense caused by said breach of contract. However, any faculty and research faculty member who so resigns and breaches this contract may request a waiver of the deduction of said liquidated damages, in lump sum, from any pay owed to the faculty and research faculty member by the Board. Upon good cause, the Board will not unreasonably withhold its waiver of said liquidated damages and

the deduction thereof from allowances owed. Consent to resignation and breach of an individual contract is given by the Board if written notice is given to the institution thirty (30) or more days prior to the first day of the individual contract.

3.4.1. When deemed by the Board to be appropriate, liquidated damages will accrue and be assessed at the rate of \$50.00 per day beginning on the 29th day prior to the first day of the individual contract, not to exceed \$1,500.00.

SOURCE: Current Policy Manual 6.1.1; 5.2.1; 5.2.2; 5.2.3; BOR May 1991; 5.2.4; 5.2.5; 5.2.6; BOR, May 1997; BOR, June 1998; BOR, March 2000; BOR, March 2004; BOR, August 2004; BOR, October 2005; BOR, March 2016, August 2019, August 2020.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – C (2) DATE: June 24, 2020

SUBJECT

BOR Policy 4:15 – Leave Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

SDCL Chapter 3-6C
ARSD Chapter 55:09:04
COHE Agreement

BACKGROUND / DISCUSSION

BOR Policy 4:15 is being revised to align with the Family and Medical Leave Act (FMLA), SD Codified Law (SDCL) and SD Administrative Rules (ARSD) changes related to a new paid family leave administrative rule that will take effect on July 1, 2020. In addition, there were changes made to add clarification and remove unnecessary language. The only revisions made to this policy since the December meeting are to address the new paid family leave which were approved by the Interim Rules Review Committee on June 9, 2020. The substantive proposed revisions are outlined below:

- 1. Updated references to SDCL and ARSD;
- 2. Removed examples from the policy;
- 3. Updated definitions and qualifying events language to align with Family and Medical Leave Act (FMLA) language;
- 4. Added language consistent with the state of South Dakota related to use of additional sick leave usage when medically necessary at the birth of a child;
- 5. Updated the policy title, and terms throughout the policy to provide clarity and consistency;
- 6. Clarified the process for medical certification;
- 7. Added the previously negotiated changes to the sabbatical section related to the maximum salary while on sabbatical leave;
- 8. Updated to incorporate the newly created paid family leave provisions which provide for partial (60%) pay for up to eight (8) weeks for eligible employees. following the birth or adoption of a child.

DRAFT MOTION 20206024 6-C (2):

I move to approve the second and final reading of the proposed revisions to BOR Policy 4:15, to be effective June 22, 2020, as outlined in Attachment I.

BOR Policy 4:15 – Leave Revisions (Second Reading) June 24, 2020 Page 2 of 2

IMPACT AND RECOMMENDATION:

Approve the second and final reading of the proposed changes to BOR Policy 4:15.

ATTACHMENTS

Attachment I – Proposed revisions to BOR Policy 4:15.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Medical Leave and Leaves of Absence

NUMBER: 4:15

A. PURPOSE

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

Please see Human Resources for more information regarding the Family Medical Leave Act. Anything not included in this policy that is covered by federal or state regulations will be adhered to according to the law.

B. <u>DEFINITIONS</u>

- 1. Benefit: Employees eligible for family medical leave are entitled to twelve (12) weeks of paid or unpaid leave due to a serious health condition, birth or adoption of a child, and for the care of a child, spouse, or parent who has a serious health condition. The use of paid leave must comply with SDCL 3-6-6, 3-6-7, and 3-6-8.
- **2.1.12-month period:** The 12-month period is defined as a measuring forward period from the date of an employee's first qualifying event. For example, an employee has a child on April 1; therefore, the 12-month period is April 1 through March 31.
- **3.2.Health Care Provider:** A doctor of medicine or osteopathy who is authorized to practice medicine or surgery by the State of South Dakota, or any person determined by the U.S. Secretary of Labor to be capable of providing health care services.
- **4.3. Intermittent Leave:** This is leave taken in separate periods of time due to a single illness or injury, rather than for a continuous period of time. It may include leave periods from one hour or more to several weeks. Examples include leave taken on an occasional basis for medical appointments, or leave taken several days at a time spread over a period of months, such as for chemotherapy.
- 5.4.Institution: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind and the Visually Impaired, State School for the Deaf, University of South Dakota, and the Office of the Executive Director.
- 6.5. Parent: The biological, adoptive, step or foster parent of an employee or an individual who stood in loco parentis to an employee when the employee was a son or daughter. This is a person who is the biological parent of the employee or an individual who stands or stood in as a parent to an employee when the employee was a child.

- **7.6. Reduced Leave Schedule:** This is a leave schedule that reduces the usual number of hours per workweek or workday of an employee.
- **8.7. Serious Health Condition:** This is defined as an illness, injury, impairment, or physical or mental condition that involves:
 - 8.1.7.1. Any period of incapacity or treatment in connection with or consequent to inpatient care in a hospital, hospice, or medical care facility;
 - 8.2.7.2. Any period of incapacity requiring absence from work, school, or other regular activities, of more than three calendar days, that also involves continuing treatment by a health care provider, or continuing treatment by a health care provider for a chronic or long-term health condition that is incurable or so serious that, if not treated, would likely result in a period of incapacity of more than three calendar days; and for prenatal care. The term is not intended to cover short-term conditions in which treatment and recovery are brief. These conditions are covered by the usual sick leave policy.
- **9.8. Son or Daughter:** This is a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in for the parent, who is under 18 years of age. It includes others who may be older if the son or daughter is not capable of self-care due to a mental or physical disability. A person who stands in as a parent includes a person who has the day-to-day responsibility to care for and financially support a child. In the case of an employee, this includes the person who had that responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.
- **10.9. Spouse:** A spouse is a husband or wife as defined or recognized under state law for the purposes of marriage. South Dakota does not recognize common law marriage.

C. POLICY

Employee Eligibility Requirements

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

2. Qualifying Events Eligible for Family Medical Leave

- 2.1. The birth or the care of the employee's newborn child;
- 2.2. The placement with the employee of a child for adoption or foster care;
- 2.3. The care of the employee's spouse, child, or parent with a serious health condition; and
- 2.4. The serious health condition of the employee that leaves the employee unable to perform the functions of his or her job; or,
- 2.4.2.5. For any qualifying exigency arising out of the fact that a spouse, son, daughter or parent is a military member on covered active duty or call to covered active duty status.

3. Length of Leave

- 3.1. Employees eligible for family medical leave are entitled to a total of twelve (12) weeks of family medical leave during the course of each 12-month period; however, employees utilizing family medical leave for the birth of a child, for the placement for adoption of a child in their home, or to provide foster care of a child can use only twelve (12) weeks for that purpose within one year of the date of birth or placement of the child.
- 3.2. An eligible employee may also take up to 26 workweeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness when the employee is the spouse, son, daughter, parent, or next of kin of the service member.
- 3.1.3.2.1. An eligible employee is limited to a combined total of 26 workweeks of leave for any FMLA-qualifying reasons during the single 12-month period.
- 3.3. Employees are able to take leave through a reduced schedule or for intermittent periods for their personal serious health conditions or to care for the employee's sick family member.
- 3.2.3.3.1. However, if If leave is taken due to the birth of a child or placement of a child for adoption or foster care, an employee may take leave intermittently or on a reduced schedule only with supervisory approval. the approval of his/her supervisor.
- 3.4. Employees are not eligible for more than twelve (12) weeks of protected leave status as required by FMLA,
- 3.3.3.4.1. With approval, Aadditional leave may be granted to employees beyond the amounts mandated by the Family Medical Leave Act. However, Board policies, SD codified law (SDCL), and administrative rules (ARSD) and CSA rules governing leaves continue to apply.

4. Coordination of Family Medical Leave With Other Leave Benefits

- 4.1. Consistent with state <u>law</u>, Board policy, and the administrative rules governing leave usage, family medical leave is not necessarily paid leave. <u>BHR and the SDBOR The Board</u> requires all employees to use sick leave <u>or</u>, annual leave, <u>and/or personal leave</u> for the qualifying event of a serious health condition for self and personal leave and/or annual leave <u>or</u> for any other qualifying event. The use of paid leave must comply with SDCL Chapter 3-6C.3-6-6, 3-6-7, and 3-6-8.
- 4.2. Full-time employees who have been employed by the state for a continuous period of six months are entitled to 24 hours of paid family leave per week for up to eight weeks following the birth or placement of a child for adoption. Part-time employees will receive prorated hours.
- 4.2.1. Sick or vacation leave may be used to supplement the remaining hours in the workweek.
- 4.2.2. Paid family leave must be taken within one year following the birth or placement of a child for adoption. It is the practice that any eligible employee,

- as defined by the state, may take up to six (6) weeks of sick leave immediately following the birth or adoption of a child.
- **4.2.2.1.** Employees ineligible for paid family leave may use sick and/or annual leave following the birth or adoption of a child.
- 4.2.4.2.3. When medically necessary, a birth mother may use additional accumulated sick leave upon providing documentation from a health care provider and provided to the human resources office at the institution.
- 4.3. In accordance with SDCL and ARSD, employees may be allowed to receive donated leave after all other leave has been exhausted.
- 4.4. At no time will an employee be eligible for more than the allotted 12-weeks approved by federal law for the purpose of FMLA; however, with approval employee could utilize a leave of absence beyond the 12-weeks depending upon the circumstance.

5. Notification

- 5.1. Employees must provide their supervisor with at least 30 days notification if the family medical leave event is foreseeable. Typical foreseeable events are the birth or adoption of a child or the planned medical treatment for a serious health condition of the employee or the employee's family member. If the need for the leave is not foreseeable due to a change in circumstances or due to an emergency, the notice must be given as soon as practicable. Notice may be verbal, but a written request must be submitted to the supervisor to comply with record keeping requirements.
- 5.2. If an employee does not give timely advance notice of the need for family medical leave that is foreseeable, the employee's supervisor may deny the leave request until thirty (30) days after the employee provides the notice.
- 5.2.5.3. The institutional human resources office will inform the employee and supervisor when an FMLA event has been approved.

6. Medical Certification

- 6.1. The supervisor may, after consulting In consultation with Human the human Resources resources department, the institution may require that the employee certify through a physician that a serious health condition does exist. If requested, the The employee will have a reasonable time period (in most cases 15 days) in which to supply such certification. Employee may lose eligibility of the Family Medical Leave Act if proper certification is not completed prior to onset of leave or within 15 days of the onset of the serious health condition. This certification shall contain the following:
- 6.1.1. The date when the serious health condition began,
- 6.1.2. The probable duration of the condition,
- 6.1.3. The appropriate medical facts within the knowledge of the health care provider regarding the condition,

- 6.1.4. If the leave is due to the employee's serious health condition, the certificate must include a statement that the employee is unable to perform the functions of his or her position,
- 6.1.5. If planned medical treatment is the reason for the leave and employee wants intermittent leave or leave on a reduced time schedule, the date when the treatment begins and the estimated duration of the treatment,
- 6.1.6. If the leave request is necessitated by a serious medical condition of the employee or the employee's child, spouse or parent, the certificate shall state that there is a medical necessity for the leave and an estimate of how long the leave will be, and
- 6.1.7. Date and Signature of Health Care Provider.
- 6.2. The employee may be required to obtain a second opinion at the <u>institution's employer's</u> cost from a second health care provider of the <u>institution's employer's</u> choice. If the second opinion conflicts with the first opinion, the <u>employerinstitution</u> may request a third opinion at the <u>institution's employer's</u> cost. The <u>employerinstitution</u> and the employee must jointly agree on the person providing the third opinion. The third opinion is final and binding.
- 6.3. If an employee has suffered from a serious health condition which would prevent the employee from performing the essential functions of the employee's job or which would jeopardize workplace safety, the supervisor may, after consulting with Human Resources, require medical certification before reinstating the employee.
- <u>6.3.</u> The <u>employerinstitution</u> may request additional medical certifications as deemed necessary and in compliance with FMLA.
- 6.4. The human resources department will review FMLA certification documents and issue approval notices.

7. Benefits

- 7.1. Employees utilizing family medical leave will be allowed to continue to participate in the state health insurance plan as if the employee were not on leave. The institution will continue to pay the amount necessary to continue the employee's personal health insurance coverage on the same basis while the employee is participating in the leave program. However, the employee will be required to pay the amount needed to continue coverage beyond that provided as part of the institution state benefit package.paid health benefits.
- 7.2. If the state provides a new health plan or revises the health plan during the employee's family medical leave, the employee is entitled to change his/her benefit selections just as if the employee were continuously employed.
- 7.3. If an employee does not return from a family medical leave, the <u>state_institution</u> is entitled to recover the health premiums paid on behalf of the employee. However, a <u>campusan institution</u> may not recover its share of the employee's health plan premium if the employee does not return to work due to the continuation, recurrence or onset of a serious health condition or other circumstances beyond the employee's control.

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

8. Returning From Family Medical Leave

- 8.1. Upon returning to work from a family medical leave, an employee is entitled to the same or equivalent position. An equivalent position must have the same pay, benefits and working conditions, including privileges, perquisites, and status. It must involve the same or substantially similar duties and responsibilities, which must entail substantially equivalent skill, effort, responsibility, and authority.
- 8.2. Employees on family medical leave have no greater entitlements to continued employment or benefits than they would have had if they remained continuously employed during the family medical leave period.
- 8.3. EmployerInstitution may request a return-to-work certificate to ensure employee is able to perform the essential functions of the position.

9. Extended Leave of Absence

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

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

- 10.1. Employees granted leave without pay or a temporary reduction to less than full-time employment for one (1) month or more shall continue to have the employee's share of the group health/life/ADD (Accidental Death and Dismemberment) paid for by the employer institution for up to a total of three (3) months per leave without pay or temporary reduction. An employee granted a leave or temporary reduction that exceeds these conditions shall be required to continue group health/life/ADD coverage if they have not been allowed to opt out of the state of South Dakota group health insurance plan by the Bureau of Human Resources. If the employee has not opted out of the health plan, the institution has the option to pay the premiums on behalf of the employee or to require that the employee make the premium payments as a condition of granting the leave without pay request.
- 10.2. Nine, ten or eleven month employees who have contracts and/or letters of intent and/or letters of notification of employment for the following year shall continue to have their share of the premium paid for by the employer_institution for the non-appointment period.
- 10.3. NOTE: Only those leave without pay periods or temporary reductions to less than full-time employment that are of one (1) month or more duration are considered under this policy.

11. Sabbatical, Faculty Member Improvement and Career Redirection Leaves

- 11.1. At the discretion of the Board, Aa faculty member may be granted sabbatical leave after six (6) or more consecutive years of full-time employment in the system. A faculty member may be granted faculty member improvement or career redirection leave after three (3) consecutive years of full-time employment in the system. Approval for such leave shall be contingent upon the faculty member presenting plans for formal study, research, or other experiences which are designed to improve the quality of service of the faculty member to the institution, to the Board and to the State of South Dakota.
- 11.2. The number of all faculty member improvement, career redirection or sabbatical leaves granted by an institution during any fiscal year shall not exceed five percent (5%) of the faculty members or one (1) FTE, whichever is greater, in any one (1) year.
- 11.3. Sabbatical leave for nine (9) month faculty members shall be for not more than two (2) semesters at one-half the salary which would have been paid had the faculty member been on full-time employment, or not more than one (1) semester at the full salary which would have been paid had the faculty member been on full-time employment.
- 11.4. Sabbatical leave for twelve (12) month faculty members shall be for not more than twelve (12) months at one-half the salary which would have been paid on full-time employment, or not more than six (6) consecutive months at the full salary which would have been paid on full-time employment.
- 11.5. Faculty member improvement or career redirection leave for nine (9) month faculty members shall be for not more than two (2) semesters at eight percent (8%) of the salary which would have been paid on full-time employment for each full academic year of consecutive full-time service, up to a maximum of fifty percent (50%) of salary when considering all funding sources flowing to or through an institution, or not more than one (1) semester at sixteen percent (16%) of the salary which would have been paid on full-time employment, for each full academic year of consecutive full-time service, up to a maximum of one hundred percent (100%) of salary, for each year of consecutive service.
- 11.6. Faculty member improvement or career redirection leaves for twelve (12) month faculty members shall be for not more than twelve (12) months at eight percent (8%) of the salary which would have been paid on full-time employment, for each full year of consecutive full-time service, up to a maximum of fifty percent (50%) of salary, or not more than six (6) consecutive months at sixteen percent (16%) of the salary which would have been paid on full-time employment, for each full year of consecutive service up to a maximum of one hundred percent (100%) of salary.
- 11.7. All faculty members receiving faculty member improvement, career redirection, or sabbatical leave are required to return to the institution granting the leave for at least two (2) academic years of full-time service or to refund the full salary and institutional costs of fringe benefits received while on leave. If a faculty member returns, but fails to perform the full two (2) years return-to-service obligation, then the repayment obligation shall be prorated. Should the faculty member return but fail to fulfill the full two-year service requirement, the amount to be reimbursed shall be pro-rated and

shall be due one (1) calendar year from termination. Any repayment obligation which remains unpaid after falling due shall accrue interest at an annual rate equal to the monthly average prime rate of interest offered by the First Bank Wells Fargo Bank System, or its successor, during the leave period plus two percentage points. A faculty member who cannot perform return-to-service obligations due to death or permanent and total disability or reduction in force shall be released of all repayment obligations. Determination of whether a faculty member is to be considered disabled shall be made by the Board.

- 11.7.1. At the request of the faculty member and the president of the university supporting the sabbatical, faculty member improvement, or career redirection leave, the Board may transfer all or part of the repayment obligation to another campus within the system.
- 11.7.2. Universities recruiting faculty members may not expend funds to assist faculty members in meeting financial commitments related to sabbatical, faculty member improvement, career redirection, or similar leave service repayment obligations.
- 11.7.3. At the request of the president of the university, the Board may waive some or all of the return-to-service obligations or some or all of the repayment obligation when the Board determines that such waiver is in the best interest of the institution.
- 11.8. All faculty members, upon return from faculty member improvement, career redirection, or sabbatical leave shall be returned to their former positions or be assigned to positions of like nature and status and shall be granted increment increases that were given during their leave. They may be considered for merit increases as if they had served at the institution during such period. They shall maintain tenure, insurance benefits, accumulated sick leave, and all other accrued benefits. While employees are on sabbatical, improvement or career redirection leaves the following policies shall apply:
- 11.8.1. Employees shall neither accrue nor use sick and/or annual leave.
- 11.8.2. The full cost of health and life insurance shall continue to be paid by the Regents for the employee. Dependent health and life and supplemental life may be continued if paid by the employee.
- 11.8.3. Participation in the South Dakota Retirement System. Employees should refer to the South Dakota Retirement System for information. Employees can go to the following web site for participation information: www.sdrs.sd.gov or the employee can refer to SDCL 3-12-85.1
- 11.9. The following criteria shall be considered in selecting the candidates for faculty member improvement, career redirection or sabbatical leave:
- 11.9.1. The merit of the objectives as they relate to improving the instructional program and enhancing the professional growth of the applicant, and where other institutions are involved, evidence of acceptance of the faculty member's program or project by the institution offering the advanced study or research.
- 11.9.2. Years of experience in the system.
- 11.9.3. Previous leaves.

12. Exempt Employee Professional Development Leave

- 12.1. An exempt employee may be granted a professional development leave after (3) consecutive years of full-time employment in the system. Approval for such leave shall be contingent upon the employee presenting plans for formal study, research, or other experiences which are designed to improve the quality of service of the employee to the institution, the Board and the State of South Dakota. For purposes of this section, an exempt employee is a person who is exempt from the Civil Service system and who does not carry continuing faculty rank.
- 12.2. Exempt employee professional development leave shall be for not more than twelve months (12) at eight percent (8%) of the salary which would have been paid on full-time employment for each full year of consecutive full-time service, up to a maximum of fifty percent (50%) of salary, or not more than six months (6) at sixteen percent (16%) of the salary which would have been paid on full-time employment for each year of consecutive full-time service, up to a maximum of one hundred percent (100%) of salary.
- 12.3. All exempt employees receiving professional development leave are required to return to the institution granting the leave for at least two (2) years of full-time service or to refund the full salary and institutional costs of fringe benefits received while on leave. If an employee returns, but fails to perform the full two (2) years return-to-service obligation, then the repayment obligation shall be prorated. Should the employee return but fail to fulfill the full two-year service requirement, the amount to be reimbursed shall be pro-rated and shall be due one (1) calendar year from termination. Any repayment obligation which remains unpaid after falling due shall accrue interest at an annual rate equal to the monthly average prime rate of interest offered by the First Bank system during the leave period plus two percentage points. An employee who cannot perform return-to-service obligations due to death or permanent and total disability or reduction in force shall be released of all repayment obligations. Determination of whether an employee is to be considered disabled shall be made by the Board.
- 12.4. All exempt employees, upon return from professional development leave, shall be returned to their former positions or be assigned to positions of like nature and status and shall be granted increment increases that were given during their leave. They may be considered for merit increases as if they had served at the institution during such period. They shall maintain insurance benefits, accumulated leave, and all other accrued benefits. While employees are on leave the following policies shall apply:
- 12.4.1. Employees shall neither accrue nor use sick and/or annual leave.
- 12.4.2. The full costs of health and life insurance shall continue to be paid by the Regents for the employee. Dependent health, life, and other optional benefits may be continued if paid by the employee.
- 12.4.3. Participation in the South Dakota Retirement System. Employees should refer to the South Dakota Retirement System for information. Employees can go to the following web site for participation information: www.sdrs.sd.gov or the employee can refer to SDCL 3-12-85.

- 12.5. The following criteria shall be considered in selecting the candidates for professional development leave:
- 12.5.1. Needs of the department and institution.
- 12.5.2. The merit of the objectives as they relate to the enhancement of the professional growth of the applicant.
- 12.5.3. Years of experience in the system.
- 12.5.4. Previous leaves.

FORMS / APPENDICES:

None

SOURCE:

BOR August 1979, P. 1226, BOR February 1980; BOR August 1987; BOR August 1979, P. 1226; BOR August 1987; BOR August 1987; April 1988; September 1992; BOR October, 1992; BOR May 1993; BOR October 1993; BOR March 1994; BOR June 1994; BOR March 1997; BOR March 2004; BOR October 2004; BOR May 2006; BOR August 2016; BOR June 2020.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

SUBJECT

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

CONTROLLING STATUTE, RULE, OR POLICY

SDCL Chapter 3-6C ARSD Chapter 55:09:04

BACKGROUND / DISCUSSION

BOR Policy 4:25 is being revised to align with newly adopted Administrative Rules (ARSD), and SD Codified Law (SDCL) changes that were passed during the 2020 legislative session that become effective for Fiscal Year 2021. In addition, the policy was updated to clarify how administrative leave is authorized and paid.

- 1. SDCL and ARSD revisions eliminate personal leave which has historically allowed employees to use up to forty (40) hours per calendar year of sick leave to care for their immediate family. Under the new rules, employees will be able to use any amount of accrued sick leave for the care of immediate family.
- 2. SDCL and ARSD revisions and additions establish paid family leave, which will provide benefit eligible employees who have been employed for at least six months with paid leave at 60% of their pay for up to eight weeks following the birth or adoption of a child.
- 3. ARSD changes also allow the use of up to five days of sick leave, as bereavement leave, for the loss of an immediate family member.

Proposed revisions to BOR Policy 4:25 are outlined in Attachment I, there are no substantive changes to the policy, but the revisions simply remove the references to personal leave and replace with the appropriate new leave types.

IMPACT AND RECOMMENDATION:

DRAFT MOTION 20206024 6-C (3):

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 4:25, effective June 22, 2020, as outlined in Attachment I.

BOR Policy 4:25 – Time and Leave Reporting Revisions (First and Final Reading) June 24, 2020 Page 2 of 2

Board staff recommends the Board waive the two reading requirement of By-Laws Section 5.5.1 and approve the first and final reading of the proposed changes to BOR Policy 4:25. The Interim Rules Review Committee hearing did not take place to approve amendments and approve the new administrative rules until June 9, 2020, thus policy revisions could not be drafted prior to the April and May Board meetings. The staff is requesting a waiver of the two reading policy to ensure that BOR policy complies with the new SDCL and ARSD requirements.

ATTACHMENTS

Attachment I – Proposed revisions to BOR Policy 4:15.

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.

Time and Leave Reporting 4:25

1722

- 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. 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, <u>paid</u> <u>family leave</u>, <u>bereavement leave</u>, <u>personal leave</u>, 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. | Personal Leave |
|-------------------------------------|-------------------|
| 1.9.1.2. <u>1.9.1.1.</u> | Sick Leave |
| 1.9.1.3. <u>1.9.1.2.</u> | Annual Leave |
| 1.9.1.4. 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.

Time and Leave Reporting
Page 2 of 7

4:25

- 1.10.2. For payroll purposes, a holiday is no more than eight (8) hours.
- 1.10.3. An employee who is on leave without pay for the entire week when a holiday occurs will not receive holiday benefits.
- 1.10.4. Employees who are newly hired and who begin work the day after the holiday will not receive the holiday pay hours.
- 1.10.5. 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. They could take off an equal number of hours at a later date, or;
 - 1.10.5.2. They could receive straight time paid in cash for an equal number of hours.
 - 1.10.5.2.1. 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 granted authorized as directed by the Executive Director, or in accordance with BOR Policy 4:40. Administrative leave approved authorized for reasons that do not fall under BOR Policy 4:40 will be paid-administered as follows for overtime eligible employees:
 - 1.11.1. Employees will not receive administrative leave pay in excess of the scheduled shift, or 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 administrative elosing period in which administrative leave is authorized are eligible for paid administrative leave;
 - 1.11.3. Administrative leave will may only be granted only for the number of hours the work location was administratively closed 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 overtime eligible 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.

Time and Leave Reporting Page 3 of 7

- 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. 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. 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. 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.

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, personal, military, or court and jury leave for absences of less than a full day except as may be applicable when annual, sick, or personal leavepaid 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 granted authorized as directed by the Executive Director, or in accordance with BOR Policy 4:40. Administrative leave approved authorized for reasons that do not fall under BOR Policy 4:40 will be paid administered as follows for employees ineligible for overtime.

Time and Leave Reporting
Page 6 of 7

4:25

- 2.3.1. Only leave eligible employees who are scheduled to work during the administrative elosing period in which administrative leave is authorized are eligible for paid administrative leave.
- 2.3.2. Administrative leave will may only be granted only for the number of hours the work location was administratively closed 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:

Current Policy Manual 8.6; 8.6.2; BOR, December 1998; BOR, August 2001; BOR, June 2003; BOR, May 2008, October 2016; BOR, June 2020.

Time and Leave Reporting
Page 7 of 7

4:25

The South Dakota Board of Regents adjourned its regular business meeting on June 24, 2020 and will meet again for a special business meeting on July 22, 2020, via teleconference.

I, Regent John Bastian, President of the South Dakota Board of Regents, declare that the above is a true, complete and correct copy of the minutes of the Board of Regents meeting held on June 24, 2020.

John W. Bastian President

South Dakota Board of Regents